

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: IRVINGTON	School: Florence Avenue Elementary School
Chief School Administrator: DR. NEELY HACKETT	Address: 1324 Springfield Ave
Chief School Administrator's E-mail: nhackett@irvington.k12.nj.us	Grade Levels: K-5
Title I Contact: Eileen Walton	Principal: April Magee
Title I Contact E-mail: ewalton@irvington.k12.nj.us	Principal's E-mail: amagee@irvington.k12.nj.us
Title I Contact Phone Number: 973-399-6800 ext. 1673	Principal's Phone Number: 973-399-6862

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.

April Magee
Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held ____3____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ _____, which comprised _____% of the school’s budget in 2014-2015.
- State/local funds to support the school will be \$ _____, which will comprise _____% 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
After School/Saturday Tutorial Program 6 teachers 2X/week X 1hr X 27 wks (Wednesdays and Thursdays). 6 teachers X 4hr X 22 wks (Saturdays)	1, 2, 3	After School tutoring to prepare students for PARCC	20-T15-100-100-XX-30	\$31,524.00
			20-T15-200-200-XX-30	\$2,411.58
Educational Field Trip	1, 2, 3	To increase skills in ELA, Math and ELL.	20-T15-100-800-XX-30	\$10,075.85
			20-T15-200-500-XX-30	\$6,254.88
Orientation	4	Prepare students for the climate of the school	20-T15-200-500-XX-30	\$400.00
S.T.E.M 1 teacher X 1 hr/wk X 27 wks	1, 2, 3	To increase skills in Math to increase overall performance	20-T15-100-100-XX-30	\$999.00
			20-T15-200-	\$76.43

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Measuring Up			200-XX-30 20-T15-100-500-00-30	\$2,153.99
Homework Club 1 teacher X 3 hrs/wk X 27 wks	1, 2, 3	To increase skills in ELA, Math and ELL.	20-T15-100-100-XX-30 20-T15-200-200-XX-30	\$2997.00 \$239.29
Multicultural Club 1 teacher X 27 wks X 1 hr	3, 4	To increase skills of ELL students and improve school climate.	20-T15-200-100-XX-30 20-T15-200-200-XX-30	\$999.00 \$76.43
Environmental Club 1 teacher X 27 wks X 1 hr	1, 2, 3, 4	To increase ELA, Math, ELL skills, and the climate of the school.	20-T15-200-100-XX-30 20-T15-200-200-XX-30	\$999.00 \$76.43
Youth mentoring (Ladies and Gentlemen club) 2 teachers X 27 wks X 1 hr	4	To increase school climate	20-T15-200-100-XX-30 20-T15-200-200-XX-30	\$1998.00 \$152.85

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
April Magee	Administration	X	X		
Malikita Wright	Administration	X	X		
Sharon Holmes	School staff-Teacher	X	X	X	
Vanetha Wood Stradford	School staff- Teacher	X	X	X	
Zakiyyah Roseberry-Cobb	School staff-Teacher	X	X	X	
Paula Cappel	School staff-Teacher	X	X	X	
Jennifer Parris	School staff- Parent coordinator			X	
Jacquetta Dorsey	School staff- Security	X	X	X	
Charnette Frederic	Parent	X		X	
Jean Emile	Parent	X		X	

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

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
		Comprehensive Needs Assessment	Yes		Yes	
		Schoolwide Plan Development	Yes		Yes	
		Program Evaluation				

**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?

<p>What is the school's mission statement?</p>	<p>Florence Avenue School Vision: Florence Avenue will provide an instructional program that reflects high expectations for all students and focuses on mastery of the common core standards. A rigorous and challenging curriculum provided by the district ensures that students become self-directed and engaged learners, proficient technology proficient, effective communicators, adaptable problem solvers, critical thinkers, cooperative, and productive citizens. Instructional practices are well planned and monitored, which includes engaging activities that are appropriate to students' developmental levels, and support the achievement of all students. Assessments are a part of the instructional process and will group the pedagogical strategies and learning on a daily basis. These will be supported by addressing the social and emotional needs of our students by acknowledging the diverse, multi-cultural society.</p>
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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? The school did conduct the program as planned.
2. What were the strengths of the implementation process? The program was frequently throughout the week.
3. What implementation challenges and barriers did the school encounter? The challenge of the program was the absence among the students and participation.
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? The strength was the interest of the staff to service the students; however, the ability to generate interest from the students we were attempting to service was not strong.
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? The school were able to get the buy-in from most stakeholders by performing a form of crowd sharing.
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? The staff was interested in assisting the students, so they were happy to participate. This feedback was shared by the School Leadership Committee.

