Tyson ES

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*

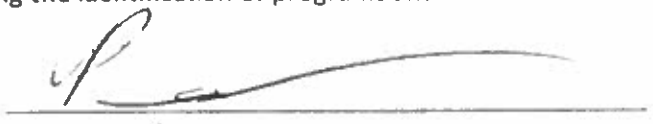
DISTRICT INFORMATION	SCHOOL INFORMATION
District: EAST ORANGE	School: Cicely L. Tyson Elementary School
Chief School Administrator: DR. GLORIA C. SCOTT	Address: 45 North Arlington Avenue East Orange, NJ 07017
Chief School Administrator's E-mail: g.scott@eastorange.k12.nj.us	Grade Levels: Pre-K to fifth grade
Title I Contact: Mr. James Leutz	Principal: Mrs. Passion Moss-Hasan
Title I Contact E-mail: j.leutz@eastorange.k12.nj.us	Principal's E-mail: passion.moss-hasan@eastorange.k12.nj.us
Title I Contact Phone Number: 973-266-5781	Principal's Phone Number: (973)-414-9222

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.

Passion Moss-Hasan
Principal's Name (Print)


Principal's Signature

6/12/15
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 $ 4,016,782 , which comprised 99 % of the school's budget in 2014-2015.
- State/local funds to support the school will be $ 4,016,782 , 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
Consultant for College and Career Readiness	#2	Increased Parental Involvement	15.20.231.200.300.312.012.9626	About $207
Food for College and Career Readiness	#2	Increased Parental Involvement	15.20.231.200.800.312.012.9626	About $107
Food for Family Connections Through Literacy	#3	Increased Parental Involvement	15.20.231.200.800.312.012.9626	About $1,157
Food for PARCC Parent Workshop	#3	Increased Parental Involvement	15.20.231.200.800.312.012.9626	About $107
Supplies for all events listed above	#2,#3	Increased Parental Involvement	15.20.231.200.600.312.012.9626	About $549

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
Passion Moss-Hasan	Administrator	Yes	Yes	yes	
Makeba McCray	Administrator	Yes	Yes	yes	
Lorraine Khan-Yousufzai	Staff Member-Coach 5th Grade teacher	Yes	Yes	yes	
April Adams	Staff Member-Coach 5th Grade teacher	Yes	Yes	yes	
Willow Brown	Staff Member-Coach 5th Grade teacher	Yes	Yes	yes	
Nadia Iqbal	Staff Member-Coach 5th Grade teacher	Yes	Yes	yes	
Willie Mae Dawson	Staff Member/GT Teacher	Yes	Yes	yes	
Simplice Avit	Staff Member/Tech Teacher	Yes	Yes	yes	

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

Jerald Watson	Staff Member/Custodian	Yes	Yes		
Lisa Brice	Parent	Yes	Yes		
Natasha Veale	Staff Member-Classroom Teacher	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
8/27/14	Cicely L. Tyson Elementary School	Comprehensive Needs Assessment	X		x	
10/12/14	Cicely L. Tyson Elementary School	Schoolwide Plan Development	X		x	
5/6/15	Cicely L. Tyson Elementary School	Program Evaluation	X		x	

****Add rows as necessary.***

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

School's Mission

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

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

What is the school's mission statement?	Cicely L. Tyson Elementary is a place where dreams are encouraged, ideas are developed and explored and everyone is inspired to become a life long learner.
	The Cicely L. Tyson Community School of Performing and Fine Arts is a community-based school whose specific purpose is to improve the quality of life in the City of East Orange. Such will be revealed by the creation of programs and initiatives that support community growth and development. The mission will address educational, cultural, and social needs by cultivating partnerships and implementing arts and community collaborations. The arts medium will be used as a vehicle to bring about social improvements that compliment and strengthen the East Orange, New Jersey Cultural Community. Cohesively, the mission will promote academic excellence by providing each student with the best possible educational opportunities in a "state of the art" caring, cooperative, and creative environment. Working cohesively as a professional family unit, ensuring that all talents are utilized to mold productive children, continuing to place special emphasis on our school theme, " Possibilities, Not Problems", we strive to excel in all content areas. The school-based vision and mission was created in

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

	conjunction with all stakeholders who were involved in the unified planning process. The school-based Leadership Team also included the school's theme as a means to promote success over failure for the 2015-2016 school year. We have not made revisions to our vision and mission statement as we have not met all of our anticipated goals. Additionally, we still support our current statements collectively.

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 2015-2016, or earlier)

1. Did the school implement the program as planned?

   a. Extended Day Programs such as Tutoring and Twilight Rams Program were implemented as planned.

   b. Increased Effective Professional Development was implemented as planned.

   c. Intervention Specialist Program was implemented as planned.

   d. Using Data Driven Instruction to increase achievement in English Language Arts/Mathematics was implemented as planned.

   e. Continuation of Student Growth Objectives was implemented as planned.

   f. Continuation of the Common Core Standards in ELA and Mathematics was implemented as planned.

   g. Stronger family community engagement programs were implemented as planned.

2. What were the strengths of the implementation process?

   a. The Extended Day Programs allotted for extra time in the areas of reinforcement, enrichment, and development of skills related to formal academics as well as the development of creativity, socialization skills, a positive self-concept, and fine/gross motor skills.

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

The Twilight Rams Program in particular provided students with the opportunity to engage in after-school enrichment activities, complete homework, and engage in a family style dinner for three days out of the week.

b. In the area of professional development, at the school level, the SLT developed meaningful, and ongoing professional development based on the district's proposed programs within the school. The school's curriculum goals were designed with built-in evaluation tools. At the school level, adequate financial and staff support was given to help teachers to promote learning for all students in the classroom within the instructional environment.

c. Intervention Specialist supported, supplemented, and extended classroom teaching, and worked collaboratively with teachers to implement a rigorous program that meets the needs of lower achieving students. Intervention Specialists pulled out students who scored less than 75% on the weekly assessments to remediate skills that were not mastered. Those students were retaught the skills and then retested to see if they met or exceeded the standard.

d. In this era of increased accountability, we see the strength of using data to help drive instructional practices. In our school during the 2014-2015 school year, data-driven instruction was one of the most important practices that we placed emphasis on. In collaboration with Intervention Specialists, Coaches, and teachers, data was analyzed allowing for an intensive, cohesive, and successful intervention program. We will continue to strive toward utilizing data in a more effective manner.

e. Student growth objectives offered the opportunity to improve student achievement at the classroom level. Teachers were able to provide evidence of instructional impact on student learning by targeting specified skills that they would focus on and to track

students via three assessments for the school year. This allowed for teachers to plan for student success by ensuring that instruction is moving students, teachers, and schools toward high level of academic growth.

f. To ensure students are college and career ready, the implementation of the Common Core State Standards continued to develop critical-thinking, problem-solving, and analytical skills to ensure all students are ready for success after high school. We embedded the CCSS into many of our building-based programs. For example, with the Go Math! curriculum, the Common Core State Standards are already aligned to the curriculum. The new standards provide a way for teachers to measure student progress throughout the school year and ensure that students are on their way towards college and career readiness.

g. Greater emphasis was placed on developing effective parent/family involvement, collaboration, team building, and parent accountability relative to student academic social and emotional success. The examples include PARCC parent workshops and parent grade level meetings.

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

a. One of the barriers the school encountered was a lack of consistency regarding attendance during the tutorial afterschool program. Barriers to the Twilight Rams Extended Day Program were the non-approval of the city to provide dinner on the three nights of the program. Also, attendance began to decrease towards the end of the program.

b. The district and school calendar must address time constraints, which conflict with professional development opportunities.

c. Due to the overwhelming lack of substitutes provided by the district, school-wide activities and duties, Intervention Specialists were used in a variety of capacities, which interrupted their ability to be consistent with the students they service. Additionally, Intervention Specialist's main focus was ELA therefore; students who required Mathematics intervention only received service via classroom instruction.

d. School-wide constraints with testing and new state guidelines/deadlines created difficulties in the amount of time dedicated to analyze data. In addition, many assessments overlapped one another causing a conflict in the accuracy of data.

e. Lack of information, guidelines, and training from district level posed a huge challenge in accurately completing student growth objectives.

f. Aligning the Common Core State Standards with the ELA curriculum posed a challenge. The training provided by the district when it came to the revisions of the ELA curriculum came after the start of the new school year. Teachers had to create assessments to ensure that they were aligned to the Common Core State Standards.

g. Even though parental involvement continues to improve overall, participation in grade-level workshops continue to be minimal.

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

a. A barrier that affected the implementation of the tutoring programs was meeting the guidelines for attendance. Student attendance was not consistent throughout the tutorial program. However, students did receive the remedial assistance that they needed in the areas of Math and ELA. Using assessment data to target instruction and students for the tutoring program was

beneficial. The lack of funds to provide food was an issue with the city not funding the Twilight Rams Program as planned. Also, the lack of attendance towards the end of the Twilight Program was an issue. The strengths of the Twilight Rams Program were that students had a safe place afterschool to engage in enrichment activities such as art, science, sewing, and sports. Students were able to write creatively. They also sat down with the teachers in an intimate setting to do homework and to have dinner. This created a feeling of unity and positive self-worth.

b. Content specific workshops should have been offered on different days allowing teachers who teach multiple subjects the ability to receive necessary training in that subject area. Time constraints impeded the effectiveness and quality of professional development. Professional development offered teachers the opportunity to collaborate both horizontally and vertically.

c. Due to the overwhelming lack of substitutes provided by the district, school-wide activities and duties, Intervention Specialists were used in a variety of capacities, which interrupted their ability to be consistent with the students they service. Additionally, Intervention Specialist's main focus was with ELA therefore, students who required Mathematics intervention only received service via classroom instruction. Intervention Specialists supported, supplemented, and extended classroom teaching, and worked collaboratively with teachers to implement a rigorous program addressing the needs of lower achieving students.

d. The influx of data from multiple assessments minimized the effectiveness of data driven instruction due to other school-wide responsibilities. Data driven instruction is beneficial in pinpointing student strengths and weaknesses and allows teachers to differentiate instruction to meet the needs of every learner.

e. Due to the lack of information, guidelines, and training from district level, notification relating to rigorous student growth objectives was not achieved by buildings until after the state mandated timeline. Student growth objectives allowed teachers to more accurately track student progress in academic achievement and analyze data in a more in depth manner.

f. Common Core State Standards in Mathematics allowed students to investigate multiple strategies to problem solve according to their cognitive abilities. A weakness in adopting the Common Core State Standards in regards to ELA was that teachers had to create their own assessments to incorporate the standards because the Journeys curriculum in not aligned to the Common Core. This was implemented to more effectively align the curriculum to the Common Core State Standards in an effort to close the achievement gap.

g. Attendance for Grandparent's Day, Career Day, Movie Night, and school-wide performances saw a significant gain in family involvement. However, a decline in family involvement continues relating to student academic growth. For example: Open House, Transition Day, PTO meetings, Grade Level Parent Workshops, and Parent/Teacher Conferences.

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

a-g: Parents were informed about academic programs, community issues, and student expectations on an on-going basis. Parents were informed about their child's upcoming academic programs. For example, information was sent home with students for parents to be informed of what to expect on the upcoming state assessment PARCC. Parents were expected to review the information with their children on a regular basis. The SLT team conducted a PARCC parent workshop for parents of CTES and four

other elementary schools in the district. The use of the school messenger system allowed the principal to make a mass calling to all stakeholders with regard to upcoming events. In addition, the school website, social media (via Facebook, Instagram, and Twitter), and the PTO e-mails, PTO meetings, and Parent Grade-Level Workshops assisted the school in obtaining the necessary buy-in from all stakeholders.

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

   a. Identified staff members felt the tutoring program was beneficial due to the opportunity to reteach and intervene on daily skills/concepts students struggle to understand during "regular" scheduled instructional time. Both the Afterschool Tutoring Program and the Twilight Rams Program offered the opportunity for staff members to form interpersonal relationships with students that assist in self-confidence, peer relationships, and supports academic achievement. This information is proven from our data from both programs.

   b. The staff's perception of professional development opportunities was positive based on feedback provided at the conclusion of each meeting through the use of rubrics and surveys. Majority of the staff indicated their surveys with either a 4 or a 5, which indicates effective and highly effective.

   c. Intervention Specialists were commended by the staff because they were able to work collaboratively with teachers to ensure student success in all areas of ELA. Data meetings, grade level meetings, and staff meetings allowed the school to measure the staff's perception of the use of Intervention Specialists.

d. Identified staff perception is positive when referring to data driven instruction. During grade level meetings staff have the ability to compare, contrast, and discuss data gathered from their teacher assessment notebooks. This offered them the opportunity to create and compose best practices to ensure student success.

e. Initially, identified staff members were very apprehensive with the introduction of student growth objectives. This was due to a lack of information on district level surrounding student growth objectives. However, after in-house trainings and individualized staff meetings were held, staff members were pleased with the process and the results of the Student Growth Objectives. There were meetings held with administration to review SGO's, to modify SGO's, and to finalize SGO's.

f. Staff members were positive about implementing the Common Core State Standards. This is evident through dialogue during grade level meetings, informal and formal observations, lesson plans, classroom environment, and classroom instruction.

g. Generally, overall the staff members believe that there should be the same level of participation from parents for extracurricular activities as we have for achievement. This is due to the inconsistency of involvement pertaining to academic achievement in contrast to extra-curricular activities.

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

a-g: The community's perception of the programs implemented by Cicely L. Tyson Elementary School are positive as we received verbal feedback from stakeholders, volunteers, and contributors in the community. We have had a consistent number of community members attend community-based activities.

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

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

   The following programs: Twilight Rams Extended Day Program, Tutoring Program, and Professional Development were delivered collaboratively to the various groups. Other programs such as subject specific grade level meetings may be held on a one-on-one basis.

9. How did the school structure the interventions?

   a-g: All interventions were structured using data driven insight.

10. How frequently did students receive instructional interventions?

    a-g: Students received instructional interventions on a daily basis using data driven instruction. With the assistance of Intervention Specialists, students were pulled for remediation and small group instruction. Intervention Specialists also served as in-class support utilizing one of the co-teaching models. Use of our afterschool program was also utilized as an intervention capacity. Through the role of co-teachers, students were able to receive small group instruction and/or individualized instruction in the classroom.

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

    a-g: There were a variety of technologies utilized to support the programs: Achieve 3000, Think Central, Learning.com, Renaissance Learning, EduSoft System, , Media Center Resources (World Book Online), and FOCUS. The Smartboard was utilized to engage and motivate students during instruction. Student Editions of the Books on tape were utilized to address auditory learners. The 3

laptop cart offered students the ability to engage in individualized learning. Also, it afforded students the opportunity to test on-line in preparation for the PARCC through the utilization of on-line assessments via ThinkCentral, Renaissance, Waggle, Tenmarks, and Achieve 3000.

