NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

CDC 090 13-3880 Heywood Elementary Title-I School-wide Plan 6-29-15

*This plan is only for Title I schoolwide programs that are ***not*** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION

DISTRICT INFORMATION	SCHOOL INFORMATION
District: ORANGE	School: Heywood
Chief School Administrator: RONALD LEE	Address: 421 Heywood Avenue
Chief School Administrator's E-mail: leeronal@orange.k12.nj.us	Grade Levels: Pre-K to 7th grade
Title I Contact: Fay Polefka	Principal: Faith Alcantara
Title I Contact E-mail: polefkfa@orange.k12.nj.us	Principal's E-mail: alcantfa@orange.k12.nj.us
Title I Contact Phone Number:	Principal's Phone Number: 973-677-4105

Principal's Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

X❑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of Schoolwide Plan. I have been an active member of the planning committee and provided input to the school 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.

__Faith Alcantara _____ _____ __June 29, 2015_____

Principal's Name **Principal's Signature** **Date**

SCHOOLWIDE SUMMARY INFORMATION

Critical Overview Elements

- The School had _____10_____ (number) of stakeholder engagement meetings.
- State/local funds comprised ____% of the school's budget in 2014-2015.
- State/local funds 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
Zero Period Stipend for Math 180	Goal #2	Extended Day		$4,970
Spelling-Vocabulary City	Goal #1	Student Engagement		$650
Parent Academy	Goal #1-2	Family and Community Engagement		$1,700
Learning.com	Goal #1	Student Engagement		$3,500
Readorium	Goal #1	Student Engagement		$2,618
School-wide Salary	Goal #1 – 3	Academic Achievement		$82,457

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

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 continuity, some representatives from this needs assessment stakeholder committee should be included in the stakeholder group planning committee. Identify the stakeholders who participated in the needs assessment and/or development of the plan. Signatures should be kept on file in the school office for review. Print a copy of this page to obtain signatures. *Add lines as necessary.

Name	Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Faith Alcantara	School Staff -Administrator	Yes	Yes	Yes	
April Stokes	School Staff- ELA Teacher	Yes	Yes	Yes	
Daniel Goeller	School Staff-Math Teacher	Yes	Yes	Yes	
Krista Browne	School Staff- ELA Teacher	Yes	Yes	Yes	
Julie Antoine	Paraprofessional	Yes	Yes	Yes	
Nefertitti Scott	Social Worker-HIB Specialist	Yes	Yes	Yes	
Schuyler Fannell	School Staff- PE/ELL	Yes	Yes	Yes	
Julia Kliot	School Staff-SpEd Teacher	Yes	Yes	Yes	
Ekua Sutton	Parent	Yes	Yes	Yes	
Valerie Vazquez	School Staff-SpEd Teacher	Yes	Yes	Yes	
Yhonne Beckford	Parent	Yes	Yes	Yes	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

Stakeholder/Schoolwide Committee Meetings

The purpose of this committee is to organize and oversee the needs assessment process; lead the development of the schoolwide plan; and conduct or oversee the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at different times of the year (e.g., fall and spring). List the dates of the meetings when the Stakeholder/Schoolwide Committee discussed the needs assessment, Schoolwide Plan development, and the program evaluation below.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	**No**	**Yes**	**No**
September 8, 2014	Heywood Avenue School	Needs Assessment	**Yes**		**Yes**	
October 27, 2014	Heywood Avenue School	Plan Review	**Yes**		**Yes**	
December 16, 2014	Heywood Avenue School	2015-2016 Budget	**Yes**		**Yes**	
January 30, 2015	Heywood Avenue School	Plan Review	**Yes**		**Yes**	
February 24, 2015	Heywood Avenue School	2015-2016 Budget/Plan Review	**Yes**		**Yes**	
March 19, 2015	Heywood Avenue School	Plan Review	**Yes**		**Yes**	
May 26, 2015	Heywood Avenue School	Plan Review/Program Evaluation	**Yes**		**Yes**	
June 3, 2015	Heywood Avenue School	Plan Development '15 – '16	**Yes**		**Yes**	
June 10, 2015	Heywood Avenue School	Plan Development '15-16	**Yes**		**Yes**	
June 23, 2015	Heywood Avenue School	Plan Development '15-16	**Yes**		**Yes**	

*Add rows as necessary.

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

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

What is the school's mission statement?	**We will provide students with a safe and healthy school, where the whole student is educated by building self-esteem and positive relationships with their peers and staff. We will create an academically challenging and nurturing environment with high expectations that promotes individual differences and learning styles. We will advocate and collaborate as active partners with each other, students, parents and the community to be directly involved with the educational process. These partnerships will produce students who are responsible citizens and life long learners.**

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 prior to 2015-2016)

1. Did the school implement the program as planned? The program was implemented as planned in the following areas. In regards to Math, the Math 180 program was implemented for students in grades 6th-7th grade via Zero Period. English Language Arts Teachers in grades K-7 received extra support with implementing Lucy Caulkins, Unit of Study, to improve teachers' pedagogy in teaching writing. During Common Planning, content supervisors/coaches met with teachers and provided support with implementing Math In Focus, Writing Workshops, PHLit and benchmark assessments. 6+1 Traits of Writing did not take place as the district implemented Lucy Caulkins. Habits of Mind training did not take place with staff. All interventions identified in our plan were implemented. All extended day programs identified in our plan were implemented.
2. What were the strengths of the implementation process? Teachers, in common planning time, worked together to review curriculum expectations, resources, collaborated on lesson planning/design and various assessments (benchmarks and writing assessments) provided a wealth of data to inform instruction in each classroom. Students using Read 180 made significant gains in oral reading fluency. Common Core Resources provided by the district continued to be used and proved helpful, particularly in preparation for PARCC. Data was readily accessible as district supervisors provided useful data trackers to assist teachers in drilling down student data to target specific standards/skills that students demonstrate strength and/or weakness in.
3. What implementation challenges and barriers did the school encounter?

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

Staff members continue to request support with materials, resources, and training to provide research-based interventions for students that are two or more years behind grade level as well as English Language Learners. Two new programs implemented, Math In Focus and Units of Study (writing) which are in-depth programs proved to be challenging for some staff and students in its first year of district implementation; however, a significant amount of support and training was provided to all staff. Discussions with teachers in the Special Services at Heywood Avenue School have yielded concerns on how to meet the learning needs of our students and provide them with the grade level appropriate curriculum on par with their peers despite them being two or more years behind. Curriculum shifts mid-year and an aggressive pacing schedule in ELA and Math.

The challenge of teaching staff being pulled from the classroom for professional development and district committee meetings was identified as a particular challenge in meeting the pacing timelines set forth by district Curriculum expectations in some areas.

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

A) Strengths

- Professional development was provided to staff members regarding the implementation of the Common Core Standards, preparing for NGSS, implementation of new core programs in Math and ELA, benchmark assessments and use of student data, teacher pedagogy in Math and ELA to support best practices, CLI (Childrens Literacy Initiative) in Kindergarten. The CCPLC continued to meet this school year and review/analyze our implementation of the CCSS throughout the district. Weekly common planning time periods allowed teaching staff and administration to discuss the implementation of the common core standards, and identify strategies to implement based on the diverse learning styles and needs of the students.
- Monthly staff meetings and monthly department meetings allowed for additional professional development opportunities throughout the year
- Various technology resources available to augment classroom instruction.