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

7. What were the perceptions of the community? What tool(s) did the school use to measure the community’s perceptions? The community was excited by the various programs that serviced students and parents. The measurement of these perceptions was through the feedback given by the PTA.
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? The instructional delivery was conducted in a differentiated manner. There was whole and small group instruction, as well as individualized one-on-one instruction.
9. How did the school structure the interventions? The interventions were conducted through the after school programs and through some programs during the school day.
10. How frequently did students receive instructional interventions? Students received instructional interventions daily.
11. What technologies did the school use to support the program?
12. Did the technology contribute to the success of the program and, if so, how?

**Provide a separate response for each question.*

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

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

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Grade 4	66		After school tutorial program Summer enrichment Weekly staff development for teachers READ 180	Data informed instruction did not occur Fidelity to the implementation of best practices and the monitoring of their implementation.
Grade 5	54		After school tutorial program Summer enrichment Weekly staff development for teachers READ 180	Rigor was not present and or inconsistent attendance Fidelity to the implementation of best practices and the monitoring of their implementation.
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		

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	57		After school tutorial program, My Math, Summer enrichment program	Data informed instruction did not occur Fidelity to the implementation of best practices and the monitoring of their implementation.
Grade 5	46		After school tutorial program, My Math, Summer enrichment program	Rigor not present Fidelity to the implementation of best practices and the monitoring of their implementation.
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)**

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

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 <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A		
Kindergarten	10	11	After school ELL tutorial program Weekly staff development for teachers Reading Wonders	Data informed instruction Some rigor was present
Grade 1				
Grade 2				
Grade 9	N/A	N/A		
Grade 10	N/A	N/A		

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A		
Kindergarten				
Grade 1				
Grade 2				
Grade 9	N/A	N/A		
Grade 10	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	Inclusion Model		<ul style="list-style-type: none"> • Walkthroughs • Consultation by Inclusion teacher • Teacher Evaluation 	
Math	Students with Disabilities	Inclusion Model		<ul style="list-style-type: none"> • Walkthroughs • Consultation by Inclusion teacher • Teacher Evaluation 	
ELA	Homeless	N/A		N/A	
Math	Homeless	N/A		N/A	
ELA	Migrant	N/A		N/A	
Math	Migrant	N/A		N/A	
ELA	ELLs	Push-In /Pull out Model for 2-5		<ul style="list-style-type: none"> • Walkthroughs • Teacher Evaluation 	
Math	ELLs	Push-In /Pull out Model for 2-5		<ul style="list-style-type: none"> • Walkthroughs • Teacher Evaluation 	
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA		<ul style="list-style-type: none"> • Literacy Program • Guided Reading 		<ul style="list-style-type: none"> • Lesson Observation • Staff Evaluations 	

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)
		<ul style="list-style-type: none"> • Differentiated Instruction • Journal/Portfolios • Learning Centers • School/District Wide Spelling Bee • Practice/Review • Packets for NJASK and PARCC • Read 180 		<ul style="list-style-type: none"> • Lesson Plans that focus on cluster areas of student weaknesses • Grade level meetings 	
Math		<ul style="list-style-type: none"> • Cycle Test • Differentiated Instruction • My Math • Practice/Review Packets for NJASK and PARCC 		<ul style="list-style-type: none"> • Lesson Observation • Staff Evaluations • Lesson Plans that focus on cluster areas of student weakness • Grade level meetings 	

