Couverture

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: Louverture
Chief School Administrator: DR. GLORIA C. SCOTT	Address: 330 Central Ave.
Chief School Administrator's E-mail: g.scott@eastorange.k12.nj.us	Grade Levels: PK - 5
Title I Contact: Mr. James Leutz	Principal: David Johnson
Title I Contact E-mail: j.leutz@eastorange.k12.nj.us	Principal's E-mail: david.johnson@eastorange.k12.nj.us
Title I Contact Phone Number: 973-266-5781	Principal's Phone Number: 973-266-5942

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.

DAVID T. JOHNSON

Principal's Name (Print) **Principal's Signature** **Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA§1114*

Critical Overview Elements

- The School held 3 (number) of stakeholder engagement meetings.
- State/local funds to support the school were $ 2,683.793, which comprised 99 % of the school's budget in 2014-2015.
- State/local funds to support the school will be $ 2,683.793, 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
Light Refreshments for Parent University Workshops	1,2,&3	Yes	200-800	$800.00
Parent Resources and Handouts for workshops	1,2,&3	Yes	200-600	$225.00
Resources for Parent Room	1,2,&3	Yes	200-600	$100.00
Speakers for Parent University Workshops	1,2,&3	Yes	200-300	$200.00

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
David Johnson, Principal	Administration	X	X	X	
Sharon Osorio, Math Coach	Teacher	X	X	X	
Jackie Nisenson, ELA Coach	Teacher	X	X	X	
Bonnie Triolo	Social Worker/Guidance	X	X	X	
Grace Gordon	Teacher	X	X	X	
Ericka Currie	Teacher	X	X	X	
Tanisha Robinson	Parent/PTA President	X	X	X	
Francesca Boss	Community	X	X	X	

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 26, 2015	Louverture School Principal's Office	Comprehensive Needs Assessment	x		x	
May 27, 2015	Louverture School Principal's Office	Schoolwide Plan Development	x		x	
June 08, 2015	Louverture School Principal's Office	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 goal is to create a learning environment that is intellectually stimulating and challenging for all students through an instructional program which promotes self-esteem and decision-making skills. We focus on working with parents to strengthen the lines of communication between home, school and community. We aim to instill a life-long love of learning, while providing cultural experiences that assist in the development of an appreciation for cultural diversity.

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
2. What were the strengths of the implementation process? Teachers were given a great deal of professional development in ELA & Math for data driven instruction. We used our coaches as our in house consultant to work collaboratively with teachers in a variety of areas. (Common Core Standards, Close Reading, Data Driven Instruction using Renaissance STAR Reading & Math, GO MATH & Danielson Framework for teaching, creating & implementing text based questions). Our trainings were held during staff meeting, common planning time, and in-service days.
3. What implementation challenges and barriers did the school encounter? Due to excessive testing, did have a reduction in teaching time.
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? The coaches were extremely knowledgeable in the needed areas. Since some of the curriculum was so different, some teachers were uncomfortable with the new methods.
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? Coaches met with teachers and worked with them closely throughout the year. Coaches presented workshops at grade level and faculty meetings. Coaches met

with the Language Arts Literacy supervisor on a regular basis. In addition, parent workshops were held on a monthly basis to provide parents with support to assist their child(ren) with skills that are being taught in the classroom for both ELA & MAth.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? Staff welcomed the changes as well as the professional development opportunities. The teachers implemented the changes in the classrooms & they reported out the progress the students have been making. Coaches developed a survey and staff was required to provide responses.
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? Parent workshops were held to offer support to parents and to gain their understanding of the new program. Parents who attended appreciated the opportunity to ask questions and were most positive about the new program.
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? .) Methods of delivery included one-on-one, whole school, grade level and across grade level meetings. Coaches also went into classrooms to model changes.
9. How did the school structure the interventions? Students were tested to determine skill weaknesses using the Renaissance Pre test in both ELA & Math. They were then categorized in four categories. On/Above benchmark, On Watch, Intervention, & Urgent Intervention. Guided Reading was provided during ELA time also. Students who scored in the Intervention and Urgent Intervention

categories received Pull-out intervention as well as in class support by teacher tutors and coaches. Students took a Mid-Year assessment to determine growth. At that time groups switched based on the intervention and urgent intervention categories.