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

Technology offered a quick way of analyzing data by providing graphs, tables, and charts, to identify at risk students. Individual student strengths and weaknesses were also identified and prescriptions, provided intervention strategies and solutions were according to the Common Core. The use of Achieve 3000, Edusoft, FOCUS, and ThinkCentral allowed data to be examined at district level, school level, teacher level, and parent level. Using Waggle and Tenmarks during Mathematics helped prepare students for the math section of the PARCC assessment. Results from ELA/ThinkCentral online assessments indicate that an estimated 69% of students scored 75% or higher in grade 1 (general education). In grade 2, data indicates that an estimated 63% of students scored 75% or higher (general education). In Grade 3, data indicates that an estimated 68% of students scored 75% or higher (general education). In grade 4, data indicates that an estimated 74% of students scored 75% or higher (general education). In grade 5, data indicates that an estimated 75% of students scored 75% or higher (general education). Results from the mathematics online assessments from ThinkCentral indicate that there was an increase in assessment scores from the Beginning of the Year benchmark taken in September 2014 to the End of the Year assessment taken in April 2015.

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	8	----------	- Afterschool Tutorial Program - In-Class Interventions - Strategies for Struggling Readers - Intervention Specialists/Pull out Programs - Co-Teaching Model - Think Central - Achieve 3000 - GRAB & GO KITS - Intervention Tool Kits - Write in Readers	Students who were identified in these programs did not meet/exceed proficiency for the following reasons: adherence to district mandated pacing guides, the struggles of students mastering the Common Core State Standards, the inability to properly utilize data to drive instruction, and a lack of student motivation. In grade 4 (general education), the results indicate an estimated 58% increase from Unit 1 to Unit 2 and an 18% increase from Unit 2 to Unit 3 on the Journeys Benchmark Assessments. Additionally, results reveal a 48% from the Unit 2 Model Assessment to Unit 3 Model Assessment.
Grade 5	26	----------	- Afterschool Tutorial Program - In-Class Interventions - Strategies for Struggling Readers - Intervention Specialists/Pull out Programs - Co-Teaching Model - Think Central - Achieve 3000 - GRAB & GO KITS - Intervention Tool Kits - Write in Readers	Students who were identified in these programs did not meet/exceed proficiency for the following reasons: adherence to district mandated pacing guides, the struggles of students mastering the Common Core State Standards, the inability to properly utilize data to drive instruction, and a lack of student motivation. In grade 5 (general education), the results indicate an estimated 79% increase from Unit 1 to Unit 2 and a 1% increase from Unit 2 to Unit 3. Additionally, results reveal a 19% increase from Unit 2 Model Assessment to Unit 4 Model Assessment.
Grade 6	n/a	n/a		

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Grade 7	n/a	n/a		
Grade 8	n/a	n/a		
Grade 11	n/a	n/a		
Grade 12	n/a	n/a		

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	15	----------	- Afterschool Tutorial Program - In-Class Interventions - Use of Go Math! Strategic Intervention Books - GRAB & GO KITS - Specific Prescriptions for individual students using Think Central on-line program - Co-Teacher Assistance - Waggle and Tenmarks	Students who were identified in these programs did not meet/exceed proficiency for the following reasons: adherence to district mandated pacing guides, the struggles of students mastering the Common Core State Standards, the inability to properly utilize data to drive instruction, and a lack of student motivation.
Grade 5	12	----------	- Afterschool Tutorial Program - In-Class Interventions - Use of Go Math! Strategic Intervention Books - GRAB & GO KITS - Specific Prescriptions for individual students using Think Central on-line program - Co-Teacher Assistance - Waggle and Tenmarks	Students who were identified in these programs did not meet/exceed proficiency for the following reasons: adherence to district mandated pacing guides, the struggles of students mastering the Common Core State Standards, the inability to properly utilize data to drive instruction, and a lack of student motivation.
Grade 6	n/a	n/a		

Grade 7	n/a	n/a		
Grade 8	n/a	n/a		
Grade 11	n/a	n/a		
Grade 12	n/a	n/a		

Evaluation of 2014-2015 Student Performance

Non-Tested Grades – Alternative Assessments (Below Level)

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

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did or did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	--------		-Work Sampling	Interventions worked due to more individualized instruction.
Kindergarten	----------		-Grouping students according to academic level (above, on, and below) from all 4 Kindergarten classes combined. -Unit Assessment Data to select those students who need RETEACH in specific skills/concept -Differentiating instruction on lessons to ensure all students needs are met -Work Sampling	Students who were identified in these programs did not meet/exceed proficiency for the following reasons: adherence to district mandated pacing guides, the struggles of students mastering the Common Core State Standards, the inability to properly utilize data to drive instruction, and a lack of student motivation.
Grade 1	---------		-Unit Assessment Data to select those students who need RETEACH in specific skills/concept -Differentiating instruction on lessons to ensure all students' needs are met. (below, on, above) -GRAB & GO KITS -Guided Reading/ Leveled Readers -Variety of on-line materials -Write in Reader	Students who were identified in these programs did not meet/exceed proficiency for the following reasons: adherence to district mandated pacing guides, the struggles of students mastering the Common Core State Standards, the inability to properly utilize data to drive instruction, and a lack of student motivation.

			-Literacy Intervention Tool Kit -Achieve 300	
Grade 2	----------		-Unit Assessment Data to select those students who need RETEACH in specific skills/concept -Differentiating instruction on lessons to ensure all students needs are met, (below, on, above) -GRAB & GO KITS -Guided Reading/Leveled Readers -Variety of on-line materials -Write in Reader -Literacy Intervention Tool Kit -Achieve 300	Students who were identified in these programs did not meet/exceed proficiency for the following reasons: adherence to district mandated pacing guides, the struggles of students mastering the Common Core State Standards, the inability to properly utilize data to drive instruction, and a lack of student motivation. In grade 2, results reveal a 50% increase from Unit 1 to Unit 2 and a 33% decrease fro Unit 2 to Unit 3.

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	--------		-Individualized instruction with Teacher Assistants	Students who were identified in these programs did not meet/exceed proficiency for the following reasons: adherence to district mandated pacing guides, the struggles of students mastering the Common Core State Standards, the inability to properly utilize data to drive instruction, and a lack of student motivation.
Kindergarten	---------		-Individualized instruction with Teacher Assistants	Interventions worked due to more individualized instruction.
Grade 1	----------		-Use of Go Math! Strategic Intervention Books -GRAB & GO KITS -Specific Prescriptions for individual students using Think Central on-line program -Co-Teacher Assistance	Students who were identified in these programs did not meet/exceed proficiency for the following reasons: adherence to district mandated pacing guides, the struggles of students mastering the Common Core State Standards, the inability to properly utilize data to drive instruction, and a lack of student motivation.
Grade 2	----------		Use of Go Math! Strategic Intervention Books -GRAB & GO KITS	Students who were identified in these programs did not meet/exceed proficiency for the following reasons:

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

			-Specific Prescriptions for individual students using Think Central on-line program -Co-Teacher Assistance	adherence to district mandated pacing guides, the struggles of students mastering the Common Core State Standards, the inability to properly utilize data to drive instruction, and a lack of student motivation.

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	- Afterschool Tutorial Program - In-Class Interventions - Strategies for Struggling Readers - Intervention Specialists/ Pull out Programs - Co-Teaching Model - Think Central - Achieve 3000 - GRAB & GO KITS - Intervention Tool Kits -Write in Readers	yes	-Increased reading ability -District Benchmark -Weekly Test -Common Core Model Assessments -Reteach/ Retest Evidence -Achieve 3000 -Students mastering skills with 75% or above proficiency -Renaissance	Student data collected from district benchmarks, beginning, mid, and end or year assessments, weekly tests, quizzes, and retest results were used to improve instruction and increase reading and writing skills.
Math	Students with Disabilities	- Afterschool Tutorial Program - In-Class Interventions - Use of Go Math! Strategic	yes	-Increased ability in problem solving and computation - Reteach/Retest Evidence -Think Central Online Reports/ Data	Student data collected from district benchmarks, weekly tests, quizzes, and retest results were used to improve instruction and increase mathematical skills.

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 Books - GRAB & GO KITS - -Specific Prescriptions for individual students using Think Central on-line program - Co-Teacher Assistance - Waggle and Tenmarks		-Students mastery level of 70% or above	
ELA	Homeless	- Afterschool Tutorial Program - In-Class Interventions - Strategies for Struggling Readers - Intervention Specialists/ Pull out Programs - Co-Teaching Model - Think Central	yes	-Increased reading ability -District Benchmark -Weekly Test -Common Core Model Assessments -Reteach/ Retest Evidence -Achieve 3000 -Students mastering skills with 75% or above proficiency -Renaissance	Student data collected from district benchmarks, beginning, mid, and end or year assessments, weekly tests, quizzes, and retest results were used to improve instruction and increase reading and writing skills.

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)
		- Achieve 3000 - GRAB & GO KITS - Intervention Tool Kits -Write in Readers			
Math	Homeless	- Afterschool Tutorial Program - In-Class Interventions - Use of Go Math! Strategic Intervention Books - GRAB & GO KITS - -Specific Prescriptions for individual students using Think Central on-line program - Co-Teacher Assistance - Waggle and Tenmarks	yes	-Increased ability in problem solving and computation - Reteach/Retest Evidence -Think Central Online Reports/ Data -Students mastery level of 70% or above	Student data collected from district benchmarks, weekly tests, quizzes, and retest results were used to improve instruction and increase mathematical skills.
ELA	Migrant	- Afterschool Tutorial	yes	-Increased reading ability	Student data collected from district benchmarks, beginning, mid, and end or year

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Program - In-Class Interventions - Strategies for Struggling Readers - Intervention Specialists/ Pull out Programs - Co-Teaching Model - Think Central - Achieve 3000 - GRAB & GO KITS - Intervention Tool Kits -Write in Readers		-District Benchmark -Weekly Test -Common Core Model Assessments -Reteach/ Retest Evidence -Achieve 3000 -Students mastering skills with 75% or above proficiency -Renaissance	assessments, weekly tests, quizzes, and retest results were used to improve instruction and increase reading and writing skills.
Math	Migrant	- Afterschool Tutorial Program - In-Class Interventions - Use of Go Math! Strategic Intervention Books - GRAB & GO KITS - -Specific Prescriptions	yes	-Increased ability in problem solving and computation - Reteach/Retest Evidence -Think Central Online Reports/ Data -Students mastery level of 70% or above	Student data collected from district benchmarks, weekly tests, quizzes, and retest results were used to improve instruction and increase mathematical skills.

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)
		for individual students using Think Central on-line program - Co-Teacher Assistance - Waggle and Tenmarks			
ELA	ELLs	n/a			
Math	ELLs	n/a			
ELA	Economically Disadvantaged	- Afterschool Tutorial Program - In-Class Interventions - Strategies for Struggling Readers - Intervention Specialists/ Pull out Programs - Co-Teaching Model - Think Central - Achieve 3000 - GRAB & GO KITS	yes	-Increased reading ability -District Benchmark -Weekly Test -Common Core Model Assessments -Reteach/ Retest Evidence -Achieve 3000 -Students mastering skills with 75% or above proficiency -Renaissance	Student data collected from district benchmarks, beginning, mid, and end or year assessments, weekly tests, quizzes, and retest results were used to improve instruction and increase reading and writing skills.

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 Tool Kits -Write in Readers			
Math	Economically Disadvantaged	- Afterschool Tutorial Program - In-Class Interventions - Use of Go Math! Strategic Intervention Books - GRAB & GO KITS - -Specific Prescriptions for individual students using Think Central on-line program - Co-Teacher Assistance - Waggle and Tenmarks	yes	-Increased ability in problem solving and computation - Reteach/Retest Evidence -Think Central Online Reports/ Data -Students mastery level of 70% or above	Student data collected from district benchmarks, weekly tests, quizzes, and retest results were used to improve instruction and increase mathematical skills.
ELA	General Education Students	- Afterschool Tutorial Program - In-Class Interventions	Yes	-Increased reading ability -District Benchmark -Weekly Test -Common Core Model	Student data collected from district benchmarks, beginning, mid, and end or year assessments, weekly tests, quizzes, and retest results were used to improve instruction and increase reading and writing

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)
		- Strategies for Struggling Readers - Intervention Specialists/ Pull out Programs - Co-Teaching Model - Think Central - Achieve 3000 - GRAB & GO KITS - Intervention Tool Kits -Write in Readers		Assessments -Reteach/ Retest Evidence -Achieve 3000 -Students mastering skills with 75% or above proficiency -Renaissance	skills.
Math	General Education Students	- Afterschool Tutorial Program - In-Class Interventions - Use of Go Math! Strategic Intervention Books - GRAB & GO KITS - -Specific Prescriptions for individual students using Think Central		-Increased ability in problem solving and computation - Reteach/Retest Evidence -Think Central Online Reports/ Data -Students mastery level of 70% or above	Student data collected from district benchmarks, weekly tests, quizzes, and retest results were used to improve instruction and increase mathematical skills.

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)
		on-line program - Co-Teacher Assistance - Waggle and Tenmarks			

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	Afterschool Tutorial Program	yes	-Increased ability in Reading and Writing -Reteach/Retest Evidence -Students mastering skills with 75% or above proficiency -NJ ASK Scores -Pre-test and Post-test Data -Increase in Lexile Scores (Achieve 3000) -Renaissance	-Student data from the NJ ASK scores. -Lexile Scores -District Benchmarks and Weekly Test Results -Pre-test and Post-test data
Math	Students with Disabilities	Afterschool Tutorial Program	yes	Increased ability in problem solving and computation	Student data from the NJ ASK scores.