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

B) Weaknesses –

- Teachscape data from formal classroom observations and classroom walkthroughs revealed that the use of questioning and discussion techniques, designing student assessments, setting instructional outcomes and engaging students in learning as areas in need of professional development in the upcoming school year. Question and discussion techniques averaged a score of 2.87 out of 4 according to Charlotte Danielson's Curriculum Frameworks, average score of 2.85 for Designing Student Assessments, average score of 2.9 on Setting Instructional Outcomes and an average score of 2.95 out of 4 for engaging students in learning.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? Classroom walkthroughs conducted by district and school based leaders provided valuable feedback to teaching staff regarding the implementation of the district programs. Said walkthroughs and formal class observations served as valuable data markers to guide school and district leadership in identifying future staff professional development opportunities. A series of Content Area and District Non-Negotiables identified priority areas for district personnel to address throughout the school year. District committees representative of the various stakeholders that make up the Orange School District worked in collaboration to develop a plan for program implementation.
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? 100% of staff respondents either strongly agreed or agreed that the principal and assistant principal establish and communicate a consistent vision for school performance. 100% of staff respondents either strongly agreed or agreed that the principal and assistant principal address staff concerns, and provide constructive performance feedback. An on-line staff survey, along with discussions during department meetings and common planning time meetings, served to give leadership the necessary information regarding staff perception.
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? Overall the community appears to be satisfied that Heywood Avenue School meets the needs of the students. For example, 90% of respondents to the Parent Survey either strongly agreed or agreed that overall the school performs well academically, and 84% of

respondents either agreed or strongly agreed that the school prepares students for college and careers. An on-line parent survey was administered during our Fall and Spring parent conferences.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? The methods of delivery included small group instruction, whole group, and individual instruction.
9. How did the school structure the interventions? The structure of the interventions recommended by the I&RS Team varied based on the needs of the individual learners. Interventions that were technology based were structured based on the recommendation of the Software Company and/or consultants.
10. How frequently did students receive instructional interventions? The frequency of instructional interventions varies based on the strategy being employed. For example, students participating in the extended day program receive services three days per week until 4:00 PM. However, students using READ 180 may receive the intervention during the regular school day. There are also a plethora of available web based software programs used by the district for interventions. Additionally, interventions developed by the I&RS team will vary due to the fact that they are tailored to the needs and learning style of the student.
11. What technologies did the school use to support the program? The variety of technology used to support the program is vast and includes, but is not limited to, SmartResponders, MicroSoft programs, MacBooks, SpellingCity, Study Island, Chromebooks, Google Drive, Google Classroom, Readorium, Open Computer lab, iRead, Math 180, Read 180; System44, ActivityWorks, StoryWorks, Interactive SmartBoard activities, SOLO; Rosetta Stone.
12. Did the technology contribute to the success of the program, and if so, how? The successful contribution of technology to the districts program may be seen in the significant gains made by students that use READ 180. The Smart Responders offer immediate feedback to the teacher and student regarding the mastery of skills being focused on in the classroom. Additionally, Spelling City allows student progress to be tracked from grade to grade, and creates word lists and activities that are differentiated based on the individual learner. Study Island was used intensively by teachers in grades 3 – 7 to provide additional support and practice in key skills in Math and ELA.

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 3	23		Extended Day Instruction ESL In class Support Differentiated Instruction Guided Reading Study Island SpellingCity Learning Centers Read 180 program Small group instruction Rosetta Stone	The I&RS process was successful with students as their needs were identified and student areas of concerns were able to be addressed through the appropriate process with adequate support. An action plan was developed and implemented. The iRead program began to address the deficiencies for letter, sound, and word recognition. Small group instruction and differentiated instruction were part of the instructional interventions that assisted with the increase in achievement. Study Island in conjunction with SpellingCity assisted with reinforcing skills.
Grade 4	30		Extended Day Academy Scholastic System 44 Differentiated Instruction Read 180 Study Island Spelling City Learning Centers Readorium Rosetta Stone for ELL	The I&RS process was successful with students as their needs were identified and student areas of concerns were able to be addressed through the appropriate process with adequate support. An action plan was developed and implemented. Small group instruction and differentiated instruction were part of the instructional interventions that assisted with the increase in achievement. Study Island in conjunction with SpellingCity assisted with reinforcing skills.

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

Grade 5	22		Extended Day Academy Differentiated Instruction Read 180 Study Island Spelling City Learning Centers Readorium Rosetta Stone for ELL	The I&RS process was successful with students as their needs were identified and student areas of concerns were able to be addressed through the appropriate process with adequate support. An action plan was developed and implemented. Small group instruction and differentiated instruction were part of the instructional interventions that assisted with the increase in achievement. Study Island in conjunction with SpellingCity assisted with reinforcing skills.
Grade 6	25		Extended Day Academy Differentiated Instruction Read 180 Study Island Spelling City Learning Centers Readorium Rosetta Stone for ELL	The I&RS process was successful with students as their needs were identified and student areas of concerns were able to be addressed through the appropriate process with adequate support. An action plan was developed and implemented. Small group instruction and differentiated instruction were part of the instructional interventions that assisted with the increase in achievement. Study Island in conjunction with SpellingCity assisted with reinforcing skills.
Grade 7	22		Extended Day Academy Differentiated Instruction Read 180 Study Island Spelling City Learning Centers Readorium Rosetta Stone for ELL	The I&RS process was successful with students as their needs were identified and student areas of concerns were able to be addressed through the appropriate process with adequate support. An action plan was developed and implemented. Small group instruction and differentiated instruction were part of the instructional interventions that assisted with the increase in achievement. Study Island in conjunction with SpellingCity assisted with reinforcing skills.

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

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Grade 3	19		Extended Day Instruction ESL In class Support Differentiated Instruction Math Instructional Games Small group instruction	The I&RS process was successful with students as their needs were identified and student areas of concerns were able to be addressed through the appropriate process with adequate support. An action plan was developed and implemented. Small group instruction and differentiated instruction were part of our instructional interventions. Increasing the use of modeling and teaching using concrete, pictorial and abstract representations provided the hands on manipulative and concrete experience for students to grasp abstract ideas and concepts.

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Grade 4	16		Extended Day Instruction ESL In class Support Differentiated Instruction Math Instructional Games Small group instruction	The I&RS process was successful with students as their needs were identified and student areas of concerns were able to be addressed through the appropriate process with adequate support. An action plan was developed and implemented. Small group instruction and differentiated instruction were part of our instructional interventions. Increasing the use of modeling and teaching using concrete, pictorial and abstract representations provided the hands on manipulative and concrete experience for students to grasp abstract ideas and concepts.
Grade 5	15		Extended Day Instruction ESL In class Support Differentiated Instruction Math Instructional Games Small group instruction	The I&RS process was successful with students as their needs were identified and student areas of concerns were able to be addressed through the appropriate process with adequate support. An action plan was developed and implemented. Small group instruction and differentiated instruction were part of our instructional interventions. Increasing the use of modeling and teaching using concrete, pictorial and abstract representations provided the hands on manipulative and concrete experience for students to grasp abstract ideas and concepts.

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

Grade 6	14		Extended Day Instruction ESL In class Support Differentiated Instruction Math Instructional Games Small group instruction Math 180	The I&RS process was successful with students as their needs were identified and student areas of concerns were able to be addressed through the appropriate process with adequate support. An action plan was developed and implemented. Small group instruction and differentiated instruction were part of our instructional interventions. Increasing the use of modeling and teaching using concrete, pictorial and abstract representations provided the hands on manipulative and concrete experience for students to grasp abstract ideas and concepts.
Grade 7	20		Extended Day Instruction ESL In class Support Differentiated Instruction Math Instructional Games Small group instruction Math 180	The I&RS process was successful with students as their needs were identified and student areas of concerns were able to be addressed through the appropriate process with adequate support. An action plan was developed and implemented. Small group instruction and differentiated instruction were part of our instructional interventions. Increasing the use of modeling and teaching using concrete, pictorial and abstract representations provided the hands on manipulative and concrete experience for students to grasp abstract ideas and concepts.

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	Refer to Early Childhood Plan	Refer to Early Childhood Plan
Kindergarten	N/A		iRead program Differentiated Instruction Small group instruction Guided Reading ESL In-class support Extended Day instruction	The I&RS process was successful with students as their needs were identified and student areas of concerns were able to be addressed through the appropriate process with adequate support. An action plan was developed and implemented. The iRead program began to address the deficiencies for letter, sound, and word recognition. Students are using the program to address fluency issues.
Grade 1	16		iRead program Differentiated Instruction Small group instruction Guided Reading Study Island Learning Centers ESL In-class support Extended Day Instruction	The I&RS process was successful with students as their needs were identified and student areas of concerns were able to be addressed through the appropriate process with adequate support. An action plan was developed and implemented. The iRead program began to address the deficiencies for letter, sound, and word recognition. Students are using the program to address fluency issues. Study Island in conjunction with SpellingCity assisted with reinforcing skills in all content areas as well.
Grade 2	18		iRead program Differentiated Instruction	The I&RS process was successful with students as their needs were identified and student areas of concerns

			Small group instruction Guided Reading ESL In-class support Extended Day Instruction Study Island Learning Centers iRead program Small group instruction	were able to be addressed through the appropriate process with adequate support. An action plan was developed and implemented. The iRead program began to address the deficiencies for letter, sound, and word recognition. Students are using the program to address fluency issues. Study Island in conjunction with SpellingCity assisted with reinforcing skills in all content areas as well.