10. How frequently did students receive instructional interventions? Students received intervention every day. They received intervention during Guided Reading time plus additional pull out intervention.
11. What technologies did the school use to support the program? Think Central GO Math, Think Central Journeys, Kid Biz, Easy Tech, waggle.com, and Promethean boards in each classroom. Louverture School provides teachers with at least 5 classroom laptops, and we have two carts with 30 laptops in each that are scheduled for classes in grades 3-5, so teachers can use carts in whole class instruction and intervention.
12. Did the technology contribute to the success of the program and, if so, how? Yes, greatly, since teachers were required to go to Think Central in order to assess students in both reading and math. Teachers were given immediate scores. Renaissance STAR reading and math progress monitoring is also By having the online assessments scores, teachers new exactly what needed to be re-taught without a gap in time. Resources and promethean boards have replaced chalkboards.

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	2	Not Available	Pull-out as well as in-class intervention was provided using Grab N Go, HM Tool Kit, and Windsor Sonday programs. Students were tested in the beginning of the school year using Renaissance STAR Reading Assessment. Students who score in the intervention and urgent intervention categories are put in small intervention pull out groups. Guided reading is also utilized working on the students reading levels. In class support with a certified teacher was provided for inclusion classroom.	Not Available
Grade 5	24	Not Available	Pull-out as well as in-class intervention was provided using Grab N Go, HM Tool Kit, and Windsor Sonday programs. Students were tested in the beginning of the school year using Renaissance STAR Reading Assessment. Students who score in the intervention and urgent intervention categories are put in small intervention pull out groups. Guided reading is also utilized working on the students reading levels. In class support with a certified teacher was provided for inclusion classroom.	Not Available
Grade 6	N/A			

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

Grade 7	N/A			
Grade 8	N/A			
Grade 11	N/A			
Grade 12	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	1	Not Available	Math tutor provided small group instruction using Go Math Intervention tool kit and waggle.com HSP Math Intervention Skill Pack Provided by Houghton Mifflin Online Resource	Not Available
Grade 5	13	Not Available	Math tutor provided small group instruction using Go Math Intervention tool kit and waggle.com HSP Math Intervention Skill Pack Provided by Houghton Mifflin Online Resource	Not Available
Grade 6	N/A			
Grade 7	N/A			
Grade 8	N/A			
Grade 11	N/A			
Grade 12	N/A			

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	6	7	Small Group Instruction, Tools of the Mind Program, One on One Instruction, Peer Partnering, and Role Model Problem Solving Skills on a daily basis.	Interventions resulted in proficiency according to the ESPI
Kindergarten	8	8	Grab N Go, Small Group Instruction and One-on-One instruction with Teacher Assistant, and in class support.	For the most part interventions were successful and resulted in proficiency. All students who scored at the Urgent Intervention or Intervention category for the pre test scored at or above benchmark during the post test.
Grade 1	12	17	Grab N Go, Windsor Sonday, HM Tool Kit were used by intervention teachers in small group instruction as well as one-on-one instruction.	We had a large number of new students in first grade which resulted in an equally large number needing intervention. Interventions were successful resulting in an increase in the scale score for most students.
Grade 2	10	16	Grab N Go, Windsor Sonday, HM Tool Kit were used by intervention teachers in small group instruction as well as one-on-one instruction.	Interventions were successful resulting in an increase in the scale score for most students.
Grade 9	N/A			
Grade 10	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	4	6	Small Group Instruction, Referral to Special Services resulted in intervention by Speech and Language specialist, one-on-one instruction, Tools of the Mind program.	Interventions resulted in proficiency according to the ESPI
Kindergarten	8	8	Small group instruction and One-On-One	For the most part interventions were successful and