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)
				- Reteach/Retest Evidence -Think Central Online Reports/ Data -Students mastery level of 70% or above	-Chapter Assessments and Quizzes -Weekly Operational Drills -Pre-test and Post-test data
ELA	Homeless	Afterschool Tutorial Program	yes	-Increased ability in Reading and Writing -Reteach/Retest Evidence -Students mastering skills with 75% or above proficiency -NJ ASK Scores -Pre-test and Post-test Data -Increase in Lexile Scores (Achieve 3000) -Renaissance	-Student data from the NJ ASK scores. -Lexile Scores -District Benchmarks and Weekly Test Results -Pre-test and Post-test data
Math	Homeless	Afterschool Tutorial Program	yes	Increased ability in problem solving and computation - Reteach/Retest Evidence -Think Central Online Reports/ Data	Student data from the NJ ASK scores. -Chapter Assessments and Quizzes -Weekly Operational Drills -Pre-test and Post-test 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)
				-Students mastery level of 70% or above	
ELA	Migrant	Afterschool Tutorial Program	yes	-Increased ability in Reading and Writing -Reteach/Retest Evidence -Students mastering skills with 75% or above proficiency -NJ ASK Scores -Pre-test and Post-test Data -Increase in Lexile Scores (Achieve 3000) -Renaissance	-Student data from the NJ ASK scores. -Lexile Scores -District Benchmarks and Weekly Test Results -Pre-test and Post-test data
Math	Migrant	Afterschool Tutorial Program	yes	Increased ability in problem solving and computation - Reteach/Retest Evidence -Think Central Online Reports/ Data -Students mastery level of 70% or above	Student data from the NJ ASK scores. -Chapter Assessments and Quizzes -Weekly Operational Drills -Pre-test and Post-test data
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	Afterschool Tutorial Program	yes	-Increased ability in Reading and Writing -Reteach/Retest Evidence -Students mastering skills with 75% or above proficiency -NJ ASK Scores -Pre-test and Post-test Data -Increase in Lexile Scores (Achieve 3000) -Renaissance	-Student data from the NJ ASK scores. -Lexile Scores -District Benchmarks and Weekly Test Results -Pre-test and Post-test data
Math	Economically Disadvantaged	Afterschool Tutorial Program	yes	-Increased ability in problem solving and computation - Reteach/Retest Evidence -Think Central Online Reports/ Data -Students mastery level of 70% or above	Student data from the NJ ASK scores. -Chapter Assessments and Quizzes -Weekly Operational Drills -Pre-test and Post-test data
ELA	General Education students	Afterschool Tutorial Program	yes	-Increased ability in Reading and Writing -Reteach/Retest Evidence -Students mastering skills with 75% or above proficiency	-Student data from the NJ ASK scores. -Lexile Scores -District Benchmarks and Weekly Test Results -Pre-test and Post-test 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)
				-NJ ASK Scores -Pre-test and Post-test Data -Increase in Lexile Scores (Achieve 3000) -Renaissance	
Math	General Education students	Afterschool Tutorial Program	yes	-Increased ability in problem solving and computation - Reteach/Retest Evidence -Think Central Online Reports/ Data -Students mastery level of 70% or above	Student data from the NJ ASK scores. -Chapter Assessments and Quizzes -Weekly Operational Drills -Pre-test and Post-test data

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	-SGO -Renaissance -Common Core State Standards -ThinkCentral -Achieve3000 -Danielson Framework -PARCC Training -Differentiation -Tools of the Mind -Walk Through the PARCC -Aligning Existing Material with PARCC Expectations -Designing Questions for teacher-made tests -Designing more Rigorous Items for Mathematics Instruction -Mining for Meaning/Applying Close Reading Strategies to Analyze Texts	yes	Approximately 90-100% of identified staff attended said training.	Identified staff disseminated the information gained at said training via instructional practices. Identified staff accurately tracked student data via various assessments to ensure the Student Growth Objective was met. Identified staff accurately tracked student data via Renaissance benchmarks. Identified staff accurately tracked student data via Achieve 3000 benchmarks. Identified staff implemented the proper protocol given the information gained at said training to ensure the health of all students and staff.

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)
		-Implementing the Arts Curriculum and Assessment -Blood Born Pathogens -First Grade Model Assessment Training			
Math	Students with Disabilities	-SGO -Renaissance -Common Core State Standards -ThinkCentral -Achieve3000 -Danielson Framework -PARCC Training -Differentiation -Tools of the Mind -Walk Through the PARCC -Aligning Existing Material with PARCC Expectations -Designing Questions for teacher-made tests -Designing more Rigorous Items for	yes	Approximately 90-100% of identified staff attended said training.	Identified staff disseminated the information gained at said training via instructional practices. Identified staff accurately tracked student data via various assessments to ensure the Student Growth Objective was met. Identified staff accurately tracked student data via Renaissance benchmarks. Identified staff accurately tracked student data via Achieve 3000 benchmarks. Identified staff implemented the proper protocol given the information gained at said training to ensure the health of all students and staff.

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)
		Mathematics Instruction -Mining for Meaning/Applying Close Reading Strategies to Analyze Texts -Implementing the Arts Curriculum and Assessment -Blood Born Pathogens -First Grade Model Assessment Training			
ELA	Homeless	-SGO -Renaissance -Common Core State Standards -ThinkCentral -Achieve3000 -Danielson Framework -PARCC Training -Differentiation -Tools of the Mind -Walk Through the PARCC -Aligning Existing	yes	Approximately 90-100% of identified staff attended said training.	Identified staff disseminated the information gained at said training via instructional practices. Identified staff accurately tracked student data via various assessments to ensure the Student Growth Objective was met. Identified staff accurately tracked student data via Renaissance benchmarks. Identified staff accurately tracked student data via Achieve 3000 benchmarks. Identified staff implemented the proper protocol given the information gained at said training to ensure the health of all students and staff.

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)
		Material with PARCC Expectations -Designing Questions for teacher-made tests -Designing more Rigorous Items for Mathematics Instruction -Mining for Meaning/Applying Close Reading Strategies to Analyze Texts -Implementing the Arts Curriculum and Assessment -Blood Born Pathogens -First Grade Model Assessment Training			
Math	Homeless	-SGO -Renaissance -Common Core State Standards -ThinkCentral -Achieve3000 -Danielson Framework	yes	Approximately 90-100% of identified staff attended said training.	Identified staff disseminated the information gained at said training via instructional practices. Identified staff accurately tracked student data via various assessments to ensure the Student Growth Objective was met. Identified staff accurately tracked student data via Renaissance benchmarks. Identified staff accurately tracked student data via Achieve 3000 benchmarks. Identified

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)
		-PARCC Training -Differentiation -Tools of the Mind -Walk Through the PARCC -Aligning Existing Material with PARCC Expectations -Designing Questions for teacher-made tests -Designing more Rigorous Items for Mathematics Instruction -Mining for Meaning/Applying Close Reading Strategies to Analyze Texts -Implementing the Arts Curriculum and Assessment -Blood Born Pathogens -First Grade Model Assessment Training			staff implemented the proper protocol given the information gained at said training to ensure the health of all students and staff.
ELA	Migrant	-SGO	yes	Approximately 90-100% of identified staff attended	Identified staff disseminated the information gained at said training via instructional

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		-Renaissance -Common Core State Standards -ThinkCentral -Achieve3000 -Danielson Framework -PARCC Training -Differentiation -Tools of the Mind -Walk Through the PARCC -Aligning Existing Material with PARCC Expectations -Designing Questions for teacher-made tests -Designing more Rigorous Items for Mathematics Instruction -Mining for Meaning/Applying Close Reading Strategies to Analyze Texts -Implementing the Arts Curriculum and Assessment -Blood Born Pathogens		said training.	practices. Identified staff accurately tracked student data via various assessments to ensure the Student Growth Objective was met. Identified staff accurately tracked student data via Renaissance benchmarks. Identified staff accurately tracked student data via Achieve 3000 benchmarks. Identified staff implemented the proper protocol given the information gained at said training to ensure the health of all students and staff.

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		-First Grade Model Assessment Training			
Math	Migrant	-SGO -Renaissance -Common Core State Standards -ThinkCentral -Achieve3000 -Danielson Framework -PARCC Training -Differentiation -Tools of the Mind -Walk Through the PARCC -Aligning Existing Material with PARCC Expectations -Designing Questions for teacher-made tests -Designing more Rigorous Items for Mathematics Instruction -Mining for Meaning/Applying Close Reading	yes	Approximately 90-100% of identified staff attended said training.	Identified staff disseminated the information gained at said training via instructional practices. Identified staff accurately tracked student data via various assessments to ensure the Student Growth Objective was met. Identified staff accurately tracked student data via Renaissance benchmarks. Identified staff accurately tracked student data via Achieve 3000 benchmarks. Identified staff implemented the proper protocol given the information gained at said training to ensure the health of all students and staff.

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Strategies to Analyze Texts -Implementing the Arts Curriculum and Assessment -Blood Born Pathogens -First Grade Model Assessment Training			
ELA	ELLs	n/a			
Math	ELLs	n/a			
ELA	Economically Disadvantaged	-SGO -Renaissance -Common Core State Standards -ThinkCentral -Achieve3000 -Danielson Framework -PARCC Training -Differentiation -Tools of the Mind -Walk Through the PARCC -Aligning Existing Material with PARCC	yes	Approximately 90-100% of identified staff attended said training.	Identified staff disseminated the information gained at said training via instructional practices. Identified staff accurately tracked student data via various assessments to ensure the Student Growth Objective was met. Identified staff accurately tracked student data via Renaissance benchmarks. Identified staff accurately tracked student data via Achieve 3000 benchmarks. Identified staff implemented the proper protocol given the information gained at said training to ensure the health of all students and staff.

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Expectations -Designing Questions for teacher-made tests -Designing more Rigorous Items for Mathematics Instruction -Mining for Meaning/Applying Close Reading Strategies to Analyze Texts -Implementing the Arts Curriculum and Assessment -Blood Born Pathogens -First Grade Model Assessment Training			
Math	Economically Disadvantaged	-SGO -Renaissance -Common Core State Standards -ThinkCentral -Achieve3000 -Danielson Framework -PARCC Training	yes	Approximately 90-100% of identified staff attended said training.	Identified staff disseminated the information gained at said training via instructional practices. Identified staff accurately tracked student data via various assessments to ensure the Student Growth Objective was met. Identified staff accurately tracked student data via Renaissance benchmarks. Identified staff accurately tracked student data via Achieve 3000 benchmarks. Identified staff implemented the proper protocol given

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		-Differentiation -Tools of the Mind -Walk Through the PARCC -Aligning Existing Material with PARCC Expectations -Designing Questions for teacher-made tests -Designing more Rigorous Items for Mathematics Instruction -Mining for Meaning/Applying Close Reading Strategies to Analyze Texts -Implementing the Arts Curriculum and Assessment -Blood Born Pathogens -First Grade Model Assessment Training			the information gained at said training to ensure the health of all students and staff.
ELA	General Education Students	-SGO -Renaissance	yes	Approximately 90-100% of identified staff attended said training.	Identified staff disseminated the information gained at said training via instructional practices. Identified staff accurately tracked

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		-Common Core State Standards -ThinkCentral -Achieve3000 -Danielson Framework -PARCC Training -Differentiation -Tools of the Mind -Walk Through the PARCC -Aligning Existing Material with PARCC Expectations -Designing Questions for teacher-made tests -Designing more Rigorous Items for Mathematics Instruction -Mining for Meaning/Applying Close Reading Strategies to Analyze Texts -Implementing the Arts Curriculum and Assessment -Blood Born Pathogens -First Grade Model			student data via various assessments to ensure the Student Growth Objective was met. Identified staff accurately tracked student data via Renaissance benchmarks. Identified staff accurately tracked student data via Achieve 3000 benchmarks. Identified staff implemented the proper protocol given the information gained at said training to ensure the health of all students and staff.

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Assessment Training			
Math	General Education Students	-SGO -Renaissance -Common Core State Standards -ThinkCentral -Achieve3000 -Danielson Framework -PARCC Training -Differentiation -Tools of the Mind -Walk Through the PARCC -Aligning Existing Material with PARCC Expectations -Designing Questions for teacher-made tests -Designing more Rigorous Items for Mathematics Instruction -Mining for Meaning/Applying Close Reading Strategies to Analyze	yes	Approximately 90-100% of identified staff attended said training.	Identified staff disseminated the information gained at said training via instructional practices. Identified staff accurately tracked student data via various assessments to ensure the Student Growth Objective was met. Identified staff accurately tracked student data via Renaissance benchmarks. Identified staff accurately tracked student data via Achieve 3000 benchmarks. Identified staff implemented the proper protocol given the information gained at said training to ensure the health of all students and staff.

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Texts -Implementing the Arts Curriculum and Assessment -Blood Born Pathogens -First Grade Model Assessment Training			

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	-Open House -Back to School Night -Parent Packets/NJ ASK materials -Transitional Day -Contact Logs -Grade Level Parent Meetings -PTO -Family Connections	-yes -no -yes -no -yes -no -no -yes	Approximately 75% of parents were involved in our Open House. Approximately 25% of parents were involved in Back to School Night. 100% of parents received information vital for the PARCC. 100 participants attended Family Connections Through Literacy. Approximately 25% of parents were involved in	Parents were informed about academic programs, community issues, and student expectations. Parents were informed about their child's upcoming academic programs. Information addressing the expectations on the PARCC was sent home with students for parents. Parents were expected to review the information with their children on a regular basis. A low percentage of parent/guardian participation hindered many from understanding teacher expectations and testing specifications. There continues to be a

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		Through Literacy -PARCC Parent Wkshp -Parent wkshp on College & Career Readiness	-no -no	Transitional Day. Approximately 80% of parents were involved in Parent-Teacher Conferences/Contact Logs. Approximately 25% of parents were involved in Grade Level Parent Meetings/PARCC Parent wkshp, and wkshp on College and Career Readiness. Approximately 20% of parents regularly attended PTO meetings.	lack of parent participation due to a conflict with parent scheduling. Parents/guardians were kept abreast of student performance through Parent Contact Logs. Grade level parent meetings were facilitated to make certain parents and staff members were addressing student needs and collaborating in school-wide programs. Parents and staff members were asked to join the PTO. However, there continues to be a lack of parent participation and /or conflict with parent scheduling.
Math	Students with Disabilities	-Open House -Back to School Night -Parent Packets/NJ ASK materials -Transitional Day -Contact Logs -Grade Level Parent Meetings -PTO -Family Connections Through Literacy -PARCC Parent Wkshp -Parent wkshp on College & Career Readiness	-yes -no -yes -no -yes -no -no -yes -no -no	Approximately 75% of parents were involved in our Open House. Approximately 25% of parents were involved in Back to School Night. 100% of parents received information vital for the PARCC. 100 participants attended Family Connections Through Literacy. Approximately 25% of parents were involved in Transitional Day. Approximately 80% of parents were involved in Parent-Teacher Conferences/Contact Logs. Approximately 25% of parents were involved in Grade Level Parent Meetings/PARCC Parent	Parents were informed about academic programs, community issues, and student expectations. Parents were informed about their child's upcoming academic programs. Information addressing the expectations on the PARCC was sent home with students for parents. Parents were expected to review the information with their children on a regular basis. A low percentage of parent/guardian participation hindered many from understanding teacher expectations and testing specifications. There continues to be a lack of parent participation due to a conflict with parent scheduling. Parents/guardians were kept abreast of student performance through Parent Contact Logs. Grade level parent meetings were facilitated to make certain parents and staff members were addressing student needs and collaborating in school-wide programs. Parents and staff members were asked to join the PTO.