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency.
Pre-Kindergarten			See ECE Plan	See ECE Plan
Kindergarten	N/A		Differentiated Instruction Small group instruction Math Instructional Games ESL In-class support Extended Day instruction	The I&RS process was successful with students as their needs were identified and student areas of concerns were able to be addressed through the appropriate process with adequate support. An action plan was developed and implemented. Small group instruction and differentiated instruction were part of our instructional interventions. Increasing the use of modeling and teaching using concrete, pictorial and abstract representations provided the hands on manipulative and concrete experience for students to grasp abstract ideas and concepts.

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Grade 1	11		Differentiated Instruction Small group instruction Math Instructional Games ESL In-class support Extended Day instruction	The I&RS process was successful with students as their needs were identified and student areas of concerns were able to be addressed through the appropriate process with adequate support. An action plan was developed and implemented. Small group instruction and differentiated instruction were part of our instructional interventions. Increasing the use of modeling and teaching using concrete, pictorial and abstract representations provided the hands on manipulative and concrete experience for students to grasp abstract ideas and concepts.
Grade 2	28		Differentiated Instruction Small group instruction Math Instructional Games ESL In-class support Extended Day instruction	The I&RS process was successful with students as their needs were identified and student areas of concerns were able to be addressed through the appropriate process with adequate support. An action plan was developed and implemented. Small group instruction and differentiated instruction were part of our instructional interventions. Increasing the use of modeling and teaching using concrete, pictorial and abstract representations provided the hands on manipulative and concrete experience for students to grasp abstract ideas and concepts.

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 Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Read 180	ELA GE SE ELL	yes	SRI 1 & 4 Assessments	

	FIRST TEST		LAST TEST		
GRADE	DATE	PERFORMANCE LEVEL/LEXILE®	DATE	PERFORMANCE LEVEL/LEXILE®	GROWTH IN LEXILE®*
7	11/13/14	516	04/23/15	815	299
5	11/18/14	553	06/12/15	749	196
7	11/13/14	461	06/16/15	648	187
7	11/13/14	163	06/12/15	343	180
6	11/14/14	661	06/12/15	796	135
4	11/13/14	267	04/23/15	390	123
4	12/19/14	323	06/11/15	434	111
4	11/13/14	174	06/11/15	249	75
4	11/13/14	468	12/16/14	523	55
4	11/12/14	411	06/11/15	436	25
4	12/04/14	157	06/11/15	177	20
4	11/13/14	BR	N/A	N/A	N/A

	FIRST TEST		LAST TEST		
GRADE	DATE	PERFORMANCE LEVEL/LEXILE®	DATE	PERFORMANCE LEVEL/LEXILE®	GROWTH IN LEXILE®*
5	09/30/14	615	06/12/15	737	122
5	09/22/14	593	06/12/15	637	44
4	09/22/14	273	06/11/15	311	38
4	10/06/14	491	06/11/15	497	6
5	09/22/14	643	06/12/15	638	0
5	02/04/15	779	06/12/15	722	0

	FIRST TEST		LAST TEST		
GRADE	DATE	PERFORMANCE LEVEL/LEXILE®	DATE	PERFORMANCE LEVEL/LEXILE®	GROWTH IN LEXILE®*
6	09/26/14	72	06/12/15	232	160
6	09/22/14	637	06/12/15	723	86
6	09/22/14	745	06/12/15	783	38
6	09/26/14	845	06/12/15	881	36
6	09/22/14	680	06/12/15	697	17
6	02/06/15	669	06/12/15	665	0

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

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45% of students met their growth expectations for Read 180.
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SE
ELL</td><td>no</td><td>Pre and Post Assessment</td><td>
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<tr><td>6</td><td>0</td><td>355</td><td>81</td><td>Poor</td></tr>
<tr><td>6</td><td>0</td><td>760</td><td>76</td><td>Moderate</td></tr>
<tr><td>6</td><td>0</td><td>875</td><td>24</td><td>Consistent</td></tr>
<tr><td>6</td><td>0</td><td>N/A</td><td>114</td><td>Poor</td></tr>
<tr><td>7</td><td>0</td><td>N/A</td><td>112</td><td>Poor</td></tr>
<tr><td>7</td><td>0</td><td>N/A</td><td>112</td><td>Poor</td></tr>
<tr><td>7</td><td>0</td><td>635</td><td>114</td><td>Poor</td></tr>
<tr><td>7</td><td>0</td><td>N/A</td><td>114</td><td>Poor</td></tr>
<tr><td>7</td><td>0</td><td>355</td><td>91</td><td>Poor</td></tr>
<tr><td>7</td><td>0</td><td>N/A</td><td>115</td><td>Poor</td></tr>
</table>
</td></tr>
</table>

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

1	2	3	4	5

MATH 180: Attendance

- 10 out of 15 referred students attended less than 5% of sessions
- Of the 5 students who showed any consistency in attendance rates are as follows:
  - 79%, 34%, 30%, 30%, 22%

MATH 180: Results

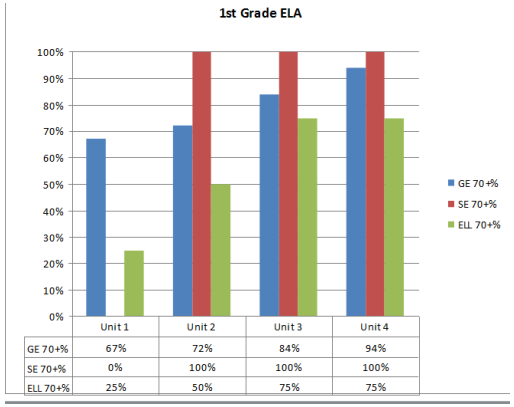
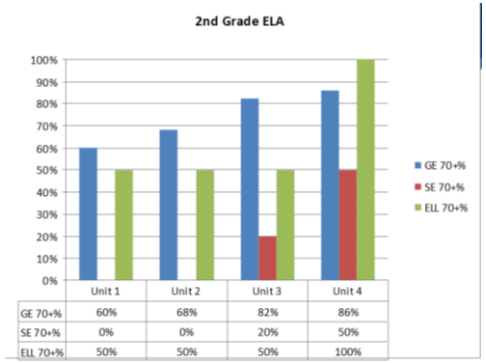
- Only 4 students (all 6th graders) took the post-test. Results at right will be listed by student attendance and growth shown by that student.
- A score of 870 was needed to be considered proficient, which one student achieved by 5 points after starting 15 points away from that target.

Student (by attendance)	Pre-test	Post-Test	Change
79%	855	875	+20
34%	685	760	+75
30%	490	590	+100
30%	385	355	-30

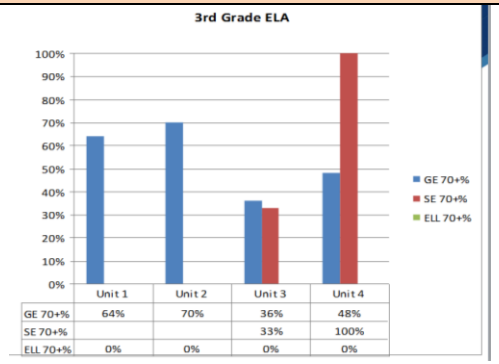
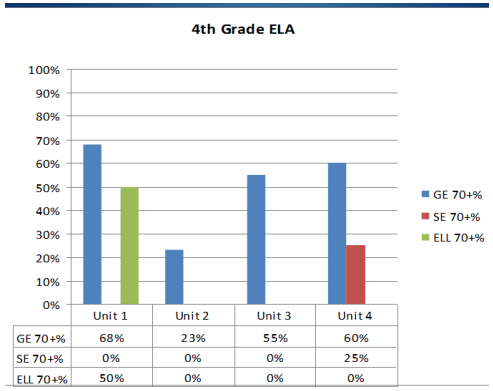
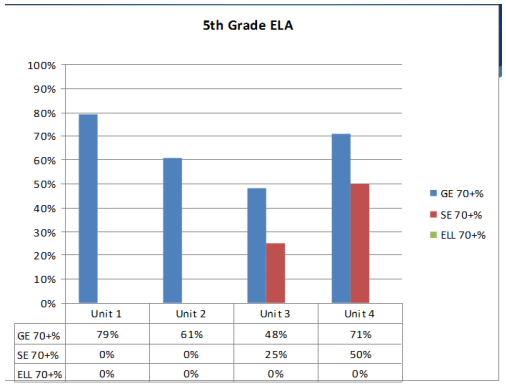
Student daily attendance for program was extremely low and impacted the overall results achieved.