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

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Extended Year Program After School tutoring		Attendance Records, Pre/Post Assessments	
Math	Students with Disabilities	Extended Year Program After School tutoring		Attendance Records, Pre/Post Assessments	
ELA	Homeless	N/A		N/A	
Math	Homeless	N/A		N/A	
ELA	Migrant	N/A		N/A	
Math	Migrant	N/A		N/A	
ELA	ELLs	ESL Homework Tutoring		Attendance Records, Pre/Post Assessments	
Math	ELLs	ESL Homework Tutoring		Attendance Records, Pre/Post Assessments	
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA		Read 180 Closed Reading Professional Learning Communities Differentiated Instruction		<ul style="list-style-type: none"> • Lesson Observation • Staff Evaluations • Lesson Plans that focus on cluster areas of student weaknesses • Grade level meetings 	

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)
		Incorporating Kagan Strategies Learning Centers for Small Group Instruction			
Math		My Math Learn Zillion Professional Learning Communities Incorporating Kagan Strategies		<ul style="list-style-type: none"> • Lesson Observation • Staff Evaluations • Lesson Plans that focus on cluster areas of student weaknesses • Grade level meetings 	

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	Professional Learning Communities Differentiated Instruction		<ul style="list-style-type: none"> • Portfolios, • Walkthroughs • Lesson Plans 	
Math	Students with Disabilities	Professional Learning Communities Differentiated Instruction		<ul style="list-style-type: none"> • Portfolios, • Walkthroughs • Lesson Plans 	
ELA	Homeless	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	
ELA	Migrant	N/A		N/A	
Math	Migrant	N/A		N/A	
ELA	ELLs	Push-In /Pull out Model for 2-5 Read 180 Closed Reading Professional Learning Communities Differentiated Instruction Learning Centers for Small Group Instruction After school ELL tutoring		<ul style="list-style-type: none"> • Portfolios, • Walkthroughs • Lesson Observation • Staff Evaluations • Lesson Plans that focus on cluster areas of student weaknesses 	
Math	ELLs	Push-In /Pull out Model for 2-5 After school tutoring		<ul style="list-style-type: none"> • Portfolios, • Walkthroughs • Lesson Observation • Staff Evaluations • Lesson Plans that focus on cluster areas of student weaknesses 	
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA		Read 180 Closed Reading Professional Learning Communities Differentiated Instruction Learning Centers for Small Group Instruction After school tutoring		<ul style="list-style-type: none"> • Lesson Observation • Staff Evaluations • Lesson Plans that focus on cluster areas of student weaknesses • Grade level meetings 	
Math		My Math Learn Zillion Professional Learning Communities After school tutoring		<ul style="list-style-type: none"> • Lesson Observation • Staff Evaluations • Lesson Plans that focus on cluster areas of student weaknesses • Grade level meetings 	

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

Evaluation of 2014-2015 Interventions and Strategies

***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	<ul style="list-style-type: none"> • Parent workshop and conferences • Back to School Night • PTA meetings • Liberty Science Center • Consultative Model • Special Olympics • Field Day • Movie Night 		N/A	N/A
Math	Students with Disabilities	<ul style="list-style-type: none"> • Parent workshop and conferences • Back to School Night • PTA meetings • Liberty Science Center • Consultative Model • Special Olympics • Field Day • Movie Night 		N/A	N/A
ELA	Homeless	N/A		<ul style="list-style-type: none"> • Parental Attendance at school events • High community 	Increase in parent participation in school based program as measured by parents' attendance and participation at school

