Jackson

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: J. Garfield Jackson Sr. Academy
Chief School Administrator: DR. GLORIA C. SCOTT	Address: 106 Prospect Street
Chief School Administrator's E-mail: g.scott@eastorange.k12.nj.us	Grade Levels: Kindergarten- 5th Grade
Title I Contact: Mr. James Leutz	Principal: Yvy Joseph
Title I Contact E-mail: j.leutz@eastorange.k12.nj.us	Principal's E-mail: y.joseph@eastorange.k12.nj.us
Title I Contact Phone Number: 973-266-5781	Principal's Phone Number: 973-266-5895

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.

Yvy Joseph
Principal's Name (Print)

Principal's Signature

June 15, 2015
Date

SCHOOLWIDE SUMMARY INFORMATION - *ESEA§1114*

Critical Overview Elements

- The School held _____6_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were $ 2,833,729, which comprised 99% of the school's budget in 2014-2015.
- State/local funds to support the school will be $ 2,833,729, 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
PARCC Parent Workshop: ▪ Light refreshments ▪ Informational booklet ▪ Child care (if needed) ▪ Presenters	1, 2, & 3	✓ Progress Monitoring ✓ Literacy Block ✓ Mathematics Block ✓ Afterschool Program ✓ Close Reading ✓ Interventions for ELA & Math ✓ Direct focus on Common Core Standards for ELA & Math	200-800	$300.00
Using Technology to Support the Common Core State Standards - Parent Informational Session for Grades K-2 ▪ Light refreshments ▪ Informational booklet ▪ Child care (if needed) ▪ Presenters	1, 2, & 3	✓ Progress Monitoring ✓ Literacy Block ✓ Mathematics Block ✓ Close Reading ✓ Interventions for ELA & Math ✓ Direct focus on Common Core Standards for ELA & Math	200-800	$300.00

How to Academically Support Your Child at Home in ELA & Math "Muffins for Moms"	1, 2, & 3	✓ Progress Monitoring ✓ Literacy Block ✓ Mathematics Block ✓ Close Reading ✓ Interventions for ELA & Math ✓ Direct focus on Common Core Standards for ELA & Math	200-800	$400.00
How to Academically Support Your Child at Home in ELA & Math "Danishes for Dads"	1, 2, & 3	✓ Progress Monitoring ✓ Literacy Block ✓ Mathematics Block ✓ Close Reading ✓ Interventions for ELA & Math ✓ Direct focus on Common Core Standards for ELA & Math	200-800	$400.00

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

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

Stakeholder/Schoolwide Committee

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

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Yvy Joseph	Administrator	Yes	Yes	Yes	
AnnaMaria Economidis	Literacy Data Coach Student Council Advisor I&RS Committee Leadership/ScIP Team School Test Coordinator Afterschool Tutor Mentor	Yes	Yes	Yes	AnnaMaria Economidis
Sandy Thompson	Math Data Coach I&RS Committee Leadership/ScIP Team School Test Coordinator Afterschool Tutoring Site Manager	Yes	Yes	Yes	S Thompson

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

Michelle Gaeta	Technology Teacher Technology Lead	Yes	Yes	Yes	
Vanessa Ming	School Counselor I&RS Chairperson HIB Specialist	Yes	Yes	Yes	
Rosa Pye	School Social Worker	Yes	Yes	Yes	
Jacqueline Saez	Community Outreach Coordinator	Yes	Yes	Yes	

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

Stakeholder/Schoolwide Committee Meetings

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

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

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes (Pending)	No	Yes (Pending)	No
9/18/15	Media Center	Comprehensive Needs Assessment	Yes		Yes	
10/16/15	Media Center	Comprehensive Needs Assessment	Yes		Yes	
1/15/16	Media Center	Schoolwide Plan Development	Yes		Yes	
2/19/16,	Media Center	Schoolwide Plan Development	Yes		Yes	
3/26/16	Media Center	Schoolwide Plan Development	Yes		Yes	
5/21/16	Media Center	Program Evaluation	Yes		Yes	

**Add rows as necessary.*

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

School's Mission

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

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

What is the school's mission statement?	The J. Garfield Jackson Academy family provides a safe, academically rigorous and nurturing environment where students achieve their full potential. We provide focused, differentiated instruction to ensure that each student be afforded the opportunity to become critical thinkers, utilizing the New Jersey Common Core Standards.