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

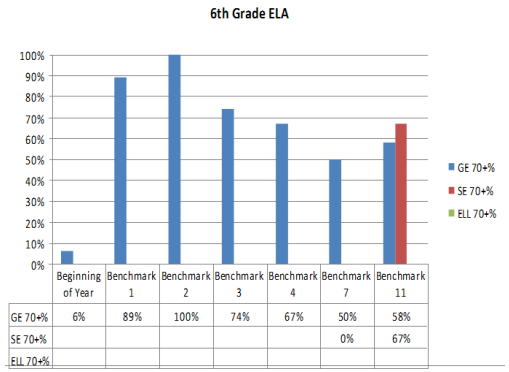
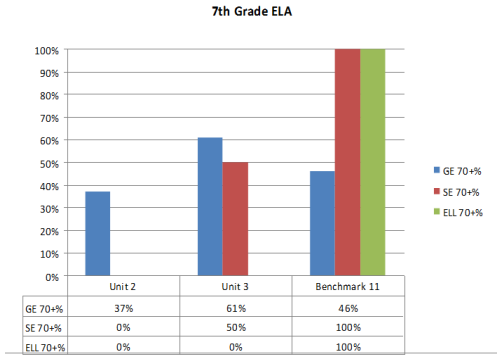
Extended Day/Year Interventions **Implemented in 2014-2015 to Address Academic Deficiencies**

Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Extended Day 60 minutes	ELA	Yes	Benchmark data; District Writing Assessments	 Unit 1 Unit 2 Unit 3 Unit 4 GE 70+% 67% 72% 84% 94% SE 70+% 0% 100% 100% 100% ELL 70+% 25% 50% 75% 75%  Unit 1 Unit 2 Unit 3 Unit 4 GE 70+% 60% 68% 82% 86% SE 70+% 0% 0% 20% 50% ELL 70+% 50% 50% 50% 100%

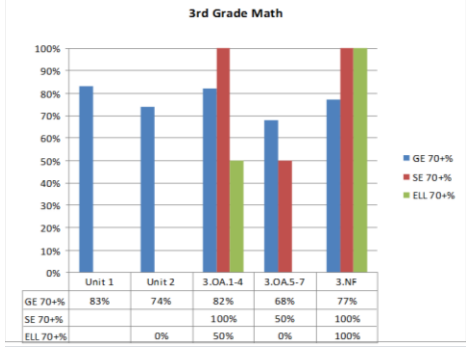
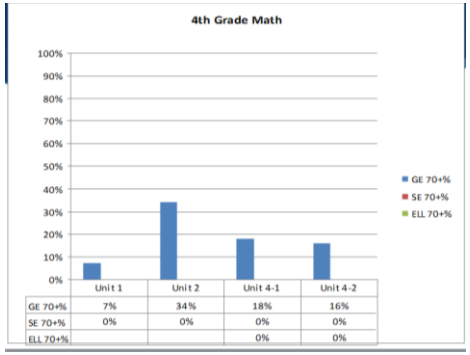
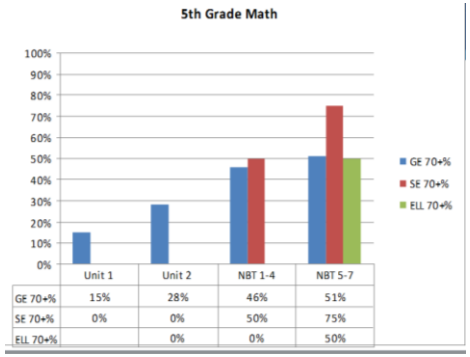
SCHOOLWIDE COMPONENT: EVALUATION ESEA 1114 (b)(2)(B)(iii)

	2	3	4	5
				 Unit 1 Unit 2 Unit 3 Unit 4 GE 70+% 64% 70% 36% 48% SE 70+% 33% 100% ELL 70+% 0% 0% 0% 0%  Unit 1 Unit 2 Unit 3 Unit 4 GE 70+% 68% 23% 55% 60% SE 70+% 0% 0% 0% 25% ELL 70+% 50% 0% 0% 0%  Unit 1 Unit 2 Unit 3 Unit 4 GE 70+% 79% 61% 48% 71% SE 70+% 0% 0% 25% 50% ELL 70+% 0% 0% 0% 0%

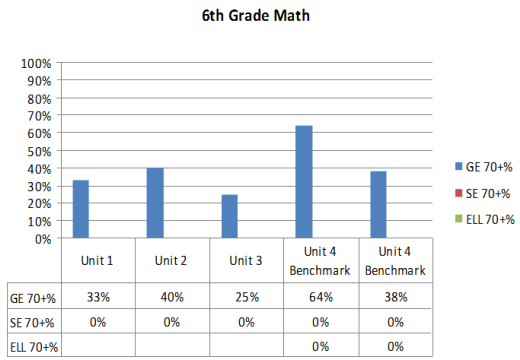
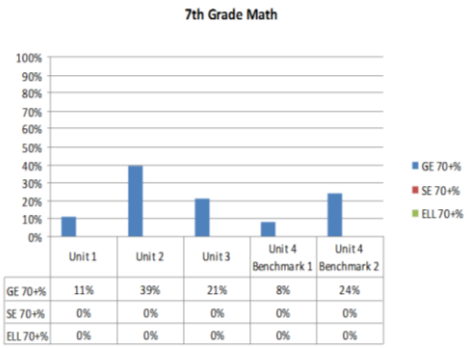
SCHOOLWIDE COMPONENT: EVALUATION ESEA 1114 (b)(2)(B)(iii)

	2	3	4	5
				 Beginning of Year / Benchmark 1 / Benchmark 2 / Benchmark 3 / Benchmark 4 / Benchmark 7 / Benchmark 11 GE 70+%: 6% / 89% / 100% / 74% / 67% / 50% / 58% SE 70+%: 0% / 67% ELL 70+%:  Unit 2 / Unit 3 / Benchmark 11 GE 70+%: 37% / 61% / 46% SE 70+%: 0% / 50% / 100% ELL 70+%: 0% / 0% / 100%

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

	2	3	4	5
Extended Day 60 minutes	Mathematics	Yes	Unit Assessments; Benchmark assessments	 Unit 1 Unit 2 3.OA.1-4 3.OA.5-7 3.NF GE 70+% 83% 74% 82% 68% 77% SE 70+% 100% 50% 100% ELL 70+% 0% 50% 0% 100%  Unit 1 Unit 2 Unit 4-1 Unit 4-2 GE 70+% 7% 34% 18% 16% SE 70+% 0% 0% 0% 0% ELL 70+% 0% 0%  Unit 1 Unit 2 NBT 1-4 NBT 5-7 GE 70+% 15% 28% 46% 51% SE 70+% 0% 0% 50% 75% ELL 70+% 0% 0% 50%

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

	2	3	4	5
				 Unit 1 / Unit 2 / Unit 3 / Unit 4 Benchmark / Unit 4 Benchmark GE 70+%: 33% / 40% / 25% / 64% / 38% SE 70+%: 0% / 0% / 0% / 0% / 0% ELL 70+%: / / / 0% / 0%  Unit 1 / Unit 2 / Unit 3 / Unit 4 Benchmark 1 / Unit 4 Benchmark 2 GE 70+%: 11% / 39% / 21% / 8% / 24% SE 70+%: 0% / 0% / 0% / 0% / 0% ELL 70+%: 0% / 0% / 0% / 0% / 0%
Extended Day 60 minutes	Students with Disabilities	Yes	Unit Asssessments; Benchmark data	Please see data provided above for ELA and Math as subgroup data is detailed within the graphs presented.
Extended Day 60 minutes	ELLs	Yes	Unit Asssessments; Benchmark data	Please see data provided above for ELA and Math as subgroup data is detailed within the graphs presented.

