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: WOODBURY CITY PUBLIC SCHOOLS	School: Evergreen Avenue School
Chief School Administrator: JOSEPH JONES	Address: 25 N. Evergreen Ave. Woodbury, NJ 08096
Chief School Administrator's E-mail: josephjones@woodburysch.com	Grade Levels: PreK-5
Title I Contact: Vincent Myers	Principal: Dr. Jason Vivadelli
Title I Contact E-mail: vmyers@woodburysch.com	Principal's E-mail: jvivadelli@woodburysch.com
Title I Contact Phone Number: 856-853-0124 x511	Principal's Phone Number: 856-853-0125 X142

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.

X 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.

Dr. Jason Vivadelli	Vivadelli	June 30, 2015
Principal's Name (Print)	**Principal's Signature**	**Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

Critical Overview Elements

- The School held eight(number) of stakeholder engagement meetings.
- State/local funds to support the school were $ 27,420,157, which comprised 94% of the school's budget in 2014-2015.
- State/local funds to support the school will be $ 27,545,783, which will comprise 94% 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
AVID	1, 2, 3		200-300	3000
STEM	1, 2, 3		100-600	12,600
Academic Support	1, 2		100-100	108,120
Summer School	1, 3		100-100	16,513

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
Dr. Jason Vivadelli	Principal	X	X	X	On File
Paige Hansberry	Teacher	X	X	X	On File
Kylie Pringle	Teacher	X	X	X	On File
Donielle Wesley	PTO	X	X	X	On File
Trinna Savage	Teacher	X	X	X	On File
Tameka Council	Parent	X	X	X	On File
Ellen Reyes	Parent	X	X	X	On File
Crystal Ramirez	Social Worker	X	X	X	On File
Marissa Cleminson	Secretary	X	X	X	On File
Dawn Seigel	Teacher	X	X	X	On File

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
August 2014	Evergreen Ave School	Summer Planning	X		X	
November 11, 2014	Evergreen Ave School	Needs Assessment	X		X	
December 9, 2014	Evergreen Ave School	PAC/Plan Development	X		X	
January 13, 2015	Evergreen Ave School	PAC/Plan Development	X		X	
February 10, 2015	Evergreen Ave School	ScIP	X		X	
March 10, 2015	Evergreen Ave School	PAC/Plan Development	X		X	
April 14, 2015	Evergreen Ave School	PLC/Program Evaluation	X		X	
May 12, 2015	Evergreen Ave School	PLC/Plan Development	X		X	
June 2015	Evergreen Ave School	Summer Planning/Plan Development	X		X	

***Add rows as necessary**.

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

School's Mission

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

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

What is the school's mission statement?	Woodbury envisions being the best at being leaders in personalizing education… Evergreen Ave. School is committed to increasing student achievement by: • Closing the achievement gap with proven and innovative strategies and activities • Improving teacher quality with PD opportunities and coaching support • Developing close relationships with students through Responsive Classroom • Building a bridge between school, home and community

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

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

Evaluation of 2014-2015 Schoolwide Program *

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

1. Did the school implement the program as planned?

   Yes. We have a handbook outlining the Title I program.

2. What were the strengths of the implementation process?

   Instructional assistants have been in place for nine years. We continue to tweak the program to be more effective. With the schoolwide status, the instructional assistants are now able to better serve the entire population, as needed.

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

   Not all students have participated in the afterschool tutoring. Even with extensive advertising, attendance seems to dwindle as the school year progresses.

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

   Instructional support. All classes have IA support. K-1 has one 29 hr/week IA and grades 2-5 utilize an IA for 14.5 hours/week.

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

   We hold monthly PLC meetings evaluating data and discussing ways to improve performance. Quarterly Principal Advisory Committee meetings take place with parents for the same purpose. Additionally, we now have weekly ScIP meetings comprised of a leadership team of teachers who discuss the school wide plan as well.

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

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

We have created crosswalks demonstrating how our current programs (Title I funded or not) directly correlate with the vision of the State. So much of what is already implemented correlated with the goal of creating college ready students. Staff members were pleased to see this direct correlation.