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

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

Evaluation of 2014-2015 Schoolwide Program *

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

1. **Did the school implement the program as planned?** Yes
2. **What were the strengths of the implementation process?** Students received small group instruction at their appropriate instructional level based on most recent data reports.
3. **What implementation challenges and barriers did the school encounter?** Scheduling conflicts sometimes proved to be a challenge to the implementation process.
4. **What were the apparent strengths and weaknesses of each step during the program(s) implementation?**
   a. Student instruction was individualized and teacher tutors were able to individualize lessons through interventions to monitor student growth using reliable data.
   b. Scheduling conflicts with teacher tutors due to the lack of availability of staff.
5. **How did the school obtain the necessary buy-in from all stakeholders to implement the programs?** Stakeholders agreed on the necessity and importance of the program and participated in its implementation.
6. **What were the perceptions of the staff?** The overall perceptions of the staff were of a positive nature. **What tool(s) did the school use to measure the staff's perceptions?** Formal and informal surveys were distributed and analyzed.

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

7. **What were the perceptions of the community?** Parents requested additional assistance with academics at home. **What tool(s) did the school use to measure the community's perceptions?** Parent surveys were completed during a PTO Meeting.

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

    a. Pull-out and Push-in tutoring comprised of small group sessions (no more than 5 students) and one-on-one instruction.

    b. Afterschool Tutoring had approximately 15 students per group in the content areas of ELA, Math and Technology.

    c. Teachers individualized instruction for underachieving students.

9. **How did the school structure the interventions?**

    a. Teacher tutors pulled-out students for grades K-2 and pushed in for grades 3-5 based on 2014 NJASK Scores, 2014 Fall Renaissance Data and 2014 Fall Think Central Data. Teacher tutors individualized interventions accordingly during small group instruction.

    b. The afterschool program was directly aligned to the common core state standards and targeted 4th and 5th grade students based on the 2014 Spring Renaissance data.

10. **How frequently did students receive instructional interventions?** Push-in and pull-out program is 5 days a week throughout the school year. The afterschool program was 3 days a week starting in November.

11. **What technologies did the school use to support the program?** Technologies included but were not limited to Smartboard lessons, iPads, and various online resources.

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

12. **Did the technology contribute to the success of the program and, if so, how?** Yes, technology contributed to student engagement and the monitoring students data.

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	13	TBD	Pull-out tutoring Push-in academic support After school program I & RS Recommendation	Waiting for the 2015 PARCC assessment results to determine the effectiveness of the programs implemented.
Grade 5	19	TBD	Pull-out tutoring Push-in academic support After school program I & RS Recommendation	Waiting for the 2015 PARCC assessment results to determine the effectiveness of the programs implemented.
Grade 6	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	7	TBD	Pull-out tutoring Push-in academic support After school program	Waiting for the 2015 PARCC assessment results to determine the effectiveness of the programs implemented.
Grade 5	10	TBD	Pull-out tutoring Push-in academic support	Waiting for the 2015 PARCC assessment results to determine the effectiveness of the programs

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

			After school program	implemented.
Grade 6	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A