			intervention by Teacher Assistant, , and in class support. Students also use the Soar to Success intervention provided by the GO MATH program.	resulted in proficiency. All students who scored at the Urgent Intervention or Intervention category for the pre test scored at or above benchmark during the post test.
Grade 1	5	9	Intervention Kit for GO Math Program, also students are able to log onto Think Central and use the Soar to Success tool which is individualized based on the students Chapter Test Score.	We had a large number of new students in first grade which resulted in an equally large number needing intervention. Interventions were successful resulting in an increase in the scale score for most students.
Grade 2	12	17	Intervention Kit for GO Math Program, also students are able to log onto Think Central and use the Soar to Success tool which is individualized based on the students Chapter Test Score.	Interventions were successful resulting in an increase in the scale score for most students.
Grade 9	N/A			
Grade 10	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	Students with Disabilities	In class support with a TA was provided Interventions included Grab N Go, and HM Tool Kit, Students were tested in the beginning of the school year using Renaissance Early Literacy. Students who score in the intervention and urgent intervention are put in small intervention groups. Teacher and TA provide intervention through guided reading using phonics based materials.	Yes	Yes	Yes. Reports are run after the pre, mid, and post tests. Students show an increase on their scaled score. Students showed significant academic growth. 78% was the average of growth.
Math	Students with Disabilities	In class support with a TA was provided Interventions included Houghton Mifflin GO MATH Intervention. Students were tested in the beginning of the school year using Renaissance STAR	Yes	Yes.	Reports are run after the pre, mid, and post tests. Students show an increase on their scaled score. Students showed minimal growth. 9% was the average of growth.

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. Students who score in the intervention and urgent intervention are put in small intervention groups. Teacher and TA provide intervention through small group instruction and reteach and retest. HSP Math Intervention Skill Pack Provided by Houghton Mifflin Online Resource			
ELA	Homeless	Pull-out as well as in-class intervention was provided using Grab N Go, HM Tool Kit, and Windsor Sonday programs. Students were tested in the beginning of the school year using Renaissance students who score in the intervention and urgent intervention are put in small intervention groups. Teachers also progressed monitored using Renaissance	Yes	Yes	Too few students to report data.

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)
		Assessments.			
Math	Homeless	Math tutor provided small group instruction using Soar to Success Intervention as well as Go Math Intervention. Students were tested in the beginning of the school year using Renaissance students who score in the intervention and urgent intervention are put in small intervention groups. HSP Math Intervention Skill Pack Provided by Houghton Mifflin Online Resource	Yes	Yes	Too few students to report data.
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	N/A			
Math	ELLs	N/A			
ELA	Economically Disadvantaged	Pull-out as well as in-class intervention was provided using Grab N Go, HM Tool Kit, and	Yes	Yes	85% of students receiving intervention showed significant academic growth from the Beginning Year Renaissance Early Literacy and Renaissance STAR

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)
		Windsor Sonday programs. Students were tested in the beginning of the school year using Renaissance STAR Reading Assessment. Students who score in the intervention and urgent intervention categories are put in small intervention pull out groups. Guided reading is also utilized working on the students reading levels. In class support with a certified teacher was provided for inclusion classroom.			Reading Assessment to the End of Year Assessments.
Math	Economically Disadvantaged	Math tutor provided small group instruction using Go Math Intervention tool kit and waggle.com HSP Math Intervention Skill Pack Provided by Houghton Mifflin Online Resource			75% of students receiving intervention showed significant academic growth from the Beginning Year Renaissance Early Literacy and Renaissance STAR Reading Assessment to the End of Year Assessments.

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	Inclusion children were placed in after school programs. We used Houghton Mifflin Grab N Go & Common Core Writing.	Yes	Yes	Test Results and Writing Samples show a 25% increase in student achievement.
Math	Students with Disabilities	Math Program Provided by the district.	Yes	Yes	Test Results show a 20% increase in student achievement.
ELA	Homeless	Inclusion children were placed in after school programs. We used Houghton Mifflin Grab N Go & Common Core Writing.	Yes	Yes	Too few to report
Math	Homeless	Math Program Provided by the district.	Yes	Yes	Too few to report
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	N/A			
Math	ELLs	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	Economically Disadvantaged	Inclusion children were placed in after school programs. We used Houghton Mifflin Grab N Go & Common Core Writing.	Yes	Yes	Test Results and Writing Samples show a 75% increase in student achievement.
Math	Economically Disadvantaged	Math Program Provided by the district.			Test Results show a 20% increase in student achievement.
ELA					
Math					

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

Evaluation of 2014-2015 Interventions and Strategies

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	All Training Provided by the coaches: • Common Core • Three part objective • Guided Reading • Data Driven Instruction • Data Based Intervention • Creating a TAN • Conferencing • Anecdotal Notes • Teaching Models for inclusion classes	Yes	Yes	50% of the teachers have mastered all of the areas that they received professional development in.
Math	Students with Disabilities	All Training Provided by the coaches: • Common Core • Three part objective • Data Driven Instruction • Data Based	Yes	Yes	50% of the teachers have mastered all of the areas that they received professional development in.