7. What were the perceptions of the community?

   After reviewing data, stakeholders were pleased. When shifting to a standards based report card, parents were initially skeptical. After further explanation as to how this can lead us to doing a better job personalizing education, they were pleased. Our goal is to become more flexible in placements and place students K-5 in classes that better meet their individual needs.

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

   Technology Infusion—1-to-1 Chromebook initiative and iPad carts were infused throughout. Every student had multiple opportunities throughout the year to work on the new technology both within the schedule and during alternate times as scheduled by their teachers.
   Instructional Support—small group, push in, individualized, when needed
   Tutoring—after school grade level groups
   AVID—whole class
   Responsive Classroom—whole class

9. How did the school structure the interventions?

   Technology Infusion—1-to-1 Chromebooks Grades 2-5 and rotating schedules
   Instructional Support—small group, push in, individualized, when needed
   Tutoring—after school grade level groups
   AVID—whole class
   Responsive Classroom—whole class

10. How frequently did students receive instructional interventions?

    Daily sessions in literacy and math.

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

11. What technologies were utilized to support the program?

    Chromebooks, Smartboards, iPads, and document cameras.

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

    Yes. Technology was greatly increased in 2013-2014. Students had easy access to new technology which was utilized daily across the building. We are currently forming an advisory committee with community stakeholders to evaluate success of technology in the classroom as well as a district plan to increase the technology available to our students. We will continue with a 1:1 initiative this year for students in grades 2-5.

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 *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	18/39	Available Summer 2015	Academic Support—both pull out and in class support with an instructional assistant. Afterschool Workplace for instructional support along with homework support.	Continue to implement mainstreaming and full inclusion. Areas impacted included special education economically disadvantaged and African American population
Grade 5	25/46	Available Summer 2015	Academic Support—both pull out and in class support with an instructional assistant. Afterschool Workplace for instructional support along with homework support.	Continue to implement mainstreaming and full inclusion. Areas impacted included special education, economically disadvantaged, and African American population

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 (Be specific for each intervention).
Grade 4	14/39	Available Summer 2015	Academic Support—both pull out and in class support with an instructional assistant. Afterschool Workplace for instructional support along with homework support.	Continue to implement mainstreaming and full inclusion. Areas impacted included special education economically disadvantaged and African American population
Grade 5	11/47	Available Summer 2015	Academic Support—both pull out and in class support with an instructional assistant. Afterschool Workplace for instructional support along with homework support.	Continue to implement mainstreaming and full inclusion. Areas impacted included special education, economically disadvantaged, and African American population

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	No Data	No Data		
Kindergarten	No Data	No Data	Academic Support—in class support with an instructional assistant. Afterschool Workplace for instructional support along with homework support.	Continue to implement mainstreaming and full inclusion. Areas impacted included special education economically disadvantaged and African American population
Grade 1	8/39	12/39	Academic Support—in class support with an instructional assistant. Afterschool Workplace for instructional support along with homework support.	Continue to implement mainstreaming and full inclusion. Areas impacted included special education, economically disadvantaged, and African American population
Grade 2	4/31	14/37	Academic Support—in class support with an instructional assistant. Afterschool Workplace for instructional support along with homework support.	Continue to implement mainstreaming and full inclusion. Areas impacted included special education economically disadvantaged and African American population

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

Grade 3	19/42	10/29	Academic Support—in class support with an instructional assistant. Afterschool Workplace for instructional support along with homework support.	Continue to implement mainstreaming and full inclusion. Areas impacted included special education economically disadvantaged and African American population

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided ***did*** or ***did not*** result in proficiency (Be specific for each intervention).
Pre-Kindergarten	No Data	No Data		
Kindergarten	No Data	No Data	Academic Support—in class support with an instructional assistant. Afterschool Workplace for instructional support along with homework support.	Continue to implement mainstreaming and full inclusion. Areas impacted included special education economically disadvantaged and African American population
Grade 1	Available Summer 2015	Available Summer 2015	Academic Support—in class support with an instructional assistant. Afterschool Workplace for instructional support along with homework support.	Continue to implement mainstreaming and full inclusion. Areas impacted included special education, economically disadvantaged, and African American population
Grade 2	Available Summer 2015	Available Summer 2015	Academic Support—in class support with an instructional assistant. Afterschool Workplace for instructional support along with homework support.	Continue to implement mainstreaming and full inclusion. Areas impacted included special education economically disadvantaged and African American population
Grade 3	Available Summer 2015	Available Summer 2015	Academic Support—in class support with an instructional assistant. Afterschool Workplace for instructional support along with homework support.	Continue to implement mainstreaming and full inclusion. Areas impacted included special education economically disadvantaged and African American population