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				wkshp, and wkshp on College and Career Readiness. Approximately 20% of parents regularly attended PTO meetings.	However, there continues to be a lack of parent participation and /or conflict with parent scheduling.
ELA	Homeless	-Open House -Back to School Night -Parent Packets/NJ ASK materials -Transitional Day -Contact Logs -Grade Level Parent Meetings -PTO -Family Connections Through Literacy -PARCC Parent Wkshp -Parent wkshp on College & Career Readiness	-yes -no -yes -no -yes -no -no -yes -no -no	Approximately 75% of parents were involved in our Open House. Approximately 25% of parents were involved in Back to School Night. 100% of parents received information vital for the PARCC. 100 participants attended Family Connections Through Literacy. Approximately 25% of parents were involved in Transitional Day. Approximately 80% of parents were involved in Parent-Teacher Conferences/Contact Logs. Approximately 25% of parents were involved in Grade Level Parent Meetings/PARCC Parent wkshp, and wkshp on College and Career Readiness. Approximately 20% of parents regularly attended PTO meetings.	Parents were informed about academic programs, community issues, and student expectations. Parents were informed about their child's upcoming academic programs. Information addressing the expectations on the PARCC was sent home with students for parents. Parents were expected to review the information with their children on a regular basis. A low percentage of parent/guardian participation hindered many from understanding teacher expectations and testing specifications. There continues to be a lack of parent participation due to a conflict with parent scheduling. Parents/guardians were kept abreast of student performance through Parent Contact Logs. Grade level parent meetings were facilitated to make certain parents and staff members were addressing student needs and collaborating in school-wide programs. Parents and staff members were asked to join the PTO. However, there continues to be a lack of parent participation and /or conflict with parent scheduling.
Math	Homeless	-Open House -Back to School Night	-yes -no	Approximately 75% of parents were involved in our Open House. Approximately	Parents were informed about academic programs, community issues, and student expectations. Parents were informed about

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		-Parent Packets/NJ ASK materials -Transitional Day -Contact Logs -Grade Level Parent Meetings -PTO -Family Connections Through Literacy -PARCC Parent Wkshp -Parent wkshp on College & Career Readiness	-yes -no -yes -no -no -yes -no -no	25% of parents were involved in Back to School Night. 100% of parents received information vital for the PARCC. 100 participants attended Family Connections Through Literacy. Approximately 25% of parents were involved in Transitional Day. Approximately 80% of parents were involved in Parent-Teacher Conferences/Contact Logs. Approximately 25% of parents were involved in Grade Level Parent Meetings/PARCC Parent wkshp, and wkshp on College and Career Readiness. Approximately 20% of parents regularly attended PTO meetings.	their child's upcoming academic programs. Information addressing the expectations on the PARCC was sent home with students for parents. Parents were expected to review the information with their children on a regular basis. A low percentage of parent/guardian participation hindered many from understanding teacher expectations and testing specifications. There continues to be a lack of parent participation due to a conflict with parent scheduling. Parents/guardians were kept abreast of student performance through Parent Contact Logs. Grade level parent meetings were facilitated to make certain parents and staff members were addressing student needs and collaborating in school-wide programs. Parents and staff members were asked to join the PTO. However, there continues to be a lack of parent participation and /or conflict with parent scheduling.
ELA	Migrant	-Open House -Back to School Night -Parent Packets/NJ ASK materials -Transitional Day -Contact Logs -Grade Level Parent Meetings -PTO -Family Connections	-yes -no -yes -no -yes -no -no	Approximately 75% of parents were involved in our Open House. Approximately 25% of parents were involved in Back to School Night. 100% of parents received information vital for the PARCC. 100 participants attended Family Connections Through Literacy. Approximately 25%	Parents were informed about academic programs, community issues, and student expectations. Parents were informed about their child's upcoming academic programs. Information addressing the expectations on the PARCC was sent home with students for parents. Parents were expected to review the information with their children on a regular basis. A low percentage of parent/guardian participation hindered many from understanding teacher expectations and

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

		Through Literacy -PARCC Parent Wkshp -Parent wkshp on College & Career Readiness	-yes -no -no	of parents were involved in Transitional Day. Approximately 80% of parents were involved in Parent-Teacher Conferences/Contact Logs. Approximately 25% of parents were involved in Grade Level Parent Meetings/PARCC Parent wkshp, and wkshp on College and Career Readiness. Approximately 20% of parents regularly attended PTO meetings.	testing specifications. There continues to be a lack of parent participation due to a conflict with parent scheduling. Parents/guardians were kept abreast of student performance through Parent Contact Logs. Grade level parent meetings were facilitated to make certain parents and staff members were addressing student needs and collaborating in school-wide programs. Parents and staff members were asked to join the PTO. However, there continues to be a lack of parent participation and /or conflict with parent scheduling.
Math	Migrant	-Open House -Back to School Night -Parent Packets/NJ ASK materials -Transitional Day -Contact Logs -Grade Level Parent Meetings -PTO -Family Connections Through Literacy -PARCC Parent Wkshp -Parent wkshp on College & Career Readiness	-yes -no -yes -no -yes -no -no -yes -no -no	Approximately 75% of parents were involved in our Open House. Approximately 25% of parents were involved in Back to School Night. 100% of parents received information vital for the PARCC. 100 participants attended Family Connections Through Literacy. Approximately 25% of parents were involved in Transitional Day. Approximately 80% of parents were involved in Parent-Teacher Conferences/Contact Logs. Approximately 25% of parents were involved in Grade Level Parent	Parents were informed about academic programs, community issues, and student expectations. Parents were informed about their child's upcoming academic programs. Information addressing the expectations on the PARCC was sent home with students for parents. Parents were expected to review the information with their children on a regular basis. A low percentage of parent/guardian participation hindered many from understanding teacher expectations and testing specifications. There continues to be a lack of parent participation due to a conflict with parent scheduling. Parents/guardians were kept abreast of student performance through Parent Contact Logs. Grade level parent meetings were facilitated to make certain parents and staff members were addressing student needs and collaborating in school-wide programs. Parents and staff

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

				Meetings/PARCC Parent wkshp, and wkshp on College and Career Readiness. Approximately 20% of parents regularly attended PTO meetings.	members were asked to join the PTO. However, there continues to be a lack of parent participation and /or conflict with parent scheduling.
ELA	ELLs	n/a			
Math	ELLs	n/a			
ELA	Economically Disadvantaged	-Open House -Back to School Night -Parent Packets/NJ ASK materials -Transitional Day -Contact Logs -Grade Level Parent Meetings -PTO -Family Connections Through Literacy -PARCC Parent Wkshp -Parent wkshp on College & Career Readiness	-yes -no -yes -no -yes -no -no -yes -no -no	Approximately 75% of parents were involved in our Open House. Approximately 25% of parents were involved in Back to School Night. 100% of parents received information vital for the PARCC. 100 participants attended Family Connections Through Literacy. Approximately 25% of parents were involved in Transitional Day. Approximately 80% of parents were involved in Parent-Teacher Conferences/Contact Logs. Approximately 25% of parents were involved in Grade Level Parent Meetings/PARCC Parent wkshp, and wkshp on College and Career Readiness. Approximately 20% of parents regularly	Parents were informed about academic programs, community issues, and student expectations. Parents were informed about their child's upcoming academic programs. Information addressing the expectations on the PARCC was sent home with students for parents. Parents were expected to review the information with their children on a regular basis. A low percentage of parent/guardian participation hindered many from understanding teacher expectations and testing specifications. There continues to be a lack of parent participation due to a conflict with parent scheduling. Parents/guardians were kept abreast of student performance through Parent Contact Logs. Grade level parent meetings were facilitated to make certain parents and staff members were addressing student needs and collaborating in school-wide programs. Parents and staff members were asked to join the PTO. However, there continues to be a lack of parent participation and /or conflict with parent scheduling.

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

				attended PTO meetings.	
Math	Economically Disadvantaged	-Open House -Back to School Night -Parent Packets/NJ ASK materials -Transitional Day -Contact Logs -Grade Level Parent Meetings -PTO -Family Connections Through Literacy -PARCC Parent Wkshp -Parent wkshp on College & Career Readiness	-yes -no -yes -no -yes -no -no -yes -no -no	Approximately 75% of parents were involved in our Open House. Approximately 25% of parents were involved in Back to School Night. 100% of parents received information vital for the PARCC. 100 participants attended Family Connections Through Literacy. Approximately 25% of parents were involved in Transitional Day. Approximately 80% of parents were involved in Parent-Teacher Conferences/Contact Logs. Approximately 25% of parents were involved in Grade Level Parent Meetings/PARCC Parent wkshp, and wkshp on College and Career Readiness. Approximately 20% of parents regularly attended PTO meetings.	Parents were informed about academic programs, community issues, and student expectations. Parents were informed about their child's upcoming academic programs. Information addressing the expectations on the PARCC was sent home with students for parents. Parents were expected to review the information with their children on a regular basis. A low percentage of parent/guardian participation hindered many from understanding teacher expectations and testing specifications. There continues to be a lack of parent participation due to a conflict with parent scheduling. Parents/guardians were kept abreast of student performance through Parent Contact Logs. Grade level parent meetings were facilitated to make certain parents and staff members were addressing student needs and collaborating in school-wide programs. Parents and staff members were asked to join the PTO. However, there continues to be a lack of parent participation and /or conflict with parent scheduling.
ELA	General Education Students	-Open House -Back to School Night -Parent Packets/NJ ASK materials -Transitional Day -Contact Logs	-yes -no -yes -no	Approximately 75% of parents were involved in our Open House. Approximately 25% of parents were involved in Back to School Night. 100% of parents received information vital	Parents were informed about academic programs, community issues, and student expectations. Parents were informed about their child's upcoming academic programs. Information addressing the expectations on the PARCC was sent home with students for parents. Parents were expected to review the

		-Grade Level Parent Meetings -PTO -Family Connections Through Literacy -PARCC Parent Wkshp -Parent wkshp on College & Career Readiness	-yes -no -no -yes -no -no	for the PARCC. 100 participants attended Family Connections Through Literacy. Approximately 25% of parents were involved in Transitional Day. Approximately 80% of parents were involved in Parent-Teacher Conferences/Contact Logs. Approximately 25% of parents were involved in Grade Level Parent Meetings/PARCC Parent wkshp, and wkshp on College and Career Readiness. Approximately 20% of parents regularly attended PTO meetings.	information with their children on a regular basis. A low percentage of parent/guardian participation hindered many from understanding teacher expectations and testing specifications. There continues to be a lack of parent participation due to a conflict with parent scheduling. Parents/guardians were kept abreast of student performance through Parent Contact Logs. Grade level parent meetings were facilitated to make certain parents and staff members were addressing student needs and collaborating in school-wide programs. Parents and staff members were asked to join the PTO. However, there continues to be a lack of parent participation and /or conflict with parent scheduling.
Math	General Education Students	-Open House -Back to School Night -Parent Packets/NJ ASK materials -Transitional Day -Contact Logs -Grade Level Parent Meetings -PTO -Family Connections Through Literacy -PARCC Parent Wkshp -Parent wkshp on College & Career	-yes -no -yes -no -yes -no -no -yes -no -no	Approximately 75% of parents were involved in our Open House. Approximately 25% of parents were involved in Back to School Night. 100% of parents received information vital for the PARCC. 100 participants attended Family Connections Through Literacy. Approximately 25% of parents were involved in Transitional Day. Approximately 80% of parents were involved in Parent-Teacher	Parents were informed about academic programs, community issues, and student expectations. Parents were informed about their child's upcoming academic programs. Information addressing the expectations on the PARCC was sent home with students for parents. Parents were expected to review the information with their children on a regular basis. A low percentage of parent/guardian participation hindered many from understanding teacher expectations and testing specifications. There continues to be a lack of parent participation due to a conflict with parent scheduling. Parents/guardians were kept abreast of student performance through Parent Contact Logs. Grade level

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

		Readiness		Conferences/Contact Logs. Approximately 25% of parents were involved in Grade Level Parent Meetings/PARCC Parent wkshp, and wkshp on College and Career Readiness. Approximately 20% of parents regularly attended PTO meetings.	parent meetings were facilitated to make certain parents and staff members were addressing student needs and collaborating in school-wide programs. Parents and staff members were asked to join the PTO. However, there continues to be a lack of parent participation and /or conflict with parent scheduling.

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.

Pasquale Moss-Hawne
Principal's Name (Print)

Principal's Signature

6/12/15
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	A. Comprehensive Screening Assessment (administered at the beginning of the school year) B. Emergent Literacy Survey C. Unit and Benchmark results for LAL (administered throughout the year) D. Journeys Progress Monitoring Reports E. Mock Testing for all grades F. Renaissance	A., B., C., D., E., F.: Student assessment data was compiled, reviewed, and analyzed with ELA teachers, Intervention Specialists, Literacy and Math Coaches, and Teacher Assistants during grade level meetings and staff in-services. In addition, Central Office Staff has reviewed and analyzed various forms of data with teachers, Intervention Specialist, and Literacy Facilitators during visits throughout the school year. As a result, teachers have used the data to differentiate instruction. This was accomplished by placing students into small groups for instruction along with the implementation of intensive intervention through the pull-out program. Administration was responsible for identifying teachers who did not utilize data effectively to drive instruction via focus walk-throughs, observations, and data analysis information located in TAN books. In addition, training facilitated by Mrs. Colthrust from Engaged Instruction LLC, teachers in grades 3-5 gained a more comprehensive understanding in test specs for reading.
Academic Achievement – Writing	A. District Writing Assessment (Grades 1-5) B. PARCC Writing Test Preparation Strategies (Grades 3-5)	A., B.: Student writing data was compiled, reviewed and graded with ELA teachers, Intervention Specialists, Literacy and Math Coaches, and Teacher Assistants during grade level meetings and staff in-services. In addition, Central Office Staff has received and analyzed various writing samples and data feedback with teachers, intervention specialist, and

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)
		literacy facilitators during visits throughout the school year. In addition, training facilitated by Mrs. Colthrust from Engaged Instruction LLC, teachers in grades 3-5 gained a more comprehensive understanding in test specs for writing. As a result, teachers used the data to differentiate instruction. This was accomplished by placing students into small groups for instruction along with the implementation of intensive intervention through the pull-out program. Administration was responsible for identifying teachers who did not utilize data effectively to drive instruction via focus walk-throughs, observations, and data analysis information located in TAN books.
Academic Achievement – Mathematics	A. Pre-, Mid-, and Post-test Benchmark Item Analysis B. Chapter Assessment Reporting Sheets C. Renaissance	A.-C.: Student data was compiled, reviewed and graded with Math teachers, Intervention Specialists, and Teacher Assistants during grade level meetings and staff in-services. In addition, Central Office Staff has received and analyzed chapter assessments and provided data feedback with teachers, intervention specialists, and math facilitators during visits throughout the school year. As a result, teachers used the data to differentiate instruction. This was accomplished by placing students into small groups for instruction along with the implementation of intensive intervention through the pull-out program. Administration and Coaches were responsible for identifying teachers who did not utilize data effectively to drive instruction via focus walk-throughs, observations, and data analysis information located in TAN books. In addition, training facilitated by Mrs. Colthrust from Engaged Instruction LLC, teachers in grades 3-5 gained a more comprehensive understanding in test specs for math.