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Intervention • Small Group In Class Intervention • Creating a TAN • Teaching Models for inclusion classes • Waggle.com			
ELA	Homeless	All Training Provided by the coaches: • Common Core • Three part objective • Guided Reading • Data Driven Instruction • Data Based Intervention • Creating a TAN • Conferencing • Anecdotal Notes • Teaching Models for inclusion classes	Yes	Yes	Too Few to Report Data

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	All Training Provided by the coaches: • Common Core • Three part objective • Data Driven Instruction • Data Based Intervention • Small Group In Class Intervention • Creating a TAN • Teaching Models for inclusion classes • Waggle.com	Yes	Yes	Too Few to Report Data
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	N/A			
Math	ELLs	N/A			
ELA	Economically Disadvantaged	Common Core Training provided by the Coaches	Yes	Yes	50% of the teachers have mastered all of the areas that they received professional development in.

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Economically Disadvantaged	All Training Provided by the coaches: • Common Core • Three part objective • Data Driven Instruction • Data Based Intervention • Small Group In Class Intervention • Creating a TAN • Teaching Models for inclusion classes • Waggle.com			50% of the teachers have mastered all of the areas that they received professional development in.
ELA					
Math					

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

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Parent University Workshops Open House PARCC Information Session with the district	YES	YES	Sign In Sheets show a 50% increase in parent attendance and 78% average growth for students' academics.
Math	Students with Disabilities	Parent University Workshops Open House PARCC Information Session with the district	YES	YES	Sign In Sheets show a 50% increase in parent attendance and 9% average growth for students' academics.
ELA	Homeless	Parent University Workshops Open House PARCC Information Session with the district	YES	YES	Too Few to Report
Math	Homeless	Parent University Workshops Open House PARCC Information Session with the district	YES	YES	Too Few to Report

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	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	N/A			
Math	ELLs	N/A			
ELA	Economically Disadvantaged	Parent University Workshops Open House PARCC Information Session with the district	YES	YES	
Math	Economically Disadvantaged	Parent University Workshops Open House PARCC Information Session with the district	YES	YES	
ELA					
Math					

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

Principal's Certification

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

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

David T. Johnson

Principal's Name (Print)

Principal's Signature

6/11/15

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	Renaissance Early Literacy Assessment Renaissance STAR Reading Assessment Model Curriculum Assessment NJ ASK State Assessment PARCC Assessment	78% of students were proficient by the End of Year Assessment. 78% of students were proficient by the End of Year Assessment. 10% of students were proficient by the End of Year Assessment. 78% of students were proficient by the End of Year Assessment. Data not available at this time
Academic Achievement - Writing	NJ ASK State Assessment PARCC Assessment	78% of students were proficient by the End of Year Assessment.
Academic Achievement - Mathematics	GO MATH Think Central Assessments Renaissance STAR Math Assessments NJ ASK State Assessment PARCC Assessment	85% of students were proficient by the End of Year Assessment. 55% of students were proficient by the End of Year Assessment. 46% of students were proficient by the End of Year Assessment. Data not available
Family and Community Engagement	Back to school night Parent University Workshops	

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)
Professional Development	Staff attends workshops provided by the coaches. Staff attends district workshops	**STAR Reading Data:** 78% of students were proficient by the End of Year Assessment. **STAR Math Data:** 55% of students were proficient by the End of Year Assessment.
Leadership	Walkthrough Data Teachscape Data	Data shows 85% of teachers score effective or better.
School Climate and Culture	Coaches Created a survey at the beginning of the school year.	Survey show that all teachers require professional development in different areas of the curriculum and content standards.
School-Based Youth Services		
Students with Disabilities	Renaissance Early Literacy Assessment Renaissance STAR Math Assessments Model Curriculum Assessment NJ ASK State Assessment PARCC Assessment	Students showed 78 % growth from beginning of the year assessment to end of year assessment. Students showed minimal growth students showed an average of 9% growth. Students showed no growth in any of the model curriculum assessment. Students showed no growth in the NJ ASK State Assessment No Data Available
Homeless Students	Renaissance Early Literacy Assessment Renaissance STAR Reading Assessment Renaissance STAR Math Assessments GO MATH Think Central Assessments Model Curriculum Assessment	Too Few to Report