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)
				<ul style="list-style-type: none"> participation Suspension rates lower 	functions.
Math	Homeless	N/A		<ul style="list-style-type: none"> Parental Attendance at school events High community participation Suspension rates lower 	Increase in parent participation in school based program as measured by parents' attendance and participation at school functions.
ELA	Migrant	N/A		<ul style="list-style-type: none"> Parental Attendance at school events High community participation Suspension rates lower 	Increase in parent participation in school based program as measured by parents' attendance and participation at school functions.
Math	Migrant	N/A		<ul style="list-style-type: none"> Parental Attendance at school events High community participation Suspension rates lower 	Increase in parent participation in school based program as measured by parents' attendance and participation at school functions.
ELA	ELLs	<ul style="list-style-type: none"> Parent workshops and conferences Back to School Night PTA meetings Field Day Parent English Learning Classes. 		<ul style="list-style-type: none"> Indicators of Success Attendance Sheets 	Increase in parent participation in school based program as measured by parents' attendance and participation at school functions.
Math	ELLs	<ul style="list-style-type: none"> Parent workshops and conferences 		<ul style="list-style-type: none"> Indicators of Success Attendance Sheets 	Increase in parent participation in school based program as measured by parents'

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)
		<ul style="list-style-type: none"> • Back to School Night • PTA meetings • Field Day 			attendance and participation at school functions.
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA		<ul style="list-style-type: none"> • Parent workshop and conferences • Back to School Night • PTA meetings 		<ul style="list-style-type: none"> • Indicators of Success • Attendance Sheets 	Increase in parent participation in school based program as measured by parents' attendance and participation at school functions.
Math		<ul style="list-style-type: none"> • Parent workshop and conferences • Back to School Night • PTA meetings 		Attendance Sign-In Sheets	Increase in parent participation in school based program as measured by parents' attendance and participation at school functions.

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.

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	District Formative Assessment PARCC 3, 4, 5 Honor Society Student Council	Performance Level Percentage Grade 3 PARCC: ELA _____ Performance Level Percentage Grade 4 PARCC: ELA ____ Performance Level Percentage Grade 5 PARCC: ELA _____
Academic Achievement - Writing	District Formative Assessment PARCC 3, 4, 5 Honor Society Student Council	Performance Level Percentage Grade 3 PARCC: ELA _____ Performance Level Percentage Grade 4 PARCC: ELA _____ Performance Level Percentage Grade 5 PARCC: ELA _____
Academic Achievement - Mathematics	District Formative Assessment PARCC 3, 4, 5 Honor Society Student Council	Performance Level Percentage Grade 3 PARCC: Mathematics _____ Performance Level Percentage Grade 4 PARCC: Mathematics _____ Performance Level Percentage Grade 5 PARCC: Mathematics _____
Family and Community Engagement	Parent/Teacher Conferences, PTA, Back to School Night; SLC, Liberty Science Center, Family Academic Nights, Family Movie Night Parent Volunteers, Celebrity Read	Parent involvement is a crucial component of student success. By June 2014 a 5% expected increase in parent participation in school based programs as measured by parents’ attendance and participation at school functions. To support this measure, parent workshops, PTA meetings etc., are held with sign-in sheets submitted

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Professional Development	In and out of district workshops, outside consultants, faculty meetings, Professional Learning Communities, Surveys	Through collaboration and articulation in faculty meetings, common planning times, workshops, etc. these measures indicate teacher’s ongoing need for improvement.
Leadership	School Leadership Council Data Team Positive Behavior Support program	Attendance and documentation will be kept on file.
School Climate and Culture	School Leadership Council School Safety Team Data Team Student Council National Honor Society	<ul style="list-style-type: none"> • Decrease in the number of HFP’s and suspensions by 5% • Decrease in the number of HIB cases from previous school year • Decrease in the number of discipline referrals
School-Based Youth Services	N/A	
Students with Disabilities	Consultative Inclusion Model Resource Room	Academic improvement of district report card. More participation in mainstream activities.
Homeless Students	N/A	
Migrant Students	N/A	
English Language Learners	Push in Program K-5 ELL Homework Club Multicultural Club	ACCESS for ELLs Grade 3 __ scored at the emerging level or higher. Grade 4 __ scored at the expanding level or higher. Grade 5 __ scored at the developing level or higher
Economically Disadvantaged	District Formative Assessment,	Performance Level Percentage Grade 3 PARCC: ELA _____

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)
	NJASK 4 Honor Society Student Council	Performance Level Percentage Grade 4 PARCC: ELA _____ Performance Level Percentage Grade 5 PARCC: ELA _____ Performance Level Percentage Grade 3 PARCC: Mathematics _____ Performance Level Percentage Grade 4 PARCC: Mathematics _____ Performance Level Percentage Grade 5 PARCC: Mathematics _____

2015-2016 Comprehensive Needs Assessment Process*

Narrative

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

The school conducted informal surveys with both parents and staff and disaggregation of data to derive its need assessment.