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Family and Community Engagement	A. School Wide Programs, Activities, and Community Outreach • Open House • Back to School Night • Transition Day • Pre-K, Kindergarten, and 5th Grade Graduation • Parent Workshops (all grade levels) • Movie Night • Career Day • Grandparent's Day • Scholastic Book Fair • Performances • Fundraisers • Student Clothing Pantry • STEM Fair • PARCC Parent Workshop	A. The School Leadership Team worked in conjunction with the Parent and Teacher Organization (PTO) and parent volunteers to implement school wide programs. Parent meetings were held in an effort to address student achievement and PARCC testing expectations. Even so, more parental involvement is vital for programs that target student academic achievement.
Professional Development	A. Grade Level Meetings • Classroom Expectations for all subject areas • Student Assessment and Scoring (Think Central and Renaissance) • Co-teaching • Differentiated Instruction	A., B., C.: Staff members met throughout the school year to receive Professional Development in these areas. Administration conducted focus walks and formal and informal observations. As a result, teachers were provided with ample constructive feedback with the expectation to improve student achievement and instructional practices. An additional grade level meting per week has been added to the

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)
	• Smartboard Training • Curriculum Implementation • Rubric Scoring • Lesson Plans • Analyzing Data • Common Core State Standards • SGO • Teacher Assessment Notebooks B. Staff Meetings: • Classroom Expectations for all subject areas • Student Assessment and Scoring (Think Central and Renaissance) • Co-teaching • Differentiated Instruction • Smartboard Training • Curriculum Implementation • Rubric Scoring • Lesson Plans • Analyzing Data • Common Core State Standards • SGO • Teacher Assessment Notebooks • Anti-Violence and Anti-Bullying • Behavioral Incentive Program • After-School Expectations	master schedule for teachers in Grades 3-5. As a result, Coaches and Teachers have been able to delve deep with monitoring and analyzing data, in addition to adjusting strategies/skills to address student needs in an effort to promote academic achievement. As a result, 100% of our teachers find it beneficial and have gained a better understanding of the importance of how to effectively use the data to drive instruction. The Teacher Assessment Notebook (TAN) shows current data that assists the teacher in their daily instruction. Performing Arts teachers are also responsible for creating and updating their TAN's to show evidence of cross-content integration such as Reading and Writing. B.: Administration has conducted Professional Development presentations for teachers and staff, which involve modeling, observations, and team building activities. The relevance of data usage and how monitoring and adjusting strategies must be utilized to address individualized student needs was also addressed by administration. Administration conducted school-wide focus walks to monitor how teachers use these approaches and strategies in the classrooms. The feedback was given to teachers by administration via conferences. This affords teachers the opportunity to improve their instructional practice and become more knowledgeable with regard to data usage.

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)

	• Deployment Plan
	• Teachscape
	• Affirmative Action
	• Principal's Book of the Month
	• Discipline Procedures and Documentation
	• Great American Smoke-out
	• Standard Solution
	• NJ QSAC
	• Technology Presentation/PARCC Readiness
	  • Code of Conduct/Gun-Free Schools Act
	  • Summer School
	  • In-House Retention Guidelines
	  • Lock-Down Procedure
	  • NJ ASK
	
	C. Staff In-Services
	• Roll-out of District's new Math program
	• SGO
	• Renaissance
	• Common Core State Standards
	• Smartboard Training
	• ThinkCentral Training
	• Achieve 3000	

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)
	• McGraw Hill Presentation of new curricula and assessments • Close Reading • Danielson Framework • PARCC Preparation • Differentiated Instruction • NJ ASK Procedure/Protocol • 1st Grade Model Assessment Training • Tools of the Mind • Implementing the Arts Curriculum and Assessment • Blood Borne Pathogens Training (Global Compliance Network Training)	
Leadership	A. Administration B. Literacy and Math Coaches C. School Leadership Team And School Leadership Council	A.: Administration provides more professional development presentations for teachers and staff, which involve modeling, observations, and team building activities: i.e., Shared Values, Anti-Violence and Anti-Bullying Workshops, Six Co-Teaching Models, School-Wide Data Presentation, Workmen's Compensation, and the Danielson Framework. Additionally, Administration places special emphasis on ensuring that teachers digest the strategies and concepts associated with the components of district and state assessments (Language Arts Literacy). Furthermore, Administration worked in collaboration with parents/guardians to promote the benefits associated with students completing homework assignments daily,

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)
		reading daily, and utilizing technology. As a result of providing professional development for teachers and ensuring teachers digest strategies, concepts and best practices, administration monitors the usage of data and how to utilize and strategies in order to address individualize student needs in the classroom. B.: Coaches provide more professional development for teachers and staff in Grade Level Meetings, Staff Meetings, Staff In-Services, and in individualized staff in-services. These meetings involve modeling, observations and classroom building activities: i.e., Guided Reading, Differentiated Instruction, analyzing data, Smartboard training, and data presentations. As a result, Coaches monitor the usage of data and how monitoring and adjusting strategies are utilized to address individualized student needs. In addition, building-level Coaches are responsible for submitting weekly log information, recommendations, and suggestions to share with teachers and administration. This information is based on a combination of data analysis, team meetings, classroom visits, and in-service trainings. C., D.: The School Leadership Team was extended to include teachers from various content areas to our Leadership Team. As a result, we have more input and collaboration from teachers. Stakeholders have been actively involved in monitoring the implementation of school-wide programs and making reasonable adjustments as needed. At the conclusion of the focus walks, the Team gathers results, debriefs, and then meets with teachers to discuss student progress and achievement.
School Climate and Culture	A. Behavior Incentive Program	A.: The Behavior Incentive Program motivates our student population to behave appropriately and in accordance with our student's Code of

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)
	B. Fun Fridays C. Student of the Month D. Mentor/Mentee Program E. Peace Month F. Anti-Violence Awareness G. Student/Staff Uniforms H. Staff Member of the Week I. Birthday Announcements	Conduct. Utilizing this program, approximately 75% of our students demonstrate positive behavior aligned with intrinsic motivation. B., C.: Teachers are required to submit names of student nominees along with a written description outlining their leadership qualities and academic performance to the SLT. Teacher/student participation has shown an increase in promoting a positive school culture because of positive empowerment and student motivation. Positive student behavior has increased in Grades 1-5 due to these school-wide initiatives. The evidence shows a decline in the number of suspensions. D.: The Mentor/Mentee Program allows for staff members to become a mentor to a fifth grade student. This allows for students to create an interpersonal connection with their mentors. In turn, students have an advocate to turn to when needed and have additional support in the school setting. E., F.: The Social Worker and Guidance Counselor advise students and give presentations about the dangers of bullying and the importance of peace and anti-violence awareness. G: Staff members promote uniformity and camaraderie by wearing school spirit uniforms; thereby role modeling what is expected of the students. Participation increased tremendously for students. Approximately, 95% of the students wear their uniform on a weekly

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)
		basis: Monday through Thursday. H., I.: Recognition of the Staff Member of the Week and the Staff Birthday Announcements not only are announced on the loud speaker, but also displayed on the front bulletin board. This allows staff to appreciate one another and to support each other's hard efforts and acknowledge birthdays, which contributes to the positive climate of the building.
School-Based Youth Services	A. School Leadership Team	The School Leadership Team was extended to include teachers from various content areas to our Leadership Team. As a result, we have more input and collaboration from teachers. All stakeholders are actively involved in monitoring the implementation of school-wide programs and making reasonable adjustments as needed. At the conclusion of the focus walks, the Team gathers results, debriefs, and then meets with teachers to discuss student progress and achievement.
Students with Disabilities	A. Comprehensive Screening Assessment (administered at the beginning of the school year) B. Emergent Literacy Survey C. Unit and Benchmark results for LAL (administered throughout the year) D. Journeys Progress Monitoring Reports E. Model Assessments for ELA F. District Writing Assessment (Grs. 1-5) G. PARCC Writing Test Prep	A., B., C., D., E., F., G., H., and I: Student data was compiled, reviewed and graded with Math teachers, Intervention Specialists, Literacy and Math Coaches, Teacher Assistants, and Paraprofessionals during grade level meetings and staff in-services. In addition, Central Office Staff has received and analyzed various writing samples and data feedback with teachers, intervention specialist, and literacy facilitators during visits throughout the school year. As a result, teachers used the data to differentiate instruction. This was accomplished by placing students into small groups for instruction along with the implementation of intensive interventions.

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)
	strategies (Gr. 3-5) H. Benchmark Item Analysis reporting sheets (Gr. 1-5) I. Re-Test Results (Gr. 1-5) /Quiz (Gr. 1-5)	
Homeless Students	Staff Meetings: • DYFS Referral Presentation • Counseling Presentation • Procedures for Homeless and Displaced Students McKinney-Vento Homeless Education Assistance Act	A.: Homeless and displaced students' information is forwarded to the Board of Education. They in turn contact the family and provide various services. These services include: bus passes for the student to attend school, automatic enrollment in the free school lunch program, referral to the district liaison who in turn provides information regarding Section 8 housing and Social Services. The effectiveness of these services is measured by how many homeless and displaced students attend school on a daily basis.
Migrant Students	n/a	
English Language Learners	n/a	
Economically Disadvantaged	A. Comprehensive Screening Assessment (administered at the beginning of the school year) B. Emergent Literacy Survey C. Unit and Benchmark results for LAL (administered throughout the year) D. Journeys Progress Monitoring Reports E. Model Assessments for ELA F. District Writing Assessment (Grs. 1-5) G. PARCC Writing Test Prep	A., B., C., D., E., F., G., H., and I: Student data was compiled, reviewed and graded with Math teachers, Intervention Specialists, Literacy and Math Coaches, Teacher Assistants, and Paraprofessionals during grade level meetings and staff in-services. In addition, Central Office Staff has received and analyzed various writing samples and data feedback with teachers, intervention specialist, and literacy facilitators during visits throughout the school year. As a result, teachers used the data to differentiate instruction. This was accomplished by placing students into small groups for instruction along with the implementation of intensive interventions.

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)
	strategies (Gr. 3-5) H. Benchmark Item Analysis reporting sheets (Gr. 1-5) I. Re-Test Results (Gr. 1-5) /Quiz (Gr. 1-5)	

2015-2016 Comprehensive Needs Assessment Process*
Narrative

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

   The process through which Cicely L. Tyson Elementary School developed priorities in the building was based on several different steps. The first step involved the School Leadership Team. Each week the School Leadership Team meets to discuss various issues that need to be addressed as it related to the East Orange Instructional Model. Through classroom observations and analyzing test data from the NJ ASK, District Cycle Tests, Unit and Benchmark Assessments, Common Core Model Assessments, Comprehensive Screening Assessment, Emergent Literacy Survey, and Safety Net programs, the Principal identifies areas that need to be strengthened in order to increase student achievement. The Literacy Facilitators and Math Facilitators work with classroom teachers, through co-teaching and individual staff development, to provide strategies that will assist in the process. The second step involves the entire faculty completing the Intensive Early Literacy Checklist. The Principal led the faculty in a discussion of the checklist. The staff and the School Leadership Team reviewed the results in order to identify areas in need of improvement. Additionally, I&RS committee meetings work to pinpoint individual student needs, as do our school-wide, intrinsically centered behavior programs. Finally, Grade Level Meetings are held to discuss how teachers and administration will address concerns.

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

   We analyzed data using weekly, monthly, and District Benchmark Assessments (i.e., Journey's Weekly Lesson Assessments, Journey's Benchmark Unit Assessments, Common Core Unit Model Assessments, Monthly Math Benchmark tests, Emergent Literacy Assessment, Comprehensive Screening Assessment, and Progress Monitoring Reports). Additionally, NJ ASK scores from previous

years were reviewed for further academic information as related to student progress. Finally, teacher information/survey results pertaining to student behavioral/social needs were analyzed to assist in grouping students in a mutually beneficial manner, as well as for providing individual students with favorable resources.

Data is compiled in multiple ways:

The needs assessment is used to describe the "gap" or discrepancy between "what is" and "what should be".
Emergent Literacy Assessment for Grade 1
Comprehensive Screening Assessment for Grades 2 through 5
NJ ASK Assessments Grades 3 through 5
Grade level rubrics
Informal running records
Progress Monitoring Reports
Teacher Assessment Notebooks (TAN's)
Teacher/Student conferencing
District Cycle Reports
District Benchmark Assessments (reading, writing, science, and mathematics)
District created School Assessment Portfolios
Edusoft Software
Achieve 3000 reports
Portfolios
Focus Walks

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)?

All data analyzed represents student performance based on either research-based organization, interpretation of data or state analysis of assessments. Analyzed student data represents student performance on testing and assessment tools, which are related to students meeting the educational benchmarks as outlined via the CCSS standards. Students' mastery of this information delineates progress on areas deemed essential as pertaining to student scholastic development.

Data from teacher observations and conferences are reliable in that it is gathered through focus walk-throughs, in-house formal and informal observations, and district visits. This process involves multiple stakeholders in the educational process, including administration, coaches, teachers, and district supervisors. This allows for multiple perspectives regarding student's progress and achievement, as well as where/what specific assistance may be beneficial.

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

Data indicates that NJ ASK scores increased minimally in ELA and Mathematics. The data analysis results, taken from NJ ASK scores for 2014, revealed a increase in ELA for grades 3 through 5. In regards to Language Arts, the data analysis is as follows: In Grade 3, there was a increase of 2%. In Grade 4, there was a increase of 11%. In Grade 5, there was a increase of 8%. In regards to Mathematics, the data analysis is as follows: In Grade 3, there was a decrease of 8%. In Grade 4, there was a increase of 8%. In Grade 5, there was a increase of 5%. The decline in test scores in grade 3 Math were due to several reasons: staff attendance, transitioning to CCSS while still preparing for the NJ ASK, which was not completely aligned with the CCSS. However, evidence of looping showed an increase in certain grade levels.