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)
	NJ ASK State Assessment PARCC Assessment	
Migrant Students	N/A	
English Language Learners	N/A	
Economically Disadvantaged	Renaissance Early Literacy Assessment Renaissance STAR Reading Assessment Renaissance STAR Math Assessments GO MATH Think Central Assessments Model Curriculum Assessment NJ ASK State Assessment Reading NJ ASK State Assessment Math PARCC Assessment	Students showed 92 % growth from beginning of the year assessment to end of year assessment. Students showed 55 % growth from beginning of the year assessment to end of year assessment. 85% of students were proficient by the End of Year Assessment. 10% of students were proficient by the End of Year Assessment. 78% of students were proficient by the End of Year Assessment. 46% of students were proficient by the End of Year Assessment.

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? Teachers met on a grade level basis to discuss and analyze test results and to devise a plan of action. Teachers reviewed a multitude of tests (Benchmark Assessments, Pre & Mid Tests in all Content Areas, Renaissance STAR Testing in Reading & Math, Go Math- Think Central Assessments and teacher- made tests). In addition, teachers reviewed their running records and anecdotal information.
2. What process did the school use to collect and compile data for student subgroups? Teachers submitted on a regular basis test results with item analysis and a list of students needing remediation. Students are re-taught & retested in the skills needing remediation. Also based on the growth chart from Renaissance Testing teachers analyzed and completed a data driven action plan to assist students reach the On/Above Benchmark category in Reading and Math.
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)? Data is computer scored, teacher scored or in some cases scored by the coaches. Data is collected in loose leaf binders, TANs or in folders. NJ ASK is scored by the State.
4. What did the data analysis reveal regarding classroom instruction? Based on Renaissance Testing, Pre & Mid Year testing in both reading and Math, District benchmark tests, Journey's Unit Tests, Weekly Story Tests and teacher-made exams, instruction and intervention in both math and LAL need remediation.
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?)? While we continue to improve in LAL in some grades, we need to continue PD focusing on both math and LAL.
6. How does the school identify educationally at-risk students in a timely manner?
   At the very beginning of school, teachers review NJ ASK results (including Cluster Scores) identifying those students at risk. Students are further screened in the beginning of the year in order to determine placement in reading and math groups. Students are tested weekly in LAL and teachers identify those needing remediation. This remediation and intervention takes place on a daily basis.

In math, teachers provide worksheets and daily problems to review skills that were weak on the benchmark tests. In addition, teachers use a diagnostic test to determine which students do not understand concepts already introduced. Teachers then use these results to provide remediation and intervention in math.

7. How does the school provide effective interventions to educationally at-risk students? Each class has a co-teacher dedicated to providing assistance to at-risk students. Intervention programs such as Winsor Sonday, and GO Math & Soar to Success Intervention, as well as the East Orange Math Intervention Program were available to classroom and co-teachers this year and next year we'll be implementing Go Math. In addition, we use Kid Biz for more targeted CAI. Our After-School (Extended Day) Program focuses on at-risk students in grades 3-5 providing them with a small group setting and intervention tailored to their needs.
8. How does the school address the needs of migrant students? N/A
9. How does the school address the needs of homeless students?
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 meet on a weekly basis both with their colleagues on the grade level and across grade levels at Staff Meetings. Teachers review and analyze data to determine skills needing remediation. At the same time, they identify the students needing remediation in each skill. Materials are available and teachers may request additional materials for further intervention. Teachers have input into ordering for their class and use teacher –made assessments when necessary.
11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? Pre-schoolers at Louverture visit the Kindergarten classes to get to know the classroom and teachers for the following year. Parents in all grades are invited in to meet the teachers and to visit the classrooms their children will be attending in the coming year.
12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan? The Data Analysis Committee, a subcommittee of the SLC, analyzed data and presented its findings to the SLC as well as the entire faculty. On the basis of this analysis, it was determined that LAL and Math should remain priorities in order to achieve benchmark and growth in 2015-2016. In order for us "to close the achievement gap ", we will need a comprehensive PD plan in LAL and Math. Our third priority problem was derived from the need to align with the new CCCSS.