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

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

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

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A	N/A	N/A
Kindergarten	6	TBD	Pull-out and push-in tutoring Windsor Sonday pull out tutoring Classroom Teacher Interventions Guided Reading Go Math Tier 2 & 3 Interventions	Interventions resulted in an increase of proficiency due to the implementation of the interventions.
Grade 1	15	TBD	Pull-out and push-in tutoring Windsor Sonday pull out tutoring Classroom Teacher Interventions Guided Reading Go Math Tier 2 & 3 Interventions	Interventions resulted in an increase of proficiency due to the implementation of the interventions.
Grade 2	14	TBD	Pull-out and push-in tutoring Windsor Sonday pull out tutoring Classroom Teacher Interventions Guided Reading Go Math Tier 2 & 3 Interventions Achieve3000	Interventions resulted in an increase of proficiency due to the implementation of the interventions.
Grade 9 & 10	N/A	N/A	N/A	N/A

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A	N/A	N/A
Kindergarten	6	TBD	Pull-out tutoring Classroom Teacher Interventions Go Math Tier 2 & 3 Interventions	Interventions resulted in an increase of proficiency due to the implementation of the interventions.

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

Grade 1	23	TBD	Pull-out tutoring Classroom Teacher Interventions Go Math Tier 2 & 3 Interventions	Interventions did not result in proficiency due to the lack time allotted for tutoring on the 1st grade level.
Grade 2	23	TBD	Pull-out tutoring Classroom Teacher Interventions Go Math Tier 2 & 3 Interventions	Interventions resulted in an increase of proficiency due to the implementation of the interventions.
Grade 9 &10	N/A	N/A	N/A	N/A

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

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Classroom Teacher Instructional Interventions for ELA	Yes	Renaissance Data	**Gr. 1-2**: According to the 2014-2015 Renaissance Star Reading Assessment Summary Report, 9 out of the 11 students scored below the 25th percentile. **Gr. 3-5**: According to the 2014-2015 Renaissance Star Reading Assessment Summary Report, 17 out of 20 students scored below the 25th percentile. *Students demonstrate growth on all grade levels
Math	Students with Disabilities	Classroom Teacher Instructional Interventions for Math	Yes	Renaissance Data	**Gr. 1-2**: According to the 2014-2015 Renaissance Star Math Assessment Summary Report, 7 out of the 11 students scored below the 25th percentile. **Gr. 3-5**: According to the 2014-2015 Renaissance Star Math Assessment Summary Report, 13 out of 20 students scored below the 25th percentile *Students demonstrate growth on all grade levels
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A

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

ELA	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	Classroom Teacher Instructional Interventions for ELA	Yes	Renaissance Data	**Grades 1-5**: According to the 2014-2015 Renaissance Star Reading Assessment Report, 60 out of 229 students scored below the 25th percentile.
Math	Economically Disadvantaged	Classroom Teacher Instructional Interventions for Math	Yes	Renaissance Data	**Grades 1-5**: According to the 2014-2015 Renaissance Star Math Assessment Report, 56 out of 249 students scored below the 25th percentile.

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	After School Program	Yes	Renaissance Data	**Grades 4-5**: The 2014-2015 Renaissance Star Reading Growth Report indicated an average differential of +31.7 scaled score points for the 40 students participating in the afterschool program when comparing their winter and spring assessment results.
Math	Students with Disabilities	After School Program	Yes	Renaissance Data	**Grades 4-5**: The 2014-2015 Renaissance Star Math Growth Report indicated an average differential of +41. 5caled score points for the 40 students participating in the afterschool program when comparing their winter and spring assessment results.

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	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	N/A	N/A	N/A	N/A
Math	Economically Disadvantaged	N/A	N/A	N/A	N/A