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	Differentiated Instruction Academic Support	Yes	In-house and Standardized test results	All students will demonstrate individual growth within their individual assessments.
Math	Students with Disabilities	Differentiated Instruction Academic Support	Yes	In-house and Standardized test results	All students will demonstrate individual growth within their individual assessments.
ELA	Economically Disadvantaged	Differentiated Instruction Academic Support	Yes	In-house and Standardized test results	All students will demonstrate individual growth within their individual assessments.
Math	Economically Disadvantaged	Differentiated Instruction Academic Support	Yes	In-house and Standardized test results	All students will demonstrate individual growth within their individual assessments.

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	STEM/Mentoring	Yes	Attendance, Grades, Enrollment	65 students in grades 2-5 participated in the program this year. Teacher anecdotal evidence shows that the additional support

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)
					results in increased performance in the classroom/standardized tests. 24 students in grades 3-5 participated in the mentoring program this year.
Math	Students with Disabilities	STEM/Mentoring	Yes	Attendance, Grades, Enrollment	65 students in grades 2-5 participated in the program this year. Teacher anecdotal evidence shows that the additional support results in increased performance in the classroom/standardized tests. 24 students in grades 3-5 participated in the mentoring program this year
ELA	Economically Disadvantaged	STEM/Mentoring	Yes	Attendance, Grades, Enrollment	65 students in grades 2-5 participated in the program this year. Teacher anecdotal evidence shows that the additional support results in increased performance in the classroom/standardized tests. 24 students in grades 3-5 participated in the mentoring program this year
Math	Economically Disadvantaged	STEM/Mentoring	Yes	Attendance, Grades, Enrollment	65 students in grades 2-5 participated in the program this year. Teacher anecdotal evidence shows that the additional support results in increased performance in the classroom/standardized tests. 24 students in grades 3-5 participated in the mentoring program this year

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

Evaluation of 2014-2015 Interventions and Strategies

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Literacy TA	Yes	Disaggregated data comparisons In – School assessments Standardized test results/SGO	All teachers 3-5 are now trained and implementing Literacy TA .Growth and performance levels (Low, Average, High) Results were presented by cluster skills for the Fall, Winter, and Spring SGO & QRI assessments. Student performance showed growth in between the Fall and Spring assessment in various skill clusters
Math	Students with Disabilities	Differentiated Instruction	Yes	Disaggregated data comparisons In – School assessments Standardized test results/SGO	All teachers K-5 are now trained and implementing DI in all areas. Growth and performance levels (Low, Average, High) Results were presented by cluster skills for the Fall, Winter, and Spring SGO assessments.
ELA	Economically Disadvantaged	Literacy TA	Yes	Disaggregated data comparisons In – School assessments Standardized test results/SGO	All teachers 3-5 are now trained and implementing Literacy TA .Growth and performance levels (Low, Average, High) Results were presented by cluster skills for the Fall, Winter, and Spring SGO & QRI assessments. Student performance showed growth in between the Fall and Spring assessment in various skill clusters
Math	Economically Disadvantaged	Differentiated Instruction	Yes	Disaggregated data comparisons In – School assessments Standardized test results/SGO	All teachers K-5 are now trained and implementing DI in all areas. Growth and performance levels (Low, Average, High) Results were presented by cluster skills for the Fall, Winter, and Spring SGO assessments.