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

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	Close the achievement gap in ELA	Close the achievement gap in Math
Describe the priority problem using at least two data sources	51% proficient on Renaissance Star Reading 78% proficient on Renaissance Early Literacy	55% proficient on Renaissance Math 85% proficient on Think Central GO Math
Describe the root causes of the problem	Some students begin the school year 2 years below reading level although there is growth it is not enough. Having another teacher tutor would be helpful with strategic intervention.	Some students begin the school year without the basic math foundation skills although there is growth it is not enough. Having another teacher tutor would be helpful with strategic intervention.
Subgroups or populations addressed	Inclusion, SPED, Economically Disadvantaged	Inclusion, SPED, Economically Disadvantaged
Related content area missed (i.e., ELA, Mathematics)	Working with and analyzing text	Geometry and Measurement, & Numerical Operations
Name of scientifically research based intervention to address priority problems	"IREAD" Scholastic, Windsor Sonday, Guided Reading	Go Math Intervention tool kit and waggle.com HSP Math Intervention Skill Pack Provided by Houghton Mifflin Online Resource
How does the intervention align with the Common Core State Standards?	All Materials are approved by DOE and are scientifically based. All programs are aligned with the CCSS by the district.	All Materials are approved by DOE and are scientifically based. All programs are aligned with the CCSS by the district.

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	Attendance	
Describe the priority problem using at least two data sources	Focus	
Describe the root causes of the problem	Lack of consistently in reporting chronic absenteeism Sickness High Expectation	
Subgroups or populations addressed	Economically Disadvantaged, SPED, Inclusion	
Related content area missed (i.e., ELA, Mathematics)	All content areas are missed	
Name of scientifically research based intervention to address priority problems		
How does the intervention align with the Common Core State Standards?	Classroom Contests Attendance officers	

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

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

2015-2016 Interventions to Address Student Achievement

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Windsor Sonday, Guided Reading IREAD	Jackie Nisenson & David Johnson	Renaissance Star Reading Progress Monitoring, Anecdotal Guided Reading Documentation	Houghton Mifflin's Journey 's program is a scientifically research-based reading program.
Math	Students with Disabilities	HSP Math Intervention Skill Pack Provided by Houghton Mifflin Online Resource Waggle.com	Sharon Osorio & David Johnson	GO Math End of Unit Assessments Completed Online, Progress Monitoring using Renaissance STAR Math Assessments & Anecdotal Documentation of Math Skills.	Houghton Mifflin's Go Math program is a scientifically researched-based Math program.
ELA	Homeless	Windsor Sonday, Guided Reading IREAD	Jackie Nisenson & David Johnson	Renaissance Star Reading Progress Monitoring, Anecdotal Guided Reading Documentation	Houghton Mifflin's Journey 's program is a scientifically research-based reading program.
Math	Homeless	HSP Math Intervention Skill Pack Provided by Houghton Mifflin Online Resource Waggle.com	Sharon Osorio & David Johnson	GO Math End of Unit Assessments Completed Online, Progress Monitoring using Renaissance STAR Math Assessments & Anecdotal Documentation of Math Skills.	Houghton Mifflin's Go Math program is a scientifically researched-based Math program.
ELA	Migrant	**N/A**			
Math	Migrant	**N/A**			
ELA	ELLs	**N/A**			
Math	ELLs	**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)
ELA	Economically Disadvantaged	Windsor Sonday, Guided Reading IREAD	Jackie Nisenson & David Johnson	Renaissance Star Reading Progress Monitoring, Anecdotal Guided Reading Documentation	Houghton Mifflin's Journey 's program is a scientifically research-based reading program.
Math	Economically Disadvantaged	HSP Math Intervention Skill Pack Provided by Houghton Mifflin Online Resource Waggle.com	Sharon Osorio & David Johnson	GO Math End of Unit Assessments Completed Online, Progress Monitoring using Renaissance STAR Math Assessments & Anecdotal Documentation of Math Skills.	Houghton Mifflin's Go Math program is a scientifically researched-based Math program.
ELA					
Math					

Use an asterisk to denote new programs.