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/Strategy	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	• Citing Evidence Within the Text • Academic Vocabulary • Achieve 3000 • Close Reading • Guided Reading/Small Group Instruction • Anecdotal Notes & Conferences • Literacy Centers • Instructional Shifts Required to Implement the CCSS for Language Arts Literacy • PARCC Assessment Workshop • A.C.E. • Data Analysis on the Model Assessments • Kahoots • Flocabulary • Muffins with Mom (How to Avoid the Summer Brain Drain)	Yes	Student SGP on Renaissance Learning Star Reading, referrals to I&RS and state test scores are used to measure student growth.	**Gr. 1-2**: According to the 2014-2015 Renaissance Star Reading Assessment Summary Report, 9 out of the 11 students scored below the 25th percentile. **Gr. 3-5**: According to the 2014-2015 Renaissance Star Reading Assessment Summary Report, 17 out of 20 students scored below the 25th percentile.
Math	Students with Disabilities	• Analyzing and Utilizing Formative Assessment Data • Math Centers • Renaissance / Star Math Reports • Think Central Reports • Writing Commentary on Student Work • Checks for Understanding • Elementary Math Intervention and	Yes	Student SGP on Renaissance Learning Star Reading, referrals to I&RS and state test scores are used to measure student growth.	**Gr. 1-2**: According to the 2014-2015 Renaissance Star Math Assessment Summary Report, 7 out of the 11 students scored below the 25th percentile. **Gr. 3-5**: According to the 2014-2015 Renaissance Star Math Assessment Summary Report, 13 out of 20 students scored below the 25th

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

1 Content	2 Group	3 Intervention/Strategy	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Enrichment Resources • PARCC Online Website • Graphic Organizers • Academic Vocabulary • Student Conferencing • Infusing Technology in the Math Block • Waggle • Test Error Analysis • CCSS • Instructional Shifts Required to Implement the CCSS for Math • Kahoots • Math Projects • NJDOE Model Curriculum Project • Peer Collaboration Muffins with Mom (How to Avoid the Summer Brain Drain)			percentile.
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A

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

1 Content	2 Group	3 Intervention/Strategy	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Economically Disadvantaged	(See above)	YES	Student SGP on Renaissance Learning Star Reading, referrals to I&RS and state test scores are used to measure student growth.	**Gr. 1-5**: According to the 2014-2015 Renaissance Star Reading Assessment Summary Report, 60 out of 229 students scored below the 25th percentile.
Math	Economically Disadvantaged	(See above)	YES	Student SGP on Renaissance Learning Star Reading, referrals to I&RS and state test scores are used to measure student growth.	**Gr. 1-5**: According to the 2014-2015 Renaissance Star Reading Assessment Summary Report, 60 out of 229 students scored below the 25th percentile.

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	-Parent/Guardian survey, workshops & informational sessions	Yes	Parent Sign-In Sheets Parent Feedback	Parent/Guardian Survey Results
Math	Students with Disabilities	-Parent/Guardian survey, workshops & informational sessions	Yes	Parent Sign-In Sheets Parent Feedback	Parent/Guardian Survey Results
ELA	Homeless	N/A	N/A	N/A	N/A

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	See above	Yes	Parent Sign-In Sheets Parent Feedback	Parent/Guardian survey results
Math	Economically Disadvantaged	See above	Yes	Parent Sign-In Sheets Parent Feedback	Parent/Guardian survey results

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.

Yvy Joseph		June 15, 2015
Principal's Name (Print)	**Principal's Signature**	**Date**

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

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

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	Renaissance Data, NJASK Scores, Model Curriculum Assessments, Journeys, 2015 PARCC Scores (not available)	59% of students are At/Above level according to Renaissance 47% As measured by the NJASK The school wide median SGP is 50 (High Growth) 2015 PARCC PBA and EOY Data Test data not available at this time
Academic Achievement - Writing		Test data not available at this time
Academic Achievement - Mathematics	Think Central Data, Renaissance Data, NJASK Scores, 2015 PARCC Scores	59% of students are At/Above level according to Renaissance 53% As measured by the NJASK The school wide median SGP is 46 (High Growth) 2015 PARCC PBA and EOY Data Test data not available at this time
Family and Community Engagement	o Back to School Night o PARCC Parent Workshop o Using Technology to Support the Common Core State Standards - Parent Informational Session for Grades K-2	Parent Attendance - Parent Sign In Sheets