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

The data from PARCC, NJASK, WIDA and ACCESS were used to derive the needs of the student subgroups

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 assessments used in the district are from the New Jersey Department of Education, which are aligned with the common core standards in ELA and Mathematics.

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

The data analysis reveals that the classroom instruction is in need of an increase in rigor, professional and staff development is necessary to train the staff in the deficiency.

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

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

In the 2014-2015 school year professional development was directly related to improving student achievement in the areas of ELA and Mathematics.

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

The at-risk students are identified through the use of formative assessments, benchmarks and data analysis by the data team and common planning.

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

Students are provided with an after school tutorial program.

IR&S interventions

Pre/Post testing is conducted throughout the year for continual interventions, when and if, necessary.

The Read 180 is an intervention tool for at risk students who perform below grade level in reading.

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

N/A

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

N/A

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?

Staff development is provided during faculty meetings and common planning meetings on authentic and formative assessments to improve academic achievement for all students.

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 transition from preschool to kindergarten is facilitated through an orientation program offered in early June. Also, middle school transition meetings are conducted by the receiving school and visits are coordinated.

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

The priority problems were based upon state assessments, district goals, and both academic and community goals.

**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	ELA	Math
Describe the priority problem using at least two data sources	<ul style="list-style-type: none"> READING WONDERS READ 180 CYCLE TESTS MODEL CURRICULUM ASSESSMENTS 	<ul style="list-style-type: none"> E-Assessment Unit Post Test
Describe the root causes of the problem	<ul style="list-style-type: none"> High level of below level readers 	<ul style="list-style-type: none"> ELL Instructional Content Pedagogical strategies
Subgroups or populations addressed	All Groups	All Groups
Related content area missed (i.e., ELA, Mathematics)	Social Studies and Science	Social Studies and Science
Name of scientifically research based intervention to address priority problems	<ul style="list-style-type: none"> Initial Instruction Training Immediate Intervention Training Put Reading First Training Read 180 System 44 Reading is Fundamental Departmentalization Grades 3 to 5	<ul style="list-style-type: none"> My Math
How does the intervention align with the Common Core State Standards?	It assists teachers through professional development, understanding of effective reading programs, provides explicit and systematic instruction in the following: <ul style="list-style-type: none"> Phonemic awareness Phonics Fluency 	It assists teachers through professional development, understanding effective mathematics programs, provides explicit and systematic instruction.