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

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	Comic Book Writing Enrichment Program 2nd & 3rd Grade Boys Book Club	David Johnson	After completing each component students will be awarded points using a rubric which will allow them to create their avatar design. Monitor progress using Renaissance STAR Reading Assessment.	Program uses the incentive of comic book creation to improve writing. Incentives for writing are supported by research. Parent Involvement and more time on task has been supported by research and shown to be effective.
Math	Students with Disabilities	HSP Math Intervention Skill Pack Provided by Houghton Mifflin Online Resource Waggle.com	David Johnson	Monitor progress using GO MATH Unit Assessments & Renaissance STAR Math for progress monitoring.	Houghton Mifflin's Go Math program is a scientifically -based Math program.
ELA	Homeless	Comic Book Writing Enrichment Program 2nd & 3rd Grade Boys Book Club	David Johnson	After completing each component students will be awarded points using a rubric which will allow them to create their avatar design. Monitor progress using Renaissance STAR Reading Assessment.	Program uses the incentive of comic book creation to improve writing. Incentives for writing are supported by research. Parent Involvement and more time on task has been supported by research and shown to be effective.
Math	Homeless	HSP Math Intervention Skill Pack Provided by Houghton Mifflin Online Resource Waggle.com	David Johnson	Monitor progress using GO MATH Unit Assessments & Renaissance STAR Math for progress monitoring.	Houghton Mifflin's Go Math program is a scientifically -based Math program.

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	N/A			
Math	ELLs	N/A			
ELA	Economically Disadvantaged	Comic Book Writing Enrichment Program 2nd & 3rd Grade Boys Book Club	David Johnson	After completing each component students will be awarded points using a rubric which will allow them to create their avatar design. Monitor progress using Renaissance STAR Reading Assessment.	Program uses the incentive of comic book creation to improve writing. Incentives for writing are supported by research. Parent Involvement and more time on task has been supported by research and shown to be effective.
Math	Economically Disadvantaged	HSP Math Intervention Skill Pack Provided by Houghton Mifflin Online Resource Waggle.com	David Johnson	Monitor progress using GO MATH Unit Assessments & Renaissance STAR Math for progress monitoring.	Houghton Mifflin's Go Math program is a scientifically -based Math program.
ELA					
Math					

Use an asterisk to denote new programs.

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Training in CCSS in ELA Infuse of ELA throughout all content areas.	Jackie Nisenson & David Johnson	Renaissance STAR Reading Progress Monitoring, PARCC Assessment	CCSS has been developed by a National Panel using scientifically based research data.
Math	Students with Disabilities	Training in CCSS in Math Infuse writing in Math Instruction	Sharon Osorio & David Johnson	Renaissance STAR Math Progress Monitoring, PARCC Assessment	CCSS has been developed by a National Panel using scientifically based research data.
ELA	Homeless	Training in CCSS in ELA Infuse of ELA throughout all content areas..	Jackie Nisenson & David Johnson	Renaissance STAR Reading Progress Monitoring, PARCC Assessment	CCSS has been developed by a National Panel using scientifically based research data.
Math	Homeless	Training in CCSS in Math Infuse writing in Math Instruction	Sharon Osorio & David Johnson	Renaissance STAR Math Progress Monitoring, PARCC Assessment	CCSS has been developed by a National Panel using scientifically based research data.
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	N/A			
Math	ELLs	N/A			
ELA	Economically	Training in CCSS in ELA	Jackie	Renaissance STAR Reading	CCSS has been developed by a

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
	Disadvantaged	Infuse of ELA throughout all content areas.	Nisenson & David Johnson	Progress Monitoring, PARCC Assessment	National Panel using scientifically based research data.
Math	Economically Disadvantaged	Training in CCSS in Math Infuse writing in Math Instruction	Sharon Osorio & David Johnson	Renaissance STAR Math Progress Monitoring, PARCC Assessment	CCSS has been developed by a National Panel using scientifically based research data.
ELA					
Math					