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)
	o How to Academically Support Your Child at Home in ELA & Math "Muffins for Moms" o How to Academically Support Your Child at Home in ELA & Math "Danishes for Dads" o PTO Meetings o Mid-Quarter Notices o District and School Webpages o Teacher and School notifications by letters and telephone calls o COC	
Professional Development	o Staff Meeting Agendas, Minutes and Sign-In Sheets o District Training o School-Based Training o Technology Literacy Assessment Program	Staff surveys and turnkeys (workshops)
Leadership	Checklists, Focus Walks, Informal and Formal Observations	Walkthrough data, Teachscape data, principal's observations
School Climate and Culture	Survey Results	Walkthrough data, survey for teachers
School-Based Youth Services	Counselor's effectiveness	Parent, student and teacher surveys provide information in addition to completed lunch forms students turn in.
Students with Disabilities	I&RS	Students are referred to the I &RS Team and interventions are discussed and implemented.
Homeless Students	N/A	N/A
Migrant Students	N/A	N/A
English Language Learners	N/A	N/A
Economically	Food Bank	Parent, student and teacher surveys provide information in

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)
Disadvantaged	Kids Closet Backpack Program	addition to completed lunch forms students turn in.

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

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. **What process did the school use to conduct its Comprehensive Needs Assessment?** The stakeholders and Leadership team met to discuss and assess our current programs and initiatives to reach our underperforming students based on the Spring Renaissance 2015 data.
2. **What process did the school use to collect and compile data for student subgroups?** Data was compiled from the following assessments:
    a. Tentative 2015 PARCC results
    b. Renaissance Data
    c. Think Central Data
    d. State Model Assessments Data
    e. Lunch applications
    f. IEPs
    g. Survey results
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)?** The formative data collected is monitored by the school administrator, coaches, and district/state agencies that require quarterly and/or annual summative reports.
4. **What did the data analysis reveal regarding classroom instruction?** Classroom instruction should consist of differentiation and appropriate interventions based on current data. The focus should be on small group instruction using text-based higher order questioning strategies.
5. **What did the data analysis reveal regarding professional development implemented in the previous year(s)?** The data revealed that teachers would benefit from additional PD on the following categories: small group instruction/interventions, aligning lesson plans to

Common Core, classroom organization/management, differentiated instruction, alternative teaching strategies that will be followed-up by coaches and administration.

6. **How does the school identify educationally at-risk students in a timely manner?** Students are identified by classroom teachers who recommend identified students to the I&RS school committee. Teachers follow the recommended intervention process with parent consultation. Using this data, a plan of action is proposed and implemented with a follow-up of the plan's effectiveness.
7. **How does the school provide effective interventions to educationally at-risk students?** Our speech teacher, Occupational Therapist, Physical Therapist, Guidance Counselor, School Social Worker and members of the I&RS committee will also help us to meet the needs of our at risk students. These professionals will share their expertise by helping us to identify students with OT, PT, speech and social/emotional issues, and learning disabilities, while providing teachers with a plan for interventions.
8. **How does the school address the needs of migrant students?** N/A
9. **How does the school address the needs of homeless students?** The school follows the district procedure for addressing the needs of homeless students. School also provides the following resources: counseling, participation in Backpack Program, Kids Closet, etc.
10. **How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?** Teachers use formative assessment data from Renaissance, Think Central and Model Assessments along with informal data collection on a daily basis to make sound instructional decisions.
11. **How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?** The school participates in the district sponsored "Transition Day" in support of parents of students moving on to the next grade (K – 5). 5th grade students who are moving on to middle school have a "Speak Out" session with their teachers. In addition, the school plans a "Chat & Chew" (female) and "JAMM" (boys) where students have an opportunity to discuss social issues and academic expectations regarding middle school. The school also plans an "Articulation Day" where 5th grade students participate in a panel discussion, which include counselors from the 5 middle schools.

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 school wide plan?** The school selected priority problems based on the needs assessment, test score results, and administrative observations and observations.