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

	<ul style="list-style-type: none">• Vocabulary• Comprehension Strategies	
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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	ELL	School climate and environment
Describe the priority problem using at least two data sources	<ul style="list-style-type: none"> • ACCESS • WIDA • PARCC 	<ul style="list-style-type: none"> • Parent surveys • Staff surveys • PTA
Describe the root causes of the problem	<ul style="list-style-type: none"> • Spanish and Creole • Economically disadvantaged 	<ul style="list-style-type: none"> • Language/cultural barrier • Develop a collaborative plan to propose measures that will identify root causes of problems associated with school climate and environment
Subgroups or populations addressed	<ul style="list-style-type: none"> • Spanish and Creole • Economically disadvantaged 	All groups
Related content area missed (i.e., ELA, Mathematics)	Social Studies and Science	Social Studies and Science
Name of scientifically research based intervention to address priority problems	<ul style="list-style-type: none"> • ELL • Bilingual Kindergarten Class • Bilingual 1st Grade Class • ESL Grades K-5 • Departmentalization Grades 3 to 5ELL 	<ul style="list-style-type: none"> • Imagine Learning • PBSIS
How does the intervention align with the Common Core State Standards?	These programs are aligned with national common core state standards. Our standards based curriculum is aligned with instruction which includes content area assessments.	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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention <small>(i.e., IES Practice Guide or What Works Clearinghouse)</small>
ELA	Students with Disabilities	<ul style="list-style-type: none"> • Phonemic Awareness • Read 180 • Retention Review Committee 	<ul style="list-style-type: none"> • Teacher • Administration 	TBD	Teaching Elementary School Students to be Effective Writers Using Student Achievement Data to Support Student Instructional Decision Making , September 2009 IES Students with Learning Disabilities WWC, November 2012
Math	Students with Disabilities	<ul style="list-style-type: none"> • Visual &Graphic development of problems • My Math • Retention Review Committee • Visual &Graphic development of problems • Less Restrictive Environment 	<ul style="list-style-type: none"> • Teacher • Administration 	TBD	Assisting Students Struggling with Mathematics: RTI for Elementary and Middle Schools- April 2009 IES The Invisible 10%: Preparing Teachers to Teach Mathematics to Students with Special Needs- January 2013 IES Students with Learning Disabilities WWC, November 2012
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention <small>(i.e., IES Practice Guide or What Works Clearinghouse)</small>
Math	Migrant	N/A			
ELA	ELLs	<ul style="list-style-type: none"> • Literature logs • Imagine Learning • Rosetta Stone 	<ul style="list-style-type: none"> • Teacher • Supervisor • Administration 	TBD	Peer Assisted Learning Strategies WWC May 2012 Implementing Effective Literacy Practices for ELL 2007 IES Using School Leadership Teams to Meet the Needs of ESL May 2010
Math	ELLs	<ul style="list-style-type: none"> • Visual &Graphic development of problems • My Math • Retention Review Committee 	<ul style="list-style-type: none"> • Teacher • Administration 	TBD	Peer Assisted Learning Strategies WWC May 2012 Implementing Effective Literacy Practices for ELL 2007 IES Using School Leadership Teams to Meet the Needs of ESL May 2010
ELA	Economically Disadvantaged		<ul style="list-style-type: none"> • Teacher • Administration 		
Math	Economically Disadvantaged		<ul style="list-style-type: none"> • Teacher • Administration 		
ELA	K-5	<ul style="list-style-type: none"> • Phonemic Awareness • Read 180 • Retention Review Committee 	<ul style="list-style-type: none"> • Teacher • Administration 	TBD	
Math	K-5	<ul style="list-style-type: none"> • Visual &Graphic development of 	<ul style="list-style-type: none"> • Teacher • Administration 	TDB	

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

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		problems <ul style="list-style-type: none"> • My Math • First in Math • Retention Review Committee 			

**Use an asterisk to denote new programs.*

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	<ul style="list-style-type: none"> • After school Tutorial Programs/Club • Educational Field Trips • Homework Help Club • Saturday School • Study Skills 	<ul style="list-style-type: none"> • Teacher • Administration 	TBD	

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Club			
Math	Students with Disabilities	<ul style="list-style-type: none"> • After school Tutorial Programs/Club • Educational Field Trips • Homework Help Club • Saturday School • Study Skills Club • S.T.E.M Club 	<ul style="list-style-type: none"> • Teacher • Administration 	TBD	
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	<ul style="list-style-type: none"> • After school Tutorial 	<ul style="list-style-type: none"> • Teachers • Administration 	TBD	

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Programs/Club <ul style="list-style-type: none"> • Educational Field Trips • ELL Homework Help Club • Saturday School • Study Skills Club 			
Math	ELLs	<ul style="list-style-type: none"> • After school Tutorial Programs/Club • Educational Field Trips • ELL Homework Help Club • Saturday School • Study Skills Club 	<ul style="list-style-type: none"> • Teachers • Administration 	TBD	
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> • After school Tutorial Programs/Club • Educational 	<ul style="list-style-type: none"> • Teachers • Administration 		

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		<ul style="list-style-type: none"> Field Trips • Homework Help Club • Saturday School • Study Skills Club 			
Math	Economically Disadvantaged	<ul style="list-style-type: none"> • After school Tutorial Programs/Club • Educational Field Trips • Homework Help Club • Saturday School • Study Skills Club • S.T.E.M club 	<ul style="list-style-type: none"> • Teachers • Administration 		
ELA					
Math			•		