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

A revised Mentoring Program was designed for new teachers, which was implemented during the 2009-2010 school years. Its purpose was to provide new teachers with the skills and the support necessary to ensure their professional growth and the academic success of their students. As a result of our Mentoring Program, many of our third year teachers are making attempts to implement their core subject programs and the overall work performance has been satisfactory.

End of the year workshops were held for targeted Instructional Specialists, in grades 3-5 schools, in the following areas: mathematics, reading, and writing. The purpose for training these specialists were to facilitate school-based study groups, grade level meetings, and to prepare them to serve as liaisons between their schools and central office. Additionally, these specialists were trained in the facilitation of program implementation, and in the areas of reading, writing, and mathematics.

In order to assist select certificated staff in acquiring the mandated professional development hours, the East Orange School District offered professional development workshops designed to enhance the knowledge, skills, and abilities of the participants. Teachers are also informed on out-of-district workshops.

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

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

   Educationally at-risk students in Grade 1 are identified through the use of the Dynamic Indicators of Emerging Literacy Assessment, which is administered 3 times per year (Fall, Winter, and Spring). Additionally, at-risk students in Grades 1 through 5 are identified through administration of the Journeys Weekly Reading Assessment, through the Unit Assessment (at the completion of each unit), through District Reading and Math Benchmark assessments, which are all mandated by the District. I&RS referrals pinpoint student's needs via shared decision-making and continued analysis/modification of student improvement plans, based on input of school personnel and parent/guardians. Teachers are required to use this information to modify instruction for students.

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

   Students are targeted based on analysis of the New Jersey Assessment of Skills and Knowledge (NJ ASK) (Grades 3-5). The East Orange Instructional Model requires that Safety Net programs be provided to support students who require more time on task to meet the standards. This Safety Net intervention is provided in the form of in-class tutoring, pull-out instructional support, after-school tutorial programs, and summer school enrichment program for students. Cicely L. Tyson Elementary School has a supplemental tutoring program for students entering Grades 3-5. In-school tutoring, pull-out instructional support, and in-class support from Intervention Specialists and Co-Teachers are also offered for students in Grades 1-5. Small groups of students receive extra instruction in areas identified as needing improvement by Intervention Specialists and Co-Teachers. I &RS referrals allow for specified/individualized academic and social services to be offered to students in a manner that best meets (an) individual(s) needs. The afterschool program consists of 90 minutes of small group instruction and is offered three days for students in grades 3-5.

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

   Students are targeted based on analysis of the New Jersey Assessment of Skills and Knowledge (NJ ASK) (Grades 3-5). The East Orange Instructional Model requires that Safety Net programs be provided to support students who require more time on task to meet the standards. This Safety Net intervention is provided in the form of in-class tutoring, pull-out instructional support, after-school tutorial programs, and summer school enrichment program for students. Cicely L. Tyson Elementary School has a supplemental tutoring program for students entering Grades 3-5. In-school tutoring, pull-out instructional support, and in-class support from Intervention Specialists and Co-Teachers are also offered for students in Grades 1-5. Small groups of students receive extra instruction in areas identified as needing improvement by Intervention Specialists and Co-Teachers. I &RS referrals allow for specified/individualized

academic and social services to be offered to students in a manner that best meets (an) individual(s) needs. The afterschool program consists of 90 minutes of small group instruction and is offered three days for students in grades 3-5.

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

Students are targeted based on analysis of the New Jersey Assessment of Skills and Knowledge (NJ ASK) (Grades 3-5). The East Orange Instructional Model requires that Safety Net programs be provided to support students who require more time on task to meet the standards. This Safety Net intervention is provided in the form of in-class tutoring, pull-out instructional support, after-school tutorial programs, and summer school enrichment program for students. Cicely L. Tyson Elementary School has a supplemental tutoring program for students entering Grades 3-5. In-school tutoring, pull-out instructional support, and in-class support from Intervention Specialists and Co-Teachers are also offered for students in Grades 1-5. Small groups of students receive extra instruction in areas identified as needing improvement by Intervention Specialists and Co-Teachers. I &RS referrals allow for specified/individualized academic and social services to be offered to students in a manner that best meets (an) individual(s) needs. The afterschool program consists of 90 minutes of small group instruction and is offered three days for students in grades 3-5.

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?

Grade Level Meetings are held to ensure that students are assessed in a timely manner and that the data is then relayed to the teachers so that they have the opportunity to plan based on indicators in the data. Teachers should also facilitate vertical articulation meetings to inform constituents of various grade level expectations in core content areas, as well as to discuss student work. Teachers create lesson plans, while receiving guidance from the district approved curriculum, pacing calendars, and building coaches. The Comprehensive Screening Assessment and Emergent Literacy Survey results are used to allow teachers to plan lessons with a specific focus on instruction, as is evident in guided reading groups and conferencing strategies. The school leadership team reviews student assessments to help teachers plan appropriately. Administrators receive and read teacher's lesson plans and grade registers, on alternate weeks, to ensure that teachers are appropriately planning to teach the core curriculum content standards while addressing individual student needs. Administrators also view grade registers to measure student deficiencies.

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

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

The East Orange Early Childhood Program has developed a transition plan from Pre-school to Kindergarten. A committee of early childhood department staff (administrators, master teachers, parent involvement specialist, ad social worker), pre-school staff, kindergarten staff, and parents meet to evaluate and establish activities for a smooth transition of students. The committee meets several times during the year. The Tools of the Mind Program assists pre-school teachers with transitioning students to the Kindergarten Program. This year our Kindergarten teachers have transitioned to work sampling activities similar to the Pre-kindergarten program.

Several activities highlight transition for East Orange Pre-school students:

- Open House/Welcome Back to School Day/Night
- Kindergarten staff is in-serviced about the Pre-school Program; Pre-school staff is in-serviced about the Kindergarten program.
- A community fair is held in the spring to orientate parents about the program and registration process for Pre-school and Kindergarten.
- Parent workshops throughout the school year to assist with LAL, Math, and Science.
- Teacher-parent conferences throughout the school year assist in individualized student instruction and development.
- The Transition Open House is held in the spring to invite parents and students to Kindergarten classes throughout the school district. Kindergarten teachers and assistants provide an overview of the program and expectations. Students tour the room and experience a sample of classroom activities. Books, pamphlets and fliers are distributed with information about the school and program. Summer activities are included in this distribution.

The district also sponsors a Transition Day for all elementary students in grades K through 5. It is held in the spring to invite parents and students to Kindergarten through Grade 5 classes throughout the school district. All teachers and assistants provide an overview of the program and expectations. Students tour the room and experience a sample of classroom activities. Books, pamphlets and fliers are distributed with information about the school and program. Summer activities are included in this distribution.

At CTES, the Performing Arts staff prepares the transitioning fifth graders, by helping them get ready for auditions/portfolios, and for the entrance into Performing Arts schools throughout the district.

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?

SLT met with teachers to discuss and analyze data results of student achievement on the Weekly tests, Unit and Benchmark assessments, and quizzes. These assessments are used to guide discussions about the problems and the root causes of non-mastery within the areas of literacy and math. As a result of these meetings, the School Leadership Team and stakeholders met to identify areas of concern, based on school-based data analysis, to determine academic and instructional areas in need of improvement. Currently, we have observed trends in problems and root causes; therefore, we will continue to place an emphasis on these priority areas.

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	Technology (English Language Arts and Mathematics)	Staff Attendance (English Language Arts and Mathematics)
Describe the priority problem using at least two data sources	Teachers are not highly proficient with regard to implementing and infusing technology into instruction. Specific emphasis will be placed on Professional Development, which will assist teachers in utilizing more technology during small group and whole group instruction. Additionally, teachers are not proficient with implementing the technology based reading/writing/math programs, Think Central and Achieve 3000 effectively in the classroom.	Attendance concerns arose with teachers with regards to consistent instructional practices. Data indicates that NJ ASK scores increased minimally in ELA and Mathematics. The data analysis results, taken from NJ ASK scores for 2014, revealed a increase in ELA for grades 3 through 5. In regards to Language Arts, the data analysis is as follows: In Grade 3, there was a increase of 2%. In Grade 4, there was a increase of 11%. In Grade 5, there was a increase of 8%. In regards to Mathematics, the data analysis is as follows: In Grade 3, there was a decrease of 8%. In Grade 4, there was a increase of 8%. In Grade 5, there was a increase of 5%. The decline in test scores in grade 3 Math were due to several reasons: staff attendance, transitioning to CCSS while still preparing for the NJ ASK, which was not completely aligned with the CCSS. However, evidence of looping showed an increase in certain grade levels.

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

Describe the root causes of the problem	Due to lack of training in technology, some teachers did not meet/exceed the expectation of infusing technology into rigorous instructional practices on a consistent/daily basis. Additionally, there have been many occasions when technical difficulties occur and interfere with infusing technology into instructional practices. As a result, teachers monitor and adjust, thereby moving the lesson forward without the use of technology.	Students did not meet/exceed the standard due to approved and excessive teacher leaves/absences. Many core content teachers were absent due to medical and maternal leaves. As a result, this hindered the progress of those students it directly impacted on the NJ ASK.
Subgroups or populations addressed	General Ed and Special Ed Elementary students	General Ed and Special Ed Elementary students
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems	Smartboard training will continue so teachers can acquire certain skills and develop a level of comfort to infuse technology across the content areas, not limited to Mathematics and English Language Arts. Interactive activities can motivate and engage students into instruction on a consistent and daily basis. Students will benefit from educators who utilize and infuse technology into instruction. This will serve as an advantage for the school in preparation for the PARRC, which will be administered on a computer. Students will need to be equipped with certain technological skills such	Implementation of the district attendance policy will improve teacher attendance. Additionally, the use of incentives to improve staff attendance will in turn motivate teachers to attend work on a daily basis. Teacher/staff attendance in core content areas will allow for an overall increase in student achievement. More consistency with teacher attendance will foster improvements in student engagement, morale, procedures, and expectations. Research indicates that teacher absenteeism can negatively affect student attendance and also serve as a negative correlation

	as: the ability to copy and paste, drag and drop, navigate between split screens, utilize the mouse, and type keys with minimal errors.	with student outcomes.
How does the intervention align with the Common Core State Standards?	The programs are addressed to the CCSS and have been approved by the East Orange Board of Education. Technology State Standards: 8.1.a., b., e., f. 8.2.d., e., f., g.	Staff absenteeism is addressed in the East Orange School Districts attendance policy.

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	Closing the Achievement Gap	
Describe the priority problem using at least two data sources	Identified teachers in all content areas have not been diligent in promoting reading via cross content integration activities. As a result, students in Grades K through 5 are struggling with various reading skills. Evidence of the abovementioned has been observed during the review of district benchmark assessment scores in reading, writing, math, and science.	
Describe the root causes of the problem	Students did not meet/exceed the standard because of difficulty with curricular implementation, a lack of content knowledge, and a lack of student motivation due to low academic ability and lack of parental support and utilize data to monitor student progress/growth. Additionally, there have been inconsistencies in our student population. Evidence indicates that some students across grade levels have transitioned to our building with deficiencies in core content areas that do not meet/exceed the district standard/benchmark mandates.	
Subgroups or populations addressed	General Ed and Special Ed Elementary students	
Related content area missed (i.e., ELA, Mathematics)	Language Arts Literacy, Math	
Name of scientifically research based intervention to address	Achieve 3000, Emerging Literacy Assessment, Journey's Write In Reader, Journey's Literacy Tool Kit, Re-	

priority problems	teach/Re-test, small group instruction: i.e., Guided Reading, skill focused instruction, reading and writing conferences, the use of Teacher Assessment Notebooks (TAN – A compilation of formal and informal student data), Progress Monitoring Sheets (Recording and using the data from Weekly and Unit Reading Assessments), and Data Collection Sheets, Writing Benchmarks, Go Math! Beginning of the Year, Middle of the Year, and End of the Year Assessments, Go Math! Chapter Assessments, Science Beginning of the Year, Middle of the Year, and End of the Year Assessments, Science Chapter Assessments and Quizzes	
How does the intervention align with the Common Core State Standards?	The programs are addressed to the CCSS and have been approved by the East Orange Board of Education. LAL: CCRA.R.1-R.10 CCRA.W.1-W.10 CCRA.SL.1 SL.6 CCRA.I.1-L.6 Math: OA.A-D NBT.A-C MD.A-C GA.1-3 Science: 5.1.A-D 5.2.A-E 5.3.A-E 5.4.A-G	

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	Training of staff in methods of analyzing data (Weekly and Unit Benchmarks, quizzes, district assessments and state tests) in order to drive instruction and achievements. Additional Achieve 3000 Professional Development as well as RTI method for Reading.	Administration/Coaches/District Trainers	10% increase in the number of students meeting the District of 75% performance on benchmark assessments and weekly theme tests in reading and 70% performance on math assessments. 10% increase in the number of students elevating their reading levels 3-4 steps according to Achieve 3000. 10% increase in the number of students demonstrating grade level performance on Emerging Literacy Assessment.	Below are the resources we used from ERIC: Hargreaves, A., & Moore, S. (2000). Curriculum integration and classroom relevance: A study of teachers' practice. The WWC "Improving Adolescent Literacy: Effective Classroom and Intervention Practices used from ERIC.
Math	Students with Disabilities	Training of staff in methods of analyzing data	Administration/Coaches/District Trainers	10% increase in the number of students meeting the District of 75%	Below are the resources we used from ERIC: Hargreaves, A., & Moore, S.

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]
		(Weekly and Unit Benchmarks, quizzes, district assessments and state tests) in order to drive instruction and achievements. Additional Achieve 3000 Professional Development as well as RTI method for Reading and Math		performance on benchmark assessments and weekly theme tests in reading and 70% performance on math assessments. 10% increase in the number of students elevating their reading levels 3-4 steps according to Achieve 3000. 10% increase in the number of students demonstrating grade level performance on Emerging Literacy Assessment.	(2000). Curriculum integration and classroom relevance: A study of teachers' practice. The WWC "Improving Adolescent Literacy: Effective Classroom and Intervention Practices used from ERIC.
ELA	Homeless	Training of staff in methods of analyzing data (Weekly and Unit Benchmarks, quizzes, district assessments and state tests) in order to drive instruction	Administration/Coaches/District Trainers	10% increase in the number of students meeting the District of 75% performance on benchmark assessments and weekly theme tests in reading and 70% performance on math assessments.	Below are the resources we used from ERIC: Hargreaves, A., & Moore, S. (2000). Curriculum integration and classroom relevance: A study of teachers' practice. The WWC "Improving Adolescent Literacy:

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)
		and achievements. Additional Achieve 3000 Professional Development as well as RTI method for Reading and Math		10% increase in the number of students elevating their reading levels 3-4 steps according to Achieve 3000. 10% increase in the number of students demonstrating grade level performance on Emerging Literacy Assessment.	Effective Classroom and Intervention Practices used from ERIC.
Math	Homeless	Training of staff in methods of analyzing data (Weekly and Unit Benchmarks, quizzes, district assessments and state tests) in order to drive instruction and achievements. Additional Achieve 3000 Professional Development as well as RTI method for Reading and Math	Administration/Coaches/District Trainers	10% increase in the number of students meeting the District of 75% performance on benchmark assessments and weekly theme tests in reading and 70% performance on math assessments. 10% increase in the number of students elevating their reading levels 3-4 steps according to Achieve 3000. 10% increase in the number of students	Below are the resources we used from ERIC: Hargreaves, A., & Moore, S. (2000). Curriculum integration and classroom relevance: A study of teachers' practice. The WWC "Improving Adolescent Literacy: Effective Classroom and Intervention Practices used from ERIC.