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	Underperforming ELA Students	Underperforming Math Students
Describe the priority problem using at least two data sources	Renaissance data Model Assessment data PARCC data	Renaissance data Think Central Data PARCC data
Describe the root causes of the problem	-All students have not mastered the Common Core Standards as indicated by the Renaissance Star Reading & NJASK test results. The root causes include: novice teachers in need of extensive professional development; all teachers are in need of support to effectively analyze multiple sources of data, identify and address student areas of concern; address student academic deficiencies using differentiated materials, designing rigorous lessons, social concerns, attendance and transient status	All students have not mastered the Common Core Standards as indicated by the Renaissance Math Assessments and Think Central Math Assessments & NJASK test results. The root causes include: novice teachers in need of extensive professional development; all teachers are in need of support to effectively analyze multiple sources of data, identify and address student areas of concern; student academic deficiencies, social concerns, attendance and transient status.
Subgroups or populations addressed	-General and Special Needs students in grades K-5	-General and Special Needs students in grades K-5
Related content area missed (i.e., ELA, Mathematics)	ELA	MATH
Name of scientifically research based intervention to address priority problems	Journey's Intervention; Achieve 3000 Program; Sonday Program; Afterschool Program, Mentoring, peer coaching; classroom walk-throughs; data analysis; best practice instructional strategies; differentiated instruction; Implement district initiative in grades 1-5 utilizing close reading strategies; technology infusion; implement federal breakfast/ lunch program.	Go Math Intervention; Waggle Intervention; Afterschool Program; Mentoring; peer coaching; classroom walk-throughs; data analysis; best practice instructional strategies; differentiated instruction; Implement district initiative in grades 1-5; technology infusion; implement federal breakfast/ lunch program.

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

How does the intervention align with the Common Core State Standards?	ELA Curriculum is directly aligned to the Common Core State Standards	Math Curriculum is directly aligned to the Common Core State Standards

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	Parental Involvement	N/A
Describe the priority problem using at least two data sources	-PTO sign-In sheets -Parent Workshop sign-in sheets -Open House sign-in sheets -Transition Day sign-in sheets	N/A
Describe the root causes of the problem	-Communication of information between school and families	N/A
Subgroups or populations addressed	-Students -School staff	N/A
Related content area missed (i.e., ELA, Mathematics)	-All subjects: ELA, Math, Science & Social Studies	N/A
Name of scientifically research based intervention to address priority problems	-Constant communication -Online calendars -Communication through technology -Online grade-book, website, reading log, curriculum	N/A
How does the intervention align with the Common Core State Standards?	N/A	N/A

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 Literacy Block	Students with Disabilities, Grades K-5 General Ed. population	-Analyzing and Utilizing Formative Assessment Data -Literacy Differentiated Centers - Student-Teacher Conferences -Infusing Technology in Literacy -Guided Reading/Small Group Instruction -Achieve 3000	Teachers, Principal, Coaches	Unit Tests, Benchmark Assessments, Writing Scores, Running Records, DRA's, Model Assessment Data, Renaissance Data, iRead Data, Achieve 3000	*Improving Adolescent Literacy:* Effective Classroom and Intervention Practice http://ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=2 www.chalkboardproject.org/ www.Achieve3000.com Common Core State Standards 2014 New Jersey Core Curriculum Content Standards - Technology Teach Like a Champion by Doug Lamov
Math Mathematics Block	Students with Disabilities, Grades K-5 General Ed. population	-Analyzing and Utilizing Formative Assessment Data - Differentiated Math Centers - Student-Teacher Conferences -Waggle	Teachers, Principals, Coaches	-Think Central Chapter Tests, Unit Tests, Math Renaissance Scores	-Response to Intervention -Progress Monitoring http://ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=2 www.chalkboardproject.org/ www.Waggle.com Common Core State Standards 2014 New Jersey Core Curriculum Content Standards - Technology

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)
					Teach Like a Champion by Doug Lamov
ELA	Homeless	N/A	N/A	Too few to report publicly	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	Same As General	Same As General	Same As General	Same As General
Math	Economically Disadvantaged	Same As General	Same As General	Same As General	Same As General

Use an asterisk to denote new programs.