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-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 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? Walkthroughs by district and principal will be more frequent coaches will be in rooms.
2. What barriers or challenges does the school anticipate during the implementation process? Excessive Testing
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? The problems and solutions will be presented at PTA meetings, staff meetings, & parent university.
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? Walkthroughs, lesson plans, lessons
5. What measurement tool(s) will the school use to gauge the perceptions of the community? Involvement in programs (Sign In Sheets)
6. How will the school structure interventions? Intervention will occur as pull out during Tier 2 small group. Intervention will be either Windsor Sonday or guided reading. Math intervention will take place in the classroom with the teacher tutor as well as the classroom teacher. Go Math Intensive Intervention as well as waggle.com.
7. How frequently will students receive instructional interventions? 3-5 days

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

8. What resources/technologies will the school use to support the schoolwide program? Laptops for IREAD and waggle.com, Promethean boards for interactive lessons.
9. What quantitative data will the school use to measure the effectiveness of each intervention provided? Progress monitoring will be done by Renaissance STAR Reading & Math.
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? Back to school night, parent university, PTA meetings.

Provide a separate response for each question.

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

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Parent Workshops involving literacy strategies	Principal	Number of participants Renaissance STAR Reading Progress monitoring.	Parent involvement improves student performance
Math	Students with Disabilities	Parent Workshops involving math strategies	Principal	Number of participants Renaissance STAR Math Progress monitoring.	Parent involvement improves student performance
ELA	Homeless	Parent Workshops involving literacy strategies	Principal	Number of participants Renaissance STAR Reading Progress monitoring.	Parent involvement improves student performance
Math	Homeless	Parent Workshops involving math strategies	Principal	Number of participants Renaissance STAR Math Progress monitoring.	
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Parent Workshops involving literacy strategies	Principal	Number of participants Renaissance STAR Reading Progress monitoring.	Parent involvement improves student performance

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	Economically Disadvantaged	Parent Workshops involving math strategies	Principal	Number of participants Renaissance STAR Math Progress monitoring.	Parent involvement improves student performance
ELA					
Math					

Use an asterisk to denote new programs.

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

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? Developing grade level workshops to acquaint parents with the CCSS.
2. How will the school engage parents in the development of the written parent involvement policy? The Community Outreach coordinator will present the information to parents at a workshop.
3. How will the school distribute its written parent involvement policy? The compact is distributed to parents the first week of school. Parents and students are asked to review and sign and return it to school
4. How will the school engage parents in the development of the school-parent compact? PTA and the School Leadership Committee.
5. How will the school ensure that parents receive and review the school-parent compact? The compact is distributed to parents the first week of school. Parents and students are asked to review and sign and return it to school.
6. How will the school report its student achievement data to families and the community? NJ Ask individual reports are sent home to parents. Overall results are presented at a NJ ASK parent workshop. The community is notified through access of the NJDOE website and East Orange School District Website.
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? A letter is sent home by district office.
8. How will the school inform families and the community of the school's disaggregated assessment results? Parents are notified through parent workshops, I&RS meetings, as well as parent/teacher conferences.

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

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? We have had meetings during the implementation of each component and received feedback from families and community. Open completion of each section we reviewed it to ensure all items were addressed and documented.

10. How will the school inform families about the academic achievement of their child/children? Parents are notified through parent workshops, I&RS meetings, as well as parent/teacher conferences.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

Provide a separate response for each question.

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

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	**Description of Strategy to Retain HQ Staff**
Teachers who meet the qualifications for HQT, consistent with Title II-A	100%	PD is the key to staff retention conducted by supervisors, mentors, coaches and outside consultants.
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)	100%	In-district PD was offered to paraprofessionals to meet State requirements for CCSS.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	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 regularly advertises in the Star Ledger, posts advertisements on the District web-site, conducts on-campus recruitment at colleges and universities in the Mid-Atlantic region, participates in recruitment consortiums throughout the Mid-Atlantic region, posts vacancies through NJ Hire and participates in any other appropriate recruitment venues. The District provides tuition reimbursement to all teachers who take content subject matter courses in areas needed by the District; i.e., mathematics, science, social studies and language arts. Periodic meetings are held with teachers of grades 6-8, special education teachers and bilingual/bicultural teachers to keep them informed of their current status relative to any changes in the HQ requirements and to assist them to meet the HQ requirements.	**The Director of Human Resources.**