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)
				demonstrating grade level performance on Emerging Literacy Assessment.	
ELA	Migrant	Training of staff in methods of analyzing data (Weekly and Unit Benchmarks, quizzes, district assessments and state tests) in order to drive instruction and achievements. Additional Achieve 3000 Professional Development as well as RTI method for Reading and Math	Administration/Coaches/District Trainers	10% increase in the number of students meeting the District of 75% performance on benchmark assessments and weekly theme tests in reading and 70% performance on math assessments. 10% increase in the number of students elevating their reading levels 3-4 steps according to Achieve 3000. 10% increase in the number of students demonstrating grade level performance on Emerging Literacy Assessment.	Below are the resources we used from ERIC: Hargreaves, A., & Moore, S. (2000). Curriculum integration and classroom relevance: A study of teachers' practice. The WWC "Improving Adolescent Literacy: Effective Classroom and Intervention Practices used from ERIC.
Math	Migrant	Training of staff in methods of	Administration/Coaches/District Trainers	10% increase in the number of students	Below are the resources we used from ERIC:

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)
		analyzing data (Weekly and Unit Benchmarks, quizzes, district assessments and state tests) in order to drive instruction and achievements. Additional Achieve 3000 Professional Development as well as RTI method for Reading and Math		meeting the District of 75% performance on benchmark assessments and weekly theme tests in reading and 70% performance on math assessments. 10% increase in the number of students elevating their reading levels 3-4 steps according to Achieve 3000. 10% increase in the number of students demonstrating grade level performance on Emerging Literacy Assessment.	Hargreaves, A., & Moore, S. (2000). Curriculum integration and classroom relevance: A study of teachers' practice. The WWC "Improving Adolescent Literacy: Effective Classroom and Intervention Practices used from ERIC.
ELA	ELLs	n/a			
Math	ELLs	n/a			
ELA	Economically Disadvantaged	Training of staff in methods of analyzing data (Weekly and Unit Benchmarks, quizzes, district	Administration/Coaches/District Trainers	10% increase in the number of students meeting the District of 75% performance on benchmark assessments and weekly theme tests in	Below are the resources we used from ERIC: Hargreaves, A., & Moore, S. (2000). Curriculum integration and classroom relevance: A study of

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)
		assessments and state tests) in order to drive instruction and achievements. Additional Achieve 3000 Professional Development as well as RTI method for Reading and Math		reading and 70% performance on math assessments. 10% increase in the number of students elevating their reading levels 3-4 steps according to Achieve 3000. 10% increase in the number of students demonstrating grade level performance on Emerging Literacy Assessment.	teachers' practice. The WWC "Improving Adolescent Literacy: Effective Classroom and Intervention Practices used from ERIC.
Math	Economically Disadvantaged	Training of staff in methods of analyzing data (Weekly and Unit Benchmarks, quizzes, district assessments and state tests) in order to drive instruction and achievements. Additional Achieve 3000 Professional Development as	Administration/Coaches/District Trainers	10% increase in the number of students meeting the District of 75% performance on benchmark assessments and weekly theme tests in reading and 70% performance on math assessments. 10% increase in the number of students elevating their reading levels 3-4 steps according	Below are the resources we used from ERIC: Hargreaves, A., & Moore, S. (2000). Curriculum integration and classroom relevance: A study of teachers' practice. The WWC "Improving Adolescent Literacy: Effective Classroom and Intervention Practices used from ERIC.

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)
		well as RTI method for Reading and Math		to Achieve 3000. 10% increase in the number of students demonstrating grade level performance on Emerging Literacy Assessment.	
ELA	General Education Students	Training of staff in methods of analyzing data (Weekly and Unit Benchmarks, quizzes, district assessments and state tests) in order to drive instruction and achievements. Additional Achieve 3000 Professional Development as well as RTI method for Reading and Math	Administration/Coaches/District Trainers	10% increase in the number of students meeting the District of 75% performance on benchmark assessments and weekly theme tests in reading and 70% performance on math assessments. 10% increase in the number of students elevating their reading levels 3-4 steps according to Achieve 3000. 10% increase in the number of students demonstrating grade level performance on Emerging Literacy Assessment.	Below are the resources we used from ERIC: Hargreaves, A., & Moore, S. (2000). Curriculum integration and classroom relevance: A study of teachers' practice. The WWC "Improving Adolescent Literacy: Effective Classroom and Intervention Practices used from ERIC.

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	General Education Students	Training of staff in methods of analyzing data (Weekly and Unit Benchmarks, quizzes, district assessments and state tests) in order to drive instruction and achievements. Additional Achieve 3000 Professional Development as well as RTI method for Reading and Math	Administration/Coaches/District Trainers	10% increase in the number of students meeting the District of 80% performance on benchmark assessments and weekly theme tests in reading and 75% performance on math assessments. 10% increase in the number of students elevating their reading levels 3-4 steps according to Achieve 3000. 10% increase in the number of students demonstrating grade level performance on Emerging Literacy Assessment.	Below are the resources we used from ERIC: Hargreaves, A., & Moore, S. (2000). Curriculum integration and classroom relevance: A study of teachers' practice. The WWC "Improving Adolescent Literacy: Effective Classroom and Intervention Practices used from ERIC.

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;

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	-After School Tutorial Program -Twilight Rams Extended Day Program	Building Administration	-PARCC Assessments -Comparison of growth between pre- and post- tests -Start of the Afterschool Tutorial Program began in Nov. 2014 and ended in May 2015 (3 days a week). The Twilight Rams Extended Day Program begin in February of 2015 and ended in June 2015 (3 days a week)	Implementing effective classroom ELA instruction and intervention practices: IES Practice Guide-WWC "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Interventions in the Primary Grades". • Provides intensive concentrated instruction that promotes the development of the various components of reading proficiency to students who show minimal progress. • Focusing on a small set of reading or reading-related skills is essential to Tier 3 because having too many instructional objectives for struggling readers makes it more difficult to learn skills well enough for proficient reading. *Blumsack (1996); Foorman et al. (1998); Gillon (2000).*
Math	Students with Disabilities	-After School Tutorial Program -Twilight Rams Extended Day Program	Building Administration	-PARCC Assessments -Comparison of growth between pre- and post- tests -Start of the Afterschool Tutorial Program began in Nov. 2014 and	Implementing effective classroom ELA instruction and intervention practices: IES Practice Guide-WWC "Assisting

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)
				ended in May 2015 (3 days a week). The Twilight Rams Extended Day Program begin in February of 2015 and ended in June 2015 (3 days a week)	Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Interventions in the Primary Grades". • Provides intensive concentrated instruction that promotes the development of the various components of reading proficiency to students who show minimal progress. • Focusing on a small set of reading or reading-related skills is essential to Tier 3 because having too many instructional objectives for struggling readers makes it more difficult to learn skills well enough for proficient reading. *Blumsack (1996); Foorman et al. (1998); Gillon (2000).*
ELA	Homeless	-After School Tutorial Program -Twilight Rams Extended Day Program	Building Administration	-PARCC Assessments -Comparison of growth between pre- and post- tests -Start of the Afterschool Tutorial Program began in Nov. 2014 and ended in May 2015 (3 days a week). The Twilight Rams	Implementing effective classroom ELA instruction and intervention practices: IES Practice Guide-WWC "Assisting Students Struggling with Reading: Response to Intervention (RtI) and

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)
				Extended Day Program begin in February of 2015 and ended in June 2015 (3 days a week)	Multi-Tier Interventions in the Primary Grades". • Provides intensive concentrated instruction that promotes the development of the various components of reading proficiency to students who show minimal progress. • Focusing on a small set of reading or reading-related skills is essential to Tier 3 because having too many instructional objectives for struggling readers makes it more difficult to learn skills well enough for proficient reading. *Blumsack (1996); Foorman et al. (1998); Gillon (2000).*
Math	Homeless	-After School Tutorial Program -Twilight Rams Extended Day Program	Building Administration	-PARCC Assessments -Comparison of growth between pre- and post- tests -Start of the Afterschool Tutorial Program began in Nov. 2014 and ended in May 2015 (3 days a week). The Twilight Rams Extended Day Program begin in February of 2015 and ended in June 2015 (3 days a week)	Implementing effective classroom ELA instruction and intervention practices: IES Practice Guide-WWC "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Interventions in the Primary Grades". • Provides intensive

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)
					concentrated instruction that promotes the development of the various components of reading proficiency to students who show minimal progress. • Focusing on a small set of reading or reading-related skills is essential to Tier 3 because having too many instructional objectives for struggling readers makes it more difficult to learn skills well enough for proficient reading. *Blumsack (1996); Foorman et al. (1998); Gillon (2000).*
ELA	Migrant	-After School Tutorial Program -Twilight Rams Extended Day Program	Building Administration	-PARCC Assessments -Comparison of growth between pre- and post- tests -Start of the Afterschool Tutorial Program began in Nov. 2014 and ended in May 2015 (3 days a week). The Twilight Rams Extended Day Program begin in February of 2015 and ended in June 2015 (3 days a week)	Implementing effective classroom ELA instruction and intervention practices: IES Practice Guide-WWC "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Interventions in the Primary Grades". • Provides intensive concentrated instruction that promotes the

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)
					development of the various components of reading proficiency to students who show minimal progress. • Focusing on a small set of reading or reading-related skills is essential to Tier 3 because having too many instructional objectives for struggling readers makes it more difficult to learn skills well enough for proficient reading. *Blumsack (1996); Foorman et al. (1998); Gillon (2000).*
Math	Migrant	-After School Tutorial Program -Twilight Rams Extended Day Program	Building Administration	-PARCC Assessments -Comparison of growth between pre- and post- tests -Start of the Afterschool Tutorial Program began in Nov. 2014 and ended in May 2015 (3 days a week). The Twilight Rams Extended Day Program begin in February of 2015 and ended in June 2015 (3 days a week)	Implementing effective classroom ELA instruction and intervention practices: IES Practice Guide-WWC "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Interventions in the Primary Grades". • Provides intensive concentrated instruction that promotes the development of the various components of reading proficiency to students who

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)
					show minimal progress. • Focusing on a small set of reading or reading-related skills is essential to Tier 3 because having too many instructional objectives for struggling readers makes it more difficult to learn skills well enough for proficient reading. *Blumsack (1996); Foorman et al. (1998); Gillon (2000).*
ELA	ELLs	n/a			
Math	ELLs	n/a			
ELA	Economically Disadvantaged	-After School Tutorial Program -Twilight Rams Extended Day Program	Building Administration	-PARCC Assessments -Comparison of growth between pre- and post- tests -Start of the Afterschool Tutorial Program began in Nov. 2014 and ended in May 2015 (3 days a week). The Twilight Rams Extended Day Program begin in February of 2015 and ended in June 2015 (3 days a week)	Implementing effective classroom ELA instruction and intervention practices: IES Practice Guide-WWC "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Interventions in the Primary Grades". • Provides intensive concentrated instruction that promotes the development of the various components of reading

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)
					proficiency to students who show minimal progress. • Focusing on a small set of reading or reading-related skills is essential to Tier 3 because having too many instructional objectives for struggling readers makes it more difficult to learn skills well enough for proficient reading. *Blumsack (1996); Foorman et al. (1998); Gillon (2000).*
Math	Economically Disadvantaged	-After School Tutorial Program -Twilight Rams Extended Day Program	Building Administration	-PARCC Assessments -Comparison of growth between pre- and post- tests -Start of the Afterschool Tutorial Program began in Nov. 2014 and ended in May 2015 (3 days a week). The Twilight Rams Extended Day Program begin in February of 2015 and ended in June 2015 (3 days a week)	Implementing effective classroom ELA instruction and intervention practices: IES Practice Guide-WWC "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Interventions in the Primary Grades". • Provides intensive concentrated instruction that promotes the development of the various components of reading proficiency to students who show minimal progress. • Focusing on a small set of

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

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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)
					reading or reading-related skills is essential to Tier 3 because having too many instructional objectives for struggling readers makes it more difficult to learn skills well enough for proficient reading. *Blumsack (1996); Foorman et al. (1998); Gillon (2000).*
ELA	General Education Students	-After School Tutorial Program -Twilight Rams Extended Day Program	Building Administration	-PARCC Assessments -Comparison of growth between pre- and post- tests -Start of the Afterschool Tutorial Program began in Nov. 2014 and ended in May 2015 (3 days a week). The Twilight Rams Extended Day Program begin in February of 2015 and ended in June 2015 (3 days a week)	Implementing effective classroom ELA instruction and intervention practices: IES Practice Guide-WWC "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Interventions in the Primary Grades". • Provides intensive concentrated instruction that promotes the development of the various components of reading proficiency to students who show minimal progress. • Focusing on a small set of reading or reading-related skills is essential to Tier 3

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)
					because having too many instructional objectives for struggling readers makes it more difficult to learn skills well enough for proficient reading. *Blumsack (1996); Foorman et al. (1998); Gillon (2000).*
Math	General Education Students	-After School Tutorial Program -Twilight Rams Extended Day Program	Building Administration	-PARCC Assessments -Comparison of growth between pre- and post- tests -Start of the Afterschool Tutorial Program began in Nov. 2014 and ended in May 2015 (3 days a week). The Twilight Rams Extended Day Program begin in February of 2015 and ended in June 2015 (3 days a week)	Implementing effective classroom ELA instruction and intervention practices: IES Practice Guide-WWC "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Interventions in the Primary Grades". • Provides intensive concentrated instruction that promotes the development of the various components of reading proficiency to students who show minimal progress. • Focusing on a small set of reading or reading-related skills is essential to Tier 3 because having too many instructional objectives for struggling readers makes it

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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)
					more difficult to learn skills well enough for proficient reading. *Blumsack (1996); Foorman et al. (1998); Gillon (2000).*