****Use an asterisk to denote new programs.***

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless	N/A/			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	<ul style="list-style-type: none"> • Read 180 • Reading Wonders • Student Engagement • Feedback • On Course Lesson Planning • Infusing Informational Text • Guided Reading • Phonemic Awareness 			

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)
		<ul style="list-style-type: none"> • Kagan Strategies • Imagine Learning (K-2) 			
Math	ELLs	<ul style="list-style-type: none"> • Student Engagement • Feedback • On Course Lesson Planning 			
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> • Read 180 • Reading Wonders • Student Engagement • Feedback • On Course Lesson Planning • Infusing Informational Text • Guided Reading • Phonemic Awareness • Kagan Strategies 			

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)
		<ul style="list-style-type: none"> • 			
Math	Economically Disadvantaged	<ul style="list-style-type: none"> • Student Engagement • Feedback • On Course Lesson Planning • My Math • Kagan strategies 			
ELA		<ul style="list-style-type: none"> • Read 180 • Reading Wonders • Student Engagement • Feedback • On Course Lesson Planning • Infusing Informational Text • Guided Reading • Phonemic Awareness • Kagan Strategies 			
Math		<ul style="list-style-type: none"> • My Math • Student Engagement 			

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)
		<ul style="list-style-type: none"> • Feedback • On Course Lesson Planning • Kagan Strategies 			

**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?
2. What barriers or challenges does the school anticipate during the implementation process?
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
4. What measurement tool(s) will the school use to gauge the perceptions of the staff?
5. What measurement tool(s) will the school use to gauge the perceptions of the community?

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

6. How will the school structure interventions?
7. How frequently will students receive instructional interventions?
8. What resources/technologies will the school use to support the schoolwide program?
9. What quantitative data will the school use to measure the effectiveness of each intervention provided?
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

****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 <small>(i.e., IES Practice Guide or What Works Clearinghouse)</small>
ELA	Students with Disabilities	<ul style="list-style-type: none"> • Consultative • Model/Resource Room • Teachers • Parent Workshop • PTA meetings • Evening Field Trips • Back to School Night • Parent Teacher Conference • Celebrity Read • Come to School with Child Day • Inclusion training workshops 	Administration Parent Coordinator SLC Data Team	<ul style="list-style-type: none"> • Attendance sheets • Sign-in Sheets • 70% increase in student learning due to parent involvement • Community Input/Increase in Parent workshops • 70% increase in ELA proficiency- specifically writing 	Using Student Achievement Data to Support Instructional Decision Making- September 2009 IES
Math	Students with Disabilities	<ul style="list-style-type: none"> • Consultative • Model/Resource Room • Teachers • Parent Workshop 	Administration Parent Coordinator SLC Data Team	<ul style="list-style-type: none"> • Attendance sheets • Sign-in Sheets • 70% increase in student learning due to parent involvement 	Using Student Achievement Data to Support Instructional Decision Making- September 2009 IES

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)
		<ul style="list-style-type: none"> PTA meetings Evening Field Trips Back to School Night Parent Teacher Conference Math Night Come to School with Child Day Inclusion training workshops 		<ul style="list-style-type: none"> Community Input/Increase in Parent workshops 70% increase in Math proficiency 	
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	<ul style="list-style-type: none"> Community data Analysis Parent workshops for parents of ELLs 	<ul style="list-style-type: none"> ELL teachers Bilingual Teachers 	<ul style="list-style-type: none"> Attendance sheets Sign-in Sheets 70% increase in student learning due to parent involvement Community Input/Increase in Parent workshops 	Structuring out of School Time to Improve Student Learning – September 2007
Math	ELLs	<ul style="list-style-type: none"> Community data Analysis 	<ul style="list-style-type: none"> ELL teachers Bilingual 	<ul style="list-style-type: none"> Attendance sheets 	Structuring out of School Time to Improve Student