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

Evaluation of 2014-2015 Interventions and Strategies

Professional Development **Implemented in 2014-2015**

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Analyzing Data	ELA/Math General Education and Special Education	Yes	Common Planning Time minutes; Data Team minutes; ScIP minutes, SMT minutes;	100% of teachers completed their data trackers. 75% of common planning time showed data analysis.
Observation tool (TeachScape/Danielson Model)	All staff	Yes	Walk Throughs; Observations; ScIP minutes; Post conferences	100% of post observations reviewed the rubric.
Read 180/Systems 44	ELA with Special Education and Gen Ed	Yes	SRI benchmark assessments;	Please see data charts provided on pgs.19 - 20
CCSS and PARCC	ELA and Math; General and Special Education	Yes	Common Planning Time; Model Curriculum; Lesson plans; Walk Throughs	100% of staff stated that the professional development for CCSS was relevant to their assignment

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

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
District Family Academic Evenings	ELA, Science, ESL and Math	Yes	Parent attendance sheets	Attendance was low but there was attendance for the academic nights
Winter/Spring Concerts	Visual and Performing Arts; ELA	Yes	Audience Attendance and student participation	Audience attendance was high due to incorporating several grades across the school for concerts

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

1	2	3	4	5
District Academic Competitions	Priority Areas	Yes	Audience Attendance and student participation	10% increase in competitions
Kindergarten Orientation	Priority Areas	Yes	Parent sign in sheets	Attendance maintained the same level as previous year
Open House	Priority Areas	Yes	Parent sign in sheets	Attendance maintained the same level as previous year
Career Day & College Awareness Week	Priority Areas	Yes	Parent sign in sheets	Increased community involvement based upon sign in sheets and participation.
Marking Cycle Awards Assembly	Priority Areas	Yes	Parent sign in sheets and audience attendance	Observation of attendance at event; Attendance sheets not utilized at event so general observation is utilized.
Special Family events: Princess Night	Community and Family Engagement	Yes	Parent sign in sheets	Increase in mother/daughter event of about 30%
Art Shows within School and local Community setting	Visual Art	Yes	Audience attendance and student participation	Observation of attendance at event; Attendance sheets not utilized at event so general observation is utilized.
Heywood Alumni Day	Community and Family Engagement	Yes	Student sign-in sheets and student participation	New event added this year to generate interest in pursuing higher education opportunities
Coffee with the Principal	Community and Family Engagement	Yes	Parent sign-in sheets	Newly added this school year; averaged 4 – 5 parents at each session
Black History Program and Multicultural Day celebrations	Community and Family Engagement; ELA and Visual and Performing Arts	Yes	Audience Attendance and student participation	Observation of attendance at event; comments from parents, students and staff on how they enjoyed each program

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

Principal's Certification

The following certification must be completed by the principal of the school. 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.

X ❑ I certify that the school's stakeholder/school wide committee conducted and completed the required Title I school wide 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.

Faith Alcantara		June 29, 2015
Principal's Name	**Principal's Signature**	**Date**

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

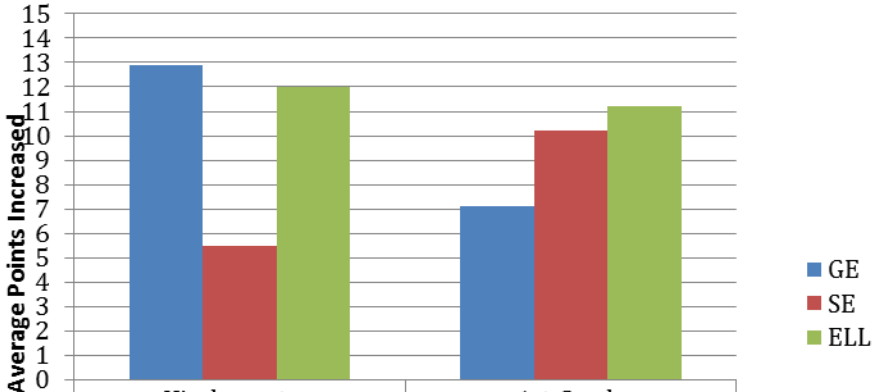
ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in s1309(2)] . . . that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in s1111 (b)(1) "

2015-2016 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	• Quarterly Benchmark Assessments • 2014 NJASK Results • Read 180 • iRead • System 44	• Data Review with staff via School management Team Meetings & Bi-monthly staff meetings. • NJASK Scores will be analyzed to measure student growth and inform instruction as measured by Data team minutes and Common Planning Time Minutes to obtain a 10% increase in students' scores • 8/8 Monthly Data Team Meetings to inform instruction and professional development • Review of Read 180, System 44, & iRead Data (Ex: Lexile Level Growth) to show a minimum of 200 point Lexile increase. • Please see data provided on pgs. 22 - 24

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		 Kindergarten / 1st Grade GE: 12.9 / 7.1 SE: 5.5 / 10.2 ELL: 12 / 11.2
Academic Achievement - Writing	• Quarterly Benchmark Assessments • 2014 NJASK Results	• Data Review with staff via School management Team Meetings & Bi-monthly staff meetings. 100% Common Planning Time Minutes will reflect instructional strategies proposed and employed as a result of data analysis. • NJASK Scores will be analyzed to measure student growth and inform instruction as measured by Data team minutes and Common Planning Time Minutes to obtain 10% increase in students' scores • Monthly Data Team Meetings to inform instruction and professional

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		development • Please see data provided on pgs. 22 - 24
Academic Achievement - Mathematics	• Quarterly Benchmark Assessments • 2014 NJASK Results • Math 180	• Data Review with staff via School management Team Meetings & Bi-monthly staff meetings. Common Planning Time Minutes will reflect instructional strategies proposed and employed as a result of data analysis. • NJASK Scores will be analyzed to measure student growth and inform instruction to show a 10% increase in students' scores. • Monthly Data Team Meetings • Math 180 Data • Please see data provided on pgs. 25 - 26
Family and Community Engagement	• Parent attendance at school events (i.e. Back---to---School Night, Parent Teacher Conferences, Award Assemblies, Winter & Spring Concerts, Kindergarten & Grade Seven Moving Up Ceremonies, Field Day) • Attendance and participation At district events (Ex: Writers Festival, District Science Fair, Spelling Bee)	Attendance at school and community events will monitored for students and parents to show an increase of 10%. Parents and the community will be invited to participate in events such as academic nights to encourage family and community engagement and will be measured with attendance sheets to show an increase of 10% attendance. The results of the Fall and Spring Parent Surveys showed significant increases in the number of parents that that either strongly agreed or agreed with the statement that the school performs well academically overall 90% of respondents in the Spring. Additionally, 85% of respondents in the Spring regarding parents strongly agreeing or agreeing that the school is succeeding at preparing children for college and careers.
Professional Development	• Professional Development Evaluations • SCiP Committee	• Professional development evaluation data via My Learning Plan to show that attendees evaluated the professional development as useful • ScIP Committee meeting minutes to analyze effective ratings for staff

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		with 80% staff obtaining this rating.
Students with Disabilities	• Quarterly Benchmark Assessments • 2014 NJASK Results • Read 180 • iRead • System 44	• Quarterly Data Review with staff via School management Team Meetings & Bi-monthly staff meetings. • NJASK Scores will be analyzed to measure student growth and inform instruction as measured by Data team minutes and Common Planning Time Minutes • Monthly Data Team Meetings to inform instruction and professional development • Review of Read 180, System 44, & iRead Data (Ex: Lexile Level Growth) • Please see data provided on pgs. 19 - 26
English Language Learners	• Quarterly Benchmark Assessments • 2014 NJASK Results • WIDA Test	• Quarterly Data Review with staff via School management Team Meetings & Bi-monthly staff meetings. • NJASK & WIDA Scores will be analyzed to measure student growth with a 10% increase in English proficiency and inform instruction as measured by Data team minutes and Common Planning Time Minutes • Monthly Data Team Meetings to inform instruction and professional development • Please see data provided on pgs. 19 - 26
Economically Disadvantaged	• Quarterly Benchmark Assessments • 2014 NJASK Results • Read 180 • iRead • System 44 • Math 180	• Quarterly Data Review with staff via School management Team Meetings & Bi-monthly staff meetings. • NJASK Scores will be analyzed to measure student growth and inform instruction as measured by Data team minutes and Common Planning Time Minutes • Monthly Data Team Meetings to inform instruction and professional development • Review of Read 180, System 44, Math 180 & iRead Data (Ex: Lexile Level Growth) Data showed that 75% of students enrolled in Read 180 increased 1.4 years of Lexile growth.