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

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Afterschool Program	Afterschool Teachers, Principal, and Site Manager	Renaissance Data	-Small Group Instruction -Increasing Vocabulary -Incorporating Technology -Alternative Learning Strategies
Math	Students with Disabilities	Afterschool Program	Afterschool Teachers, Principal, and Site Manager	Renaissance Data	-Small Group Instruction -Increasing Vocabulary -Incorporating Technology -Alternative Learning Strategies
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	Afterschool Program	Afterschool Teachers, Principal, and Site Manager	Renaissance Data	-Small Group Instruction -Increasing Vocabulary -Incorporating Technology -Alternative Learning Strategies
Math	Economically Disadvantaged	Afterschool Program	Afterschool Teachers, Principal, and Site Manager	Renaissance Data	-Small Group Instruction -Increasing Vocabulary -Incorporating Technology -Alternative Learning Strategies

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)

**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	-How to analyze and Utilize Formative Assessment Data - Differentiated Literacy Centers - Productive Student-Teacher Conferences -Infusing Technology -Guided Reading/Small Group Instruction -iRead	Coaches, Teachers, Principal	Renaissance Data, Classroom Observations, Student work, Model Assessment Data Results	Houghton Mifflin Reading
Math	Students with Disabilities	-How to analyze and Utilize Formative Assessment Data - Differentiated Math Centers - Productive Student-	Coaches, Teachers, Principal	Renaissance Data, Classroom Observations, Student work, Think Central Assessment Results	IES Practice Guide

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)
		Teacher Conferences -Infusing Technology -Waggle			
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	-How to analyze and Utilize Formative Assessment Data - Differentiated Literacy Centers - Productive Student-Teacher Conferences -Infusing Technology -Guided Reading/Small Group Instruction -iRead	Coaches, Teachers, Principal	Renaissance Data, Classroom Observations, Student work, Model Assessment Data Results	IES- Houghton Mifflin Reading
Math	Economically	-How to analyze and Utilize	Coaches, Teachers,	Renaissance Data, Classroom Observations, Student work, Think	IES-Math Practice Guide

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
	Disadvantaged	Formative Assessment Data - Differentiated Math Centers - Productive Student-Teacher Conferences -Infusing Technology -Waggle	Principal	Central Assessment Results	

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.

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

Evaluation of Schoolwide Program*

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

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

1. **Who will be responsible for evaluating the school wide program for 2015-2016?** All stakeholders will be responsible for evaluating the program. (Principal, coaches, leadership team, School Social Worker, Parent Outreach Coordinator) **Will the review be conducted internally (by school staff), or externally?** The review will be conducted internally. **How frequently will evaluation take place?** The evaluation will take place 5 times a year.
2. **What barriers or challenges does the school anticipate during the implementation process?** None.
3. **How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?** All stakeholders will take an integral part in the planning, implementation and evaluation of the program.
4. **What measurement tool(s) will the school use to gauge the perceptions of the staff?** Formal and informal teacher surveys 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?** Parent surveys formally and informally during PTO meetings.
6. **How will the school structure interventions?** Interventions will occur during the school day.
7. **How frequently will students receive instructional interventions?** Students will receive instructional interventions on a daily basis, as identified by the benchmark assessment and teacher recommendation.
8. **What resources/technologies will the school use to support the school wide program?** Renaissance and Think Central will be used as the primary means of assessing the success of the program. Implementation will allow use of all technologies and resources that teachers deem necessary to ensure the success of their students.

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

9. **What quantitative data will the school use to measure the effectiveness of each intervention provided?** Benchmark Assessments, PARCC results.
10. **How will the school disseminate the results of the school wide program evaluation to its stakeholder groups?** Information will be disseminated via the school website.