**Use an asterisk to denote new programs.*

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	-Staff meetings/In-service trainings	Building Administration	Evidence of student achievement	Results indicated that participation in research based professional development fostered sustained changes in teacher's educational knowledge, ability to design and implement supported experiences for students, and beliefs toward teaching and learning. In two cases, these changes became the basis for continual learning and led to ongoing professional growth. Further, findings revealed three factors that influenced teacher

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

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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)
					learning over time. 1. Student characteristics 2. Access to resources 3. Social support and opportunities for collaboration with peers. *Teachers College Record, The Voice of Scholarship in Education (Nov. 2009)*
Math	Students with Disabilities	-Staff meetings/In-service trainings	Building Administration	Evidence of student achievement	Results indicated that participation in research based professional development fostered sustained changes in teacher's educational knowledge, ability to design and implement supported experiences for students, and beliefs toward teaching and learning. In two cases, these changes became the basis for continual learning and led to ongoing professional growth. Further, findings revealed three factors that influenced teacher learning over time. 1. Student characteristics 2. Access to resources 3. Social support and opportunities for

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)
					collaboration with peers. *Teachers College Record, The Voice of Scholarship in Education (Nov. 2009)*
ELA	Homeless	-Staff meetings/In-service trainings	Building Administration	Evidence of student achievement	Results indicated that participation in research based professional development fostered sustained changes in teacher's educational knowledge, ability to design and implement supported experiences for students, and beliefs toward teaching and learning. In two cases, these changes became the basis for continual learning and led to ongoing professional growth. Further, findings revealed three factors that influenced teacher learning over time. 1. Student characteristics 4. Access to resources 5. Social support and opportunities for collaboration with peers. *Teachers College Record, The Voice of Scholarship in Education (Nov. 2009)*

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

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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	-Staff meetings/In-service trainings	Building Administration	Evidence of student achievement	Results indicated that participation in research based professional development fostered sustained changes in teacher's educational knowledge, ability to design and implement supported experiences for students, and beliefs toward teaching and learning. In two cases, these changes became the basis for continual learning and led to ongoing professional growth. Further, findings revealed three factors that influenced teacher learning over time. 1. Student characteristics 2. Access to resources 3. Social support and opportunities for collaboration with peers. *Teachers College Record, The Voice of Scholarship in Education (Nov. 2009)*
ELA	Migrant	-Staff meetings/In-service trainings	Building Administration	Evidence of student achievement	Results indicated that participation in research based professional development fostered sustained changes in teacher's educational knowledge, ability to design and

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)
					implement supported experiences for students, and beliefs toward teaching and learning. In two cases, these changes became the basis for continual learning and led to ongoing professional growth. Further, findings revealed three factors that influenced teacher learning over time. 1. Student characteristics 2. Access to resources 3. Social support and opportunities for collaboration with peers. *Teachers College Record, The Voice of Scholarship in Education (Nov. 2009)*
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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)
					Further, findings revealed three factors that influenced teacher learning over time. 1. Student characteristics 2. Access to resources 3. Social support and opportunities for collaboration with peers. *Teachers College Record, The Voice of Scholarship in Education (Nov. 2009)*
ELA	ELLs	n/a			
Math	ELLs	n/a			
ELA	Economically Disadvantaged	-Staff meetings/In-service trainings	Building Administration	Evidence of student achievement	Results indicated that participation in research based professional development fostered sustained changes in teacher's educational knowledge, ability to design and implement supported experiences for students, and beliefs toward teaching and learning. In two cases, these changes became the basis for continual learning and led to ongoing professional growth. Further, findings revealed three factors that influenced teacher

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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)
					learning over time. 1. Student characteristics 2. Access to resources 3. Social support and opportunities for collaboration with peers. *Teachers College Record, The Voice of Scholarship in Education (Nov. 2009)*
Math	Economically Disadvantaged	-Staff meetings/In-service trainings	Building Administration	Evidence of student achievement	Results indicated that participation in research based professional development fostered sustained changes in teacher's educational knowledge, ability to design and implement supported experiences for students, and beliefs toward teaching and learning. In two cases, these changes became the basis for continual learning and led to ongoing professional growth. Further, findings revealed three factors that influenced teacher learning over time. 1. Student characteristics 2. Access to resources 3. Social support and opportunities for

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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)
					collaboration with peers. *Teachers College Record, The Voice of Scholarship in Education (Nov. 2009)*
ELA	General Education Students	-Staff meetings/In-service trainings	Building Administration	Evidence of student achievement	Results indicated that participation in research based professional development fostered sustained changes in teacher's educational knowledge, ability to design and implement supported experiences for students, and beliefs toward teaching and learning. In two cases, these changes became the basis for continual learning and led to ongoing professional growth. Further, findings revealed three factors that influenced teacher learning over time. 1. Student characteristics 2. Access to resources 3. Social support and opportunities for collaboration with peers. *Teachers College Record, The Voice of Scholarship in Education (Nov. 2009)*

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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	General Education Students	-Staff meetings/In-service trainings	Building Administration	Evidence of student achievement	Results indicated that participation in research based professional development fostered sustained changes in teacher's educational knowledge, ability to design and implement supported experiences for students, and beliefs toward teaching and learning. In two cases, these changes became the basis for continual learning and led to ongoing professional growth. Further, findings revealed three factors that influenced teacher learning over time. 1. Student characteristics 2. Access to resources 3. Social support and opportunities for collaboration with peers. *Teachers College Record, The Voice of Scholarship in Education (Nov. 2009)*

Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic

standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

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

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

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? The SLT, selected teams, committees, and/or supervisors from the district will be responsible for evaluating the school-wide program for 2015-2016.

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

Anticipated barriers and/or challenges may include the following: issues with technology to prepare students for PARCC effectively, inadequate maintenance of technology and software updates, and closing the achievement gap.

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

The school will obtain the necessary buy-in from all stakeholders through written and verbal communication.

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

Information from the TALC Committee will provide administration with concerns, issues, and perceptions in reference to the school. Moreover, results from staff surveys regarding the academic year will be used to gauge the perceptions of the staff.

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

The school will use surveys at the completion of school-wide community events to gain insight pertaining to any concerns and challenges aforementioned.

6. How will the school structure interventions?

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

The technology facilitator will inventory current technological devices in the school and report any discrepancies, programs to be installed, and hardware issues.

7. How frequently will students receive instructional interventions?

Students will receive instructional interventions on a daily basis. These interventions will be embedded into instructional practices and staff schedules to assist identified students.

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

The school will continue to use the curriculum for all core content areas aligned to Common Core State Standards, more technology related activities during instruction, Smartboard, PARCC aligned activities, Intervention Specialists, Mathematics and Literacy Coaches.

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

Data will be collected from the PARCC, weekly and unit assessments in ELA, district model curriculum assessments, Renaissance, and mathematics benchmarks.

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

Information will be disseminated via Internet on the school's website, social media, and written communication to parents.

****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	PTO, Instant Alert Messenger System, Grade Level Teacher workshops	All teachers and staff at assigned grade levels	Increase in student performance, parental involvement	ES Practice Guide-WWC "School-Based Early Childhood Education and Age-28 Well-Being: Effects by Timing, Dosage, and Subgroups." • Participation impacts well-being through the accumulation of cognitive skills, social adjustment, motivation, and family and school support behaviors from school entry up to early adulthood. *Reynolds, Temple, Ou, Orteaga, & White (2011).*
Math	Students with Disabilities	PTO, Instant Alert Messenger System, Grade Level Teacher workshops	All teachers and staff at assigned grade levels	Increase in student performance, parental involvement	ES Practice Guide-WWC "School-Based Early Childhood Education and Age-28 Well-Being: Effects by Timing, Dosage, and Subgroups." • Participation impacts well-being through the accumulation of cognitive skills, social adjustment, motivation, and family and school support behaviors from school entry up to early adulthood.

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)
					Reynolds, Temple, Ou, Orteaga, & White (2011).
ELA	Homeless	PTO, Instant Alert Messenger System, Grade Level Teacher workshops	All teachers and staff at assigned grade levels	Increase in student performance, parental involvement	ES Practice Guide-WWC "School-Based Early Childhood Education and Age-28 Well-Being: Effects by Timing, Dosage, and Subgroups." • Participation impacts well-being through the accumulation of cognitive skills, social adjustment, motivation, and family and school support behaviors from school entry up to early adulthood. *Reynolds, Temple, Ou, Orteaga, & White (2011).*
Math	Homeless	PTO, Instant Alert Messenger System, Grade Level Teacher workshops	All teachers and staff at assigned grade levels	Increase in student performance, parental involvement	ES Practice Guide-WWC "School-Based Early Childhood Education and Age-28 Well-Being: Effects by Timing, Dosage, and Subgroups." • Participation impacts well-being through the accumulation of cognitive skills, social adjustment, motivation, and family and school support behaviors from school entry up to early adulthood. *Reynolds, Temple, Ou, Orteaga, & White (2011).*

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Migrant	PTO, Instant Alert Messenger System, Grade Level Teacher workshops	All teachers and staff at assigned grade levels	Increase in student performance, parental involvement	ES Practice Guide-WWC "School-Based Early Childhood Education and Age-28 Well-Being: Effects by Timing, Dosage, and Subgroups." • Participation impacts well-being through the accumulation of cognitive skills, social adjustment, motivation, and family and school support behaviors from school entry up to early adulthood. *Reynolds, Temple, Ou, Orteaga, & White (2011).*
Math	Migrant	PTO, Instant Alert Messenger System, Grade Level Teacher workshops	All teachers and staff at assigned grade levels	Increase in student performance, parental involvement	ES Practice Guide-WWC "School-Based Early Childhood Education and Age-28 Well-Being: Effects by Timing, Dosage, and Subgroups." • Participation impacts well-being through the accumulation of cognitive skills, social adjustment, motivation, and family and school support behaviors from school entry up to early adulthood. *Reynolds, Temple, Ou, Orteaga, & White (2011).*
ELA	ELLs	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)
Math	ELLs	n/a			
ELA	Economically Disadvantaged	PTO, Instant Alert Messenger System, Grade Level Teacher workshops	All teachers and staff at assigned grade levels	Increase in student performance, parental involvement	ES Practice Guide-WWC "School-Based Early Childhood Education and Age-28 Well-Being: Effects by Timing, Dosage, and Subgroups." • Participation impacts well-being through the accumulation of cognitive skills, social adjustment, motivation, and family and school support behaviors from school entry up to early adulthood. *Reynolds, Temple, Ou, Orteaga, & White (2011).*
Math	Economically Disadvantaged	PTO, Instant Alert Messenger System, Grade Level Teacher workshops	All teachers and staff at assigned grade levels	Increase in student performance, parental involvement	ES Practice Guide-WWC "School-Based Early Childhood Education and Age-28 Well-Being: Effects by Timing, Dosage, and Subgroups." • Participation impacts well-being through the accumulation of cognitive skills, social adjustment, motivation, and family and school support behaviors from school entry up to early adulthood. *Reynolds, Temple, Ou, Orteaga, & White (2011).*

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	General Education Students	PTO, Instant Alert Messenger System, Grade Level Teacher workshops	All teachers and staff at assigned grade levels	Increase in student performance, parental involvement	ES Practice Guide-WWC "School-Based Early Childhood Education and Age-28 Well-Being: Effects by Timing, Dosage, and Subgroups." • Participation impacts well-being through the accumulation of cognitive skills, social adjustment, motivation, and family and school support behaviors from school entry up to early adulthood. *Reynolds, Temple, Ou, Orteaga, & White (2011).*
Math	General Education Students	PTO, Instant Alert Messenger System, Grade Level Teacher workshops	All teachers and staff at assigned grade levels	Increase in student performance, parental involvement	ES Practice Guide-WWC "School-Based Early Childhood Education and Age-28 Well-Being: Effects by Timing, Dosage, and Subgroups." • Participation impacts well-being through the accumulation of cognitive skills, social adjustment, motivation, and family and school support behaviors from school entry up to early adulthood. *Reynolds, Temple, Ou, Orteaga, & White (2011).*

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?

   We will continue to work cohesively with parents and teachers to get more parents involved in the educational process. Additionally, the SLT will place more emphasis on monitoring data, utilizing our parent volunteers to promote collaboration with all parties, and utilizing various forms of technology to communicate effectively with parents.

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

   We have a school/parent/student contract and all parties are a part of the collaboration process. Students are responsible for adhering to the contractual agreement, signed by either parents or guardians.

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

   Parents receive copies of the contract during school orientation, which must then be signed by parents and given to teachers that same week. Students are also responsible for signing contracts as well.

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

   We will utilize our parent volunteers to promote collaboration with all parties, and utilize various forms of technology to communicate effectively with parents.

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

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

   Parents receive copies of the contract during school orientation, which must then be signed by parents and given to teachers that same week. Students are also responsible for signing contracts as well.

6. How will the school report its student achievement data to families and the community?

   The State Report Card is listed in the local newspaper and on-line. The Superintendent may also address parents and guardians via memorandums, during the commencing of the instructional year. This year, we are also required to forward parents a notification of our current status.

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?

   We have data walls posted throughout the building for families to see as they visit the building. Data presentations are also available for review. Grade level parent meetings are held throughout the school year as well. The district requires that we conduct a presentation on achievement data. Parents also receive copies of students (in-district/out-of-district) test scores.

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

   We have data walls posted throughout the building for families to see as they visit the building. Data presentations are also available for review. Grade level parent meetings are held throughout the school year as well. The district requires that we conduct a presentation on achievement data. Parents also receive copies of students (in-district/out-of-district) test scores.

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?

Parents attend and provide input during our monthly PTO meetings and are participants in the process.

10. How will the school inform families about the academic achievement of their child/children?

Parents receive copies of student in-district and state test scores. They also participate in parent/teacher conferences. Monthly reports are forwarded to parents/guardians.

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

During the 2014-15 instructional year, school-wide activities as well as community-based activities were held. These events are as follows: parent workshops for all grade levels, Valentine's Day Dance, PTO Educational movie night, Mentor/Mentee Breakfast, Grandparent's Day, Career Day, Award Ceremonies, PTO sign-up day, Muffins for Moms/Donuts for Dads Day, and the 35 Book Reading Campaign rewards.

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	42 100%	We will continue to expand the District's efforts to recruit and obtain Highly Qualified teachers. We will provide staff Professional Development training as a part of their Professional Development Plans.
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)	n/a n/a	
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 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 for example: mathematics, science, social studies, and language arts. Periodic meetings are held with teachers of grades K-5, 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.	Manager of Human Resources-Marissa McKenzie Human Resource Specialist-Deliris Lorenzo and Perry Gibbs Human Resource Generalist-Ayeshia Govan