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		• Please see data provided on pgs. 19 - 26
School Climate and Culture	• Parent Survey • Staff Survey • Attendance Data	• Bi-Yearly Surveys will be administered to analyze perception of school culture to show an increase of 10% with effective rating. • The results of the Fall and Spring Parent Surveys showed significant increases in the number of parents that that either strongly agreed or agreed with the statement that the school performs well academically overall.
Leadership	• Parent Survey • Staff Survey	• Bi-Yearly Surveys will be administered to measure leadership perception. 100% of the staff surveyed has the perception that overall functioning and instructional effectiveness of the school.
School-Based Youth Services	• I&RS Team Data • Counseling Data • Student Attendance Data • Discipline Data • Conduct & HIB Reports	• Analysis of data trends

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

2015-2016 Needs Assessment Process*

Narrative

1. What process did the school use to conduct its needs assessment? Per state guidelines and expectations, the School Management Team, Data Team, and School Improvement Panel meet once a month to review school data. The School Management Team in collaboration with the Data Team and with support from the School Improvement Plan (ScIP) reviewed data from the Model Curriculum Assessments, District Writing Assessments, Parent Surveys, Student Surveys, Staff Surveys, and other sources of data to analyze student achievement, parent perceptions, and staff perceptions.
2. What process did the school use to collect and compile data for student subgroups? The school looked at data from the special education population. Ongoing data was available throughout the year for these students through the Read 180 and Systems 44 program. Teachers were able to track their progress and receive data on how lexile levels of students were increasing throughout the year. General education and special education students also participated in the Math 180 program, where data was tracked to determine how students were meeting the standards for math. The Rosetta Stone Program was used to compile data for ELLs.
3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? [1] The school analyzes data from classroom walkthroughs and formal observations of teachers in the classroom to determine what the needs of the school are for the following year. The data from all of these sources is compiled to determine strengths and weaknesses of the teachers as a whole.
4. What did the data analysis reveal regarding classroom instruction? The data from classroom observations revealed that teachers need additional support in increasing student engagement in the classroom and designing student assessments.

[1] Definitions taken from Understanding Research Methods" by Mildred Patten
Patten, M. L. (2012). Understanding Research Methods. Glendale, California: Pyrczak Publishing

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

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? The data revealed that the majority of the staff members thought the professional development was valuable and helped them improve instruction in their classroom.

6. How does the school identify educationally at-risk students in a timely manner? The school looks at state testing scores, benchmark assessment scores, student portfolios, and report cards to determine which students are struggling academically.

7. How does the school provide effective interventions to educationally at-risk students? The school provides after school tutoring for students who are struggling academically. The after school program consists of additional programs to target students who are in serious need of remediation in ELA. The additional programs that are offered to these students are Read 180 and Systems 44.

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

9. How does the school address the needs of homeless students? At this time, we have no homeless students. However, we offer a free breakfast program to students when they come to school in the morning. The school also participates in a food program. Teachers recommend students for this program based on classroom observation of students. Parents may also contact the school if they would like to participate in the program due to financial difficulties. This program provides food for students to take home every Friday to ensure they have food for the weekend.

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 collaborate with one another during common planning time to discuss academic assessments and how they address the standards that are being taught. Teachers also work with colleagues in other schools within the district to discuss curriculum and how they can ensure it is aligned properly with Common Core Standards.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high school?. PreK to Kindergarten students visit the classrooms and meet the teachers prior to starting the new school year. Parents of PreK students are also encouraged to attend the Kindergarten Orientation to introduce them to the Kindergarten program and

expectations. For 7th graders moving into the 8th grade Academy school, an orientation in provided for them regarding the program, facilitates, and expectations.

12. How did the school select the priority problems and root causes for the 2014-2015 school wide plan? Priority problems were selected through analyzing data from Benchmark Unit Test results, Read 180 Program Results, and Systems 44. This data gave teachers the opportunity to identify areas of weakness and strength for students. State testing scores from the previous school year also helped to determine these priority areas.

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

2015-2016 Needs Assessment Process

Description of Priority Problems and Interventions to Address Them

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

<table>
<tr><th></th><th>#1</th><th>#2</th></tr>
<tr><td>Name of priority problem</td><td>CLOSING THE ACHIEVEMENT GAP – Grades 3-7 LANGUAGE ARTS LITERACY AND STUDENTS WITH DISABILITIES AND ELLs.</td><td>CLOSING THE ACHIEVEMENT GAP – GRADE 3- 7 MATHEMATICS AND STUDENTS WITH DISABILITIES AND ELLs.</td></tr>
<tr><td>Describe the priority problem using at least two data sources</td><td>Students are not mastering the CCSS in ELA in Grade 3-7 as measured by NJASK and Benchmarks.
<table>
<tr><th>Grade/Subject</th><th>Number Tested</th><th>Advanced (%)</th><th>Proficient (%)</th><th>Partially (%)</th></tr>
<tr><td>3/LAL</td><td>50</td><td>4</td><td>44</td><td>46</td></tr>
<tr><td>3/Math</td><td>50</td><td>26</td><td>30</td><td>38</td></tr>
<tr><td>4/LAL</td><td>56</td><td>0</td><td>35</td><td>61</td></tr>
<tr><td>4/Math</td><td>56</td><td>20</td><td>43</td><td>33</td></tr>
<tr><td>4/Science</td><td>56</td><td>22</td><td>61</td><td>12</td></tr>
<tr><td>5/LAL</td><td>53</td><td>0</td><td>49</td><td>47</td></tr>
<tr><td>5/Math</td><td>53</td><td>13</td><td>51</td><td>32</td></tr>
<tr><td>6/LAL</td><td>46</td><td>2</td><td>51</td><td>47</td></tr>
<tr><td>6/Math</td><td>46</td><td>12</td><td>62</td><td>26</td></tr>
<tr><td>7/LAL</td><td>40</td><td>3</td><td>35</td><td>59</td></tr>
<tr><td>7/Math</td><td>40</td><td>5</td><td>38</td><td>54</td></tr>
</table></td><td>Students are not mastering the CCSS in Mathematics in Grade 3- 7 as measured by NJASK and Benchmarks.
<table>
<tr><th>Grade/Subject</th><th>Number Tested</th><th>Advanced (%)</th><th>Proficient (%)</th><th>Partially (%)</th></tr>
<tr><td>3/LAL</td><td>50</td><td>4</td><td>44</td><td>46</td></tr>
<tr><td>3/Math</td><td>50</td><td>26</td><td>30</td><td>38</td></tr>
<tr><td>4/LAL</td><td>56</td><td>0</td><td>35</td><td>61</td></tr>
<tr><td>4/Math</td><td>56</td><td>20</td><td>43</td><td>33</td></tr>
<tr><td>4/Science</td><td>56</td><td>22</td><td>61</td><td>12</td></tr>
<tr><td>5/LAL</td><td>53</td><td>0</td><td>49</td><td>47</td></tr>
<tr><td>5/Math</td><td>53</td><td>13</td><td>51</td><td>32</td></tr>
<tr><td>6/LAL</td><td>46</td><td>2</td><td>51</td><td>47</td></tr>
<tr><td>6/Math</td><td>46</td><td>12</td><td>62</td><td>26</td></tr>
<tr><td>7/LAL</td><td>40</td><td>3</td><td>35</td><td>59</td></tr>
<tr><td>7/Math</td><td>40</td><td>5</td><td>38</td><td>54</td></tr>
</table></td></tr>
<tr><td>Describe the root causes of the problem</td><td>Continuous need for job-embedded coaching, demonstration, and mentoring in best practices English language arts instructional techniques.</td><td>Continuous need for job-embedded coaching, demonstration, and mentoring in best practices mathematics instructional techniques.</td></tr>
<tr><td>Subgroups or populations addressed</td><td>Partially Proficient – General Education, Special Education Students, ELL</td><td>Partially Proficient – General Education, Special Education Students, ELL</td></tr>
</table>

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

Related content area missed (i.e. ELA, Mathematics)	Language Arts	Mathematics
Name of scientifically research based intervention to address priority problems	Balanced Literacy (Reader's Workshop, Word Study, Writer's Workshop) Learning Centers Differentiated Instruction Literacy Workshops Reading Comprehension Strategies Lucy Caulkins Unit of Study Study Island Read 180 Systems 44	Math In Focus Go Math Connected Math Math 180 Cooperative Learning Hands-On/Manipulative Based Learning Learning Centers Differentiated Instruction
How does the intervention align with the Common Core State Standards?	All programs and strategies are directly aligned with CCSS indicators at the appropriate grade level.	Math In Focus, Connected Math, Go Math and Math 180 are focused curricula, with each standard being fully developed and mastered at the appropriate grade level according to the CCSS.