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)
		<ul style="list-style-type: none"> Parent workshops for parents of ELLs 	Teachers	<ul style="list-style-type: none"> Sign-in Sheets 70% increase in student learning due to parent involvement Community Input/Increase in Parent workshops 70% increase in ELA proficiency- specifically writing 	Learning – September 2007
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA	Parent Guardians	Parent Workshop PTA Meetings Evening Field Trips Back to School Night Parent Teacher Conference Celebrity Read	<ul style="list-style-type: none"> Administration Parent Coordinator 	<ul style="list-style-type: none"> Sign-in Sheets 70% increase in student learning due to parental involvement Community Input/Increase in Parent Workshops 70% in ELA proficiency- specifically writing 	Using Student Achievement Data to Support Instructional Decision Making- September 2009 IES
Math	Parent Guardians	Parent Workshop PTA Meetings Evening Field Trips	<ul style="list-style-type: none"> Administration Parent Coordinator 	<ul style="list-style-type: none"> Sign-in Sheets 70% increase in student learning due to parental 	Using Student Achievement Data to Support Instructional Decision

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)
		Back to School Night Parent Teacher Conference Celebrity Read		involvement <ul style="list-style-type: none"> • Community Input/Increase in Parent Workshops 	Making- September 2009 IES

**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?

When parents are actively engaged in their child's education, Students will perform better on state assessments and school in general. The following indicators have shown a great improvement in our school and also in the children's learning performance. In addition, these indicators have proven to generate a high interaction between the parents and the school because of the increased participation mentioned below:

- Parent Teacher Association
- District and School Parent Workshops – Parental Involvement Programs
- Parent Activity such as Science Night at Liberty Science Center and Rosetta Stone English Tutorials

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

A committee including Parents, Administrators and Staff will develop written parent involvement policy.

3. How will the school distribute its written parent involvement policy? **The parent involvement policy is distributed at the PTA meeting in September, but also at the Open House in September.**

4. How will the school engage parents in the development of the school-parent compact? **Parents will engage parents in the development of the school-parent compact through parent workshops, surveys, and meet and greet sessions with administration.**

5. How will the school ensure that parents receive and review the school-parent compact? **The school will ensure that parents receive and review the school-parent compact in several ways. When parents come to sign their children out of school (K-1), we will have**

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

them sign for it. Further, each teacher will include in their introductory letter, the need for parents to sign for receipt of the compact. Finally, we will provide incentives to parents who attend meetings regarding the compact and who are able to answer questions regarding it.

6. How will the school report its student achievement data to families and the community? **This reporting is done during a PTA meeting. Also, it is shared district wide during the October Board of Education meeting.**
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? **In September, The AMAO report is sent to all parents/guardians regarding the performance of the school.**
8. How will the school inform families and the community of the school's disaggregated assessment results? **This information will be relayed through the involvement of parents on the School Leadership Council. Also, monthly, there is an informal report given to the P.T. A board.**
9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? **The plan is to get parents involved with the School Leadership Council, which determines areas of need for the school.**
10. How will the school inform families about the academic achievement of their child/children? **The students' performance is sent home in October for the standardized tests. The regular performance is sent home through progressive reports and quarterly reports. Finally, parents have daily access to their students' grades and progress through Powerschool.**
11. On what specific strategies will the school use its 2015-2016 parent involvement funds? Specifically,

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

**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		In an effort to retain teachers, the Irvington Board of Education provides mentoring to interested veteran teachers. Teachers who are evaluated and found to be lacking in a certain area are offered the opportunity to go to workshops and training in order to improve teaching and learning outcomes. In addition, the Office of Curriculum and Instruction offers monthly new teacher meetings, there is an incentive tuition reimbursement program, continuous mentoring and weekly grade level collaborative level collaboration support systems are also in place.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)		Paraprofessionals are evaluated and those found to be lacking are provided with professional development through the Essex County Education commission.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*		

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

* 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 school district has its job posting on New Jersey Hire, on the internet, in newspapers and in every school. Once teachers are hired, they receive professional support from district supervisors, the Office of Curriculum and Instruction and the Building Administrators.	