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	✓ Progress Monitoring ✓ Literacy Block ✓ Afterschool Program ✓ Close Reading ✓ Interventions for ELA ✓ Direct focus on Common Core Standards for ELA	Coaches, Teachers, Principal PTO Members	Parent Sign In Sheets Parent Surveys	IES –Shared Book Reading study IES- Repeated Reading study
Math	Students with Disabilities	✓ Progress Monitoring ✓ Math Block ✓ Mathematics Block ✓ Afterschool Program ✓ Interventions for Math ✓ Direct focus on Common Core Standards for Math	Coaches, Teachers, Principal PTO Members	Parent Sign In Sheets Parent Surveys	IES –Early Numeracy IES-Selecting Math Instruction Materials
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A

SCHOOLWIDE COMPONENT: 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	Economically Disadvantaged	✓ Progress Monitoring ✓ Literacy Block ✓ Afterschool Program ✓ Close Reading ✓ Interventions for ELA ✓ Direct focus on Common Core Standards for ELA	Coaches, Teachers, Principal PTO Members	Parent Sign In Sheets Parent Surveys	IES –Shared Book Reading study IES- Repeated Reading study
Math	Economically Disadvantaged	✓ Progress Monitoring ✓ Math Block ✓ Mathematics Block ✓ Afterschool Program ✓ Interventions for Math ✓ Direct focus on Common Core Standards for Math	Coaches, Teachers, Principal PTO Members	Parent Sign In Sheets Parent Surveys	IES –Early Numeracy IES-Selecting Math Instruction Materials

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?** The schools family and community will schedule parent workshops along with engaging activities for the students so that they are monitored as parents brainstorm ideas for addressing the priority problems identified. The school will educate parents through workshops, parent/teacher conferences, district wide parent trainings and informational letters distributed to parents by the school, School Messenger broadcasts and information/resources posted on the school website.
2. **How will the school engage parents in the development of the written parent involvement policy?** The school will involve the parents by using the first PTO meeting as a parent involvement policy meeting. The school will also invite the PTO Executive Board members to participate in the leadership team meetings to establish parent involvement policy.
3. **How will the school distribute its written parent involvement policy?** The community Outreach Coordinator (COC) and PTO Executive Board meet with parents to review the parent involvement police and provide each parent with a copy.
4. **How will the school engage parents in the development of the school-parent compact?** The school will engage parents in the development of the school-parent compact by having parents complete a survey.
5. **How will the school ensure that parents receive and review the school-parent compact?** The compact will be disseminated to the parents at a PTO meeting. Students of the parents who did not attend the PTO meeting will deliver the compact home the following school day. Each compact will have an attachment for parent/guardian signature.

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

6. **How will the school report its student achievement data to families and the community?** The district will make a formal presentation. Student achievement is also reported on the district website in addition to local and state newspapers and NJ Report Card website. The school also sends notifications with children to parents.
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?** Parents are notified via mail letter and the information is posted on the district's website.
8. **How will the school inform families and the community of the school's disaggregated assessment results?** The procedure for notifying parents is to provide detailed results during a PTO meeting and school leadership meetings.
9. **How will the school involve families and the community in the development of the Title I Schoolwide Plan?** The PTO reaches out to all parents at the end of the school year to provide input related to improving student performance and meeting the needs of at risk students.
10. **How will the school inform families about the academic achievement of their child/children?** The school informs families about the academic achievement of their children by telephone, warning notices, report cards, emails, conferences etc.
11. **On what specific strategies will the school use its 2015-2016 parent involvement funds?** The funds will be used for parent programs/workshops: Understanding PARCC Assessment, Common Core Shifts for ELA & Math, Incorporating Technology for grades K-2, Muffins for Moms, Danishes for Dads & Grandparents Day,

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	24	
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	1	
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0	
	0	

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

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

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

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