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

2014-2015 Needs Assessment Process

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

<table>
<tr><th></th><th>#3</th><th>#4</th></tr>
<tr><td>Name of priority problem</td><td>CLOSING THE ACHIEVEMENT GAP – GRADE 5- 7 LANGUAGE ARTS LITERACY AND STUDENTS WITH DISABILITIES</td><td></td></tr>
<tr><td>Describe the priority problem using at least two data sources</td><td>
<table>
<tr><th>Grade/Subject</th><th>Number Tested</th><th>Advanced (%)</th><th>Proficient (%)</th><th>Partially (%)</th></tr>
<tr><td>3/LAL</td><td>50</td><td>4</td><td>44</td><td>46</td></tr>
<tr><td>3/Math</td><td>50</td><td>26</td><td>30</td><td>38</td></tr>
<tr><td>4/LAL</td><td>56</td><td>0</td><td>35</td><td>61</td></tr>
<tr><td>4/Math</td><td>56</td><td>20</td><td>43</td><td>33</td></tr>
<tr><td>4/Science</td><td>56</td><td>22</td><td>61</td><td>12</td></tr>
<tr><td>5/LAL</td><td>53</td><td>0</td><td>49</td><td>47</td></tr>
<tr><td>5/Math</td><td>53</td><td>13</td><td>51</td><td>32</td></tr>
<tr><td>6/LAL</td><td>46</td><td>2</td><td>51</td><td>47</td></tr>
<tr><td>6/Math</td><td>46</td><td>12</td><td>62</td><td>26</td></tr>
<tr><td>7/LAL</td><td>40</td><td>3</td><td>35</td><td>59</td></tr>
<tr><td>7/Math</td><td>40</td><td>5</td><td>38</td><td>54</td></tr>
</table>
Grade 5-7 Read 180 and System 44 Special Education students' Lexile Scores are below grade level based upon the SRI (Scholastic Reading Inventory) and NJASK data.
</td><td></td></tr>
<tr><td>Describe the root causes of the problem</td><td>Expectations for number of pages read per day have not been established. Student written accountability needs more organization and requires better implementation.</td><td></td></tr>
<tr><td>Subgroups or populations addressed</td><td>Special Education Students Grades 5-7</td><td></td></tr>
</table>

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

Related content area missed	English Language Arts	
Name of scientifically research based intervention to address priority problems	Read 180 System 44	
How does the intervention align with the Common Core State Standards?	*READ 180* Next Generation includes rigor, writing, nonfiction, and independent practice with text in order to ensure that struggling readers have an explicit and accelerated path to college and career readiness. The Common Core State Standards call for a carefully calibrated "staircase" of text complexity. Each student should be reading text that grows in complexity as the school year progresses, and grows in complexity from grade to grade. Read 180 addresses this staircase scaffolding. This is an RtI that is align to Common Core.	

SCHOOLWIDE COMPONENT: Reform Strategies ESEA s(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** (from IES Practice Guide or What Works Clearinghouse)
Math 180	Mathematics	6-7th grade	Zero Period Math Teachers	NJASK, Pre/Post Assessments, SMI reports Expected Growth 10%	http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=571 What Works Clearinghouse http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=16
Read 180	ELA	4th-7th grade	Read 180 teachers	APA, System 44, NJASK Pre/Post Assessments, SRI reports Expected Growth 10%	http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=571 What Works Clearinghouse
System 44	ELA	Targeted 4th-7th graders	Extended Day teacher	Pre/Post Assessments, SPI reports Expected Growth 10%	http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=406 What Works Clearinghouse
Vocabulary/Spelling City	ALL	K-7	Grades K-7 Teachers	Pre/Post Assessments; Usage data reports Expected Growth 10%	http://www.spellingcity.com/training-videos-faq.html http://ies.ed.gov/ncee/wwc/ReviewedStudies.aspx?q=sid=546%20ctid=1&f What Works Clearinghouse

SCHOOLWIDE COMPONENT: Reform Strategies ESEA s(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** (from IES Practice Guide or What Works Clearinghouse)
Solo Unlimited, Assistive Technology	Writing in all content areas	K-7	Grades K-7 Teachers	Pre/Post Writing Assessments; Writing portfolios Expected Growth 10%	http://mits.cenmi.org/Portals/4/Documents/SummerInstitute/2010/SOLO 2010INFO.pdf
Rosetta Stone	ALL	K-7 ELL population	ESL Teachers, ESL Supervisor, Administrators	Data reports from Rosetta Stone, NJASK ELL subgroup data Benchmark Assessments Expected Growth 10%	http://www.Sheltered English Instructioninstitute.net/about.html http://ies.ed.gov/ncee/wwc/reports/english_lang/Sheltered English Instruction/index.asp
iRead	ELA	K-2 At-risk students; Students with disabilities	K-3 teachers in general education and special education, Technology coordinator, Administration		http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=406 http://teacher.scholastic.com/products/iread/early-education-research/ http://teacher.scholastic.com/products/iread/pdfs/iRead_ResearchFoundation_2013.pdf

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA s(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 (from IES Practice Guide or What Works Clearinghouse)
Extended Day program	ELA and Math	1-7	Administration, teachers, and parents	10 % Increase in the remediated content areas on post Assessments	Anecdotal Records, Observations, Parent Evaluations, Student Assessment Data http://ies.ed.gov/ncee/wwc/quickreviewsum.aspx?sid=34
Read 180/Systems 44	ELA	Students with Disabilities	Administration and teachers and parents	Typical growth pattern for SRI and SPI	http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=406
Rosetta Stone	ELA	ELLs	Administration, teachers, and parents	10 % Increase in the remediated content areas on post Assessments	http://ies.ed.gov/ncee/wwc/documentsum.aspx?sid=248
*Math 180 – Zero Period	Math	6-7	Teachers Principal	10% increase in the remediated content areas on post assessments	Anecdotal Records, Observations, Parent Evaluations, Student Assessment Data http://ies.ed.gov/ncee/wwc/quickreviewsum
Extended School Year ESY	ELA Math	SE Students	Teacher Principal Director of Special Services	10 % Increase in the remediated content areas on post Assessments	Anecdotal Records, Observations, Parent Evaluations, Student Assessment Data http://ies.ed.gov/ncee/wwc/quickreviewsum.aspx?sid=34

*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.

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Lucy Caulkins Unit of Study	ELA	K-7 General Education and Special Education	All staff	1 point increase on writing rubric	http://ies.ed.gov/ncee/wwc/documentsum.aspx?sid=244
*Math in Focus: Singapore Math	Mathematics	K-5 General Education and Special Education	Math department-administration, teacher		http://ies.ed.gov/ncee/wwc/ReviewedStudies.aspx?q=sid=530%20ctid=1&f=
Student Growth Objectives	ALL	Teachers, Administrators	Administration District	Pre and Post Assessments; Observations and Evaluations	http://ies.ed.gov/ncee/wwc/quickreview.aspx?sid=221 http://www.state.nj.us/education/AchieveNJ/
*Go Math	Math	SE Teachers	District Directors Supervisors Principal Teachers	Observations and Evaluations Pre/Post Test Assessments Lesson Plans	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=18 What Works Clearinghouse http://www.hmhco.com/shop/education-curriculum/math/elementary-mathematics/go-math-k-8

*Use an asterisk to denote new programs.

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

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

Evaluation of Schoolwide Program

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

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

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? The School Management Team (SMT) with support from the Data Team and School Improvement Committee (ScIP) will be evaluate the schoolwide program through the review of Walkthroughs, Observations, Evaluations and analyzing student data.
2. What barriers or challenges does the school anticipate during the implementation process? The challenge that is anticipated is the adequate amount of time to teach the skills for the mastery level before moving onto the next area of content or skill area. Another challenge is the parental support for the academic standards set forth for CCSS with authentic projects and homework to reinforce and solidify skills for mastery.
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? The school will continue obtain buy-in from the following stakeholders….

   Staff: Faculty Academies as a platform for professional support, common planning times for collaboration and data analysis amongst staff,

   Parents: parental academic workshops,

Students: Academic success recognition for improvements

4. What measurement tool(s) will the school use to gauge the perceptions of the staff? Staff surveys, PLCs , Common Planning time minutes and meetings, and open communication will be used to gauge the perceptions of staff.
5. What measurement tool(s) will the school use to gauge the perceptions of the community? Community surveys, parent/teacher conferences, PTA meetings, etc., will be used to gauge the perceptions of the community.
6. How will the school structure interventions? Interventions will be structured by the team of teachers (Resource and General Education), classroom teacher, or Special Education teacher as needed, based on a review of data from teacher, school, and district assessments. Increasing the use of differentiated instruction method will allow teachers to scaffold learning and activities.
7. How frequently will students receive instructional interventions? Instructional interventions will be a part of the daily routine of teachers, as differentiation of instruction is a required delivery method in classrooms. More intensive interventions will be provided in Afterschool Academy and small group instruction. Math 180 is a zero period with 45 minutes, Read 180 is 45 minutes 5 days a week, iRead is embedded daily, and SOLO as needed.
8. What resources/ technologies will the school use to support the schoolwide program? Technology will continue to be a vital part of the academic program. The use of different software and internet-based programs, MacBook Airs, Study Island, Microsoft Office Suite Products, Read 180, iRead, Math 180, Genesis Lesson Planner, My Learning Plan, Genesis Gradebook, Schoolwires, SMART Technologies, iPads, Chrome., etc. and more, will allow teachers to expand learning beyond the textbook and will allow students to interact with different learning structures. After reviewing observation data from the ScIP, student engagement data will be addressed through the use of Chromebooks, Google Drive and Google Classroom, Interactive Smartboards, and Smart Student Responders.
9. What quantitative data will the school use to measure the effectiveness of each intervention provided? Data Trackers from assessments, NJASK/PARCC scores, observation and walk through data reports from Teachscape (the district evaluation tool) and monitoring students with intensive interventions will be used to measure the effectiveness.
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? The School Management Team, Data Team, and School Improvement Committee (ScIP) will provide Information on program evaluation

through Common Planning times, Faculty Academies, Subcommittee meetings, data charts for students, parents, and staff to view, and monthly newsletter to parents.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT s1114(b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with s1118 . . . such as family literacy services

Research continues to demonstrate that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans 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	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Open House	Priority Areas	Parents Guardians	All stakeholders	Increase in Parental Awareness and Student Achievement	http://ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf
Career & College Readiness Day: PARCC	Priority Areas	Parents Guardians	All stakeholders	Increase in Parental Awareness and Student Achievement	http://ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf
Marking Cycle Awards Assembly	Priority Areas	Parents Guardians Students	All stakeholders	Increase in Parental Awareness and Student Achievement	http://ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf
Family Academic Evenings	Priority Areas	Parents Guardians Students	All stakeholders	Increase in Parental Awareness and Student Achievement	http://ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf
Special Parent Meetings	Priority Areas	Parents Guardians	All stakeholders	Increase in Parental	http://ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT s1114(b)(1)(F)

Content Area Focus	Target Population	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
				Awareness and improving student social interactions among one another	
*Parent Academy	Priority Areas	Parents Guardians	All stakeholders	Increase in Parental Awareness and improving student social interactions among one another. 3 Members of the Parent Academy team	http://ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT s1114(b)(1)(F)

2014-2015 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? There are programs put into place to address behavior concerns for specific students. Programs such as Sister to Sister, Boys to Men, Heywood Hands, Safety Patrol, Student Council, and the National Junior Honor Society. These programs help to foster personal development in students and give them the opportunity to reach out to their community in a positive way.
2. How will the school engage parents in the development of the written parent involvement policy? Parents will be encouraged to attend SMT Meetings and PTA meetings where they can provide input about the parent involvement policy. If parents have any suggestions to improve the parent involvement policy, they can be addressed during any of these meetings and brought to the attention of the school administrator, who when then work alongside the staff to address those concerns.
3. How will the school distribute its written parent involvement policy? The school will distribute this policy in paper to all parents at the beginning of the year to ensure they are aware of the policy. This policy will also be available on the school's website for parents to access.
4. How will the school engage parents in the development of the school-parent compact? Parents are welcome to attend SMT Meetings and PTA meetings where they can provide input about any school policies that may need to be revisited. If parents have

any suggestions that relate to Home-School Compact they can be addressed during any of these meetings and brought to the attention of the school administrator, who when then work alongside the staff to address those concerns.

5. How will the school ensure that parents receive and review the school-parent compact? The Home-School compact will be sent home to all parents with a parent signature sheet. The sheet must be returned to their child's classroom teacher stating that they have read and understand the school-parent compact and agree to the terms. If it is not returned it is the classroom teacher's responsibility to contact the parent to ensure they received it and send back the parent signature sheet. The school administrator will ensure all teachers have 100% return on these forms.

6. How will the school report its student achievement data to families and the community? When PARCC provides their results, all results will be sent home with all students requesting a parent signature, so the teacher knows it was received. The school administrator will ensure there is 100% return on parent signatures. They will also be informed that the information is available on the state of New Jersey's website.

7. How will the school notify families and the community if the district has not met its annual measurable objectives (AMAO) for Title III? The school will have this information available on the school district's website to ensure all parents have access to it. They will be able to view the initial plan that was put into place and see whether or not the district has met the objectives.

8. How will the school inform families and the community of the school's disaggregated assessment results? This information will be available on the state of New Jersey's website for parents to review. It will also be communicated during important parent

meetings, such as the PTA . Teachers will also hold important meeting, where parents are able to gain more information about the curriculum and the progress of the students on state assessments.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? The school will have a parent participate in the SMT, which is heavily involved in putting the Schoolwide Plan together. All parents are also welcome to attend any of the SMT meetings that are scheduled throughout the year to provide any input they feel is necessary to the improvement of the school.

10. How will the school inform families about the academic achievement of their child/children? All teachers will maintain contact with the parents of their students throughout the year, ensuring they keep a log of all of their communication about academic progress. Teachers will ensure grades are up to date in Genesis, which is the system used by the district to input grades and generate important reports. Parents have access to Genesis, where they can view their child's grades on assignments/tests from each of their classes. Progress reports are sent home quarterly to give information about their child's progress half way through the marking cycle. If a child is performing below level at this time, the teacher must have a conference with the parent to review the concerns and implement a plan to assist the child and parent throughout the remainder of the marking cycle. Report cards are sent home quarterly as well and all parents are required to attend 2 parent teacher conferences throughout the year for report cards. Parents are also allowed to schedule conferences throughout the year at other times with their child's teacher if there are any academic concerns.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT s1114(b)(1)(F)

11. On what specific strategies will the school use its 2015 - 2016 parent involvement funds? Family Academic nights will be supported with the 2015-2016 parent involvement funds.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA s(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 section 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	31 100%	Continuous PD to improve/maintain best practices. Mentoring will be provided to retain new staff members to the district in accordance with the district and state mentoring plan.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by ESEA (education, passing score on ParaPro test)	10 100%	Continuous PD along with Classroom Teacher to maintain best practices in classrooms.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, passing score on ParaPro test)*		

* The district must assign these 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 s(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 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
1) Advertisement in the Star Ledger (local newspaper) and their website 2) Advertisement in an additional national website called Edunet 3) Attendance at New Jersey College and University Job Fairs 4) Contracted with Applitrack which allows applicants to submit one application to multiple districts 5) Contracted with Source4Teachers which is not only a Substitute Service but also recommends long term substitutes for consideration of permanent positions. 6) District Job Fair	**Human Resources department**