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

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Principals Advisory Council- PAC Family Nights PTO	Yes	Attendance	PAC: Parent group met three (3) times reviewing initiatives: Mentoring Program, Extended Day programs, Curriculum. PTO: Parent group met every month – even during the summer – to review academic and social programs conducted at the school.
Math	Students with Disabilities	Principals Advisory Council- PAC Family Nights PTO	Yes	Attendance	PAC: Parent group met three (3) times reviewing initiatives: Mentoring Program, Extended Day programs, Curriculum. PTO: Parent group met every month – even during the summer – to review academic and social programs conducted at the school.
ELA	Economically Disadvantaged	Principals Advisory Council- PAC Family Nights PTO	Yes	Attendance	PAC: Parent group met three (3) times reviewing initiatives: Mentoring Program, Extended Day programs, Curriculum. PTO: Parent group met every month – even during the summer – to review academic and social programs conducted at the school.
Math	Economically Disadvantaged	Principals Advisory Council- PAC Family Night PTO	Yes	Attendance	PAC: Parent group met three (3) times reviewing initiatives: Mentoring Program, Extended Day programs, Curriculum. PTO: Parent group met every month – even during the summer – to review academic and social programs conducted at the school.

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.

X 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.

Dr. Jason Vivadelli	Vivadelli	June 30, 2015
Principal's Name (Print)	**Principal's Signature**	**Date**

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

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

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	Standardized Tests; QRI	All students demonstrated individual growth within their individual assessments.
Academic Achievement - Writing	Writing Benchmarks	All students demonstrated individual growth within their individual assessments.
Academic Achievement - Mathematics	Standardized Tests; QRI	All students demonstrated individual growth within their individual assessments.
Family and Community Engagement	Family Nights	As a result of our Strategic Plan mandate parent attendance at conferences, we have experienced an attendance rate of 98% for four years.
Professional Development	Observations/Evaluations	Teachers in K-5 were trained in Readers Workshop. Students' academic performance was enhanced. K-5 grade sustainable focus for 2015-2016.

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

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its needs assessment?

The Education and Research compiles and presents the data for all measures used to identify strengths and weaknesses in our curriculum (Pre K – 12) using the programs listed below:

- SGO
- Writing Benchmarks
- Standardized Tests
- Differentiated Instruction
- In Class Support
- AVID

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

Multiple methods (SGO, Writing Benchmarks, Standardized Tests, Teacher made assessments) involving all data disaggregated by various subgroups and NJ Smart data

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]

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

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

Achievement results were based on standardized assessments collected from the New Jersey Department of Education and represent a valid sample size of the student population. All data were analyzed multiple times to ensure the validity and reliability of the results presented. In some instances, multiple measures were collected and triangulated to further ensure the validity and reliability of results.

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

Without a systematic process for regular administrative walkthroughs, including a uniform walkthrough form and a process for consistent teacher feedback it is difficult for administration to monitor the implementation of curricular initiatives. The information (data) that the administrative staff gathers during these walkthrough sessions is vital to ensuring the rigor of instruction and the use of instructional best practices.

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

More work is needed with our incoming K population. We are hopeful that an extended full day PK program will help in this area. The utilization of AVID will support a more rigorous program in the upper grades.

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

SGO, teacher assessments, Academic Support, IRSC process. QRI

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

Math and Literacy support classes are provided for students in need of additional support in grades 2-5. These classes are embedded into the daily schedule and are not necessarily a part of a pull-out program.

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

N/A

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

We have partnered with outside agencies to provide direct one-to-one tutoring for our homeless students.

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

The Leadership Counceil and ScIP are active participants in the training that is provided to teachers for academic achievement. Also included: Principal Advisory Committee, Summer Planning Committee, Curriculum Mapping, Summer PD Development, and Articulation.

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

Family Night, Orientation, building visits.

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

Utilizing data from SGOs, QRI, and NJ ASK assessments.

Provide a separate response for each question.

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

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

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

	#1	#2
Name of priority problem	Close The Achievement Gap	Language Arts Literacy
Describe the priority problem using at least two data sources	Disparity of data amongst subgroups	Disparity of data amongst subgroups
Describe the root causes of the problem	Focus on specific subgroups rather than the entire population.	Focus on specific subgroups rather than the entire population.
Subgroups or populations addressed	ALL	ALL
Related content area missed (i.e., ELA, Mathematics)	LAL	LAL
Name of scientifically research based intervention to address priority problems	QRI Writing Workshop DI	QRI Differentiate Instruction Writing Workshop
How does the intervention align with the Common Core State Standards?	Interventions allow us to individualize instruction to close the learning gap amongst peers.	Interventions allow us to individualize instruction to close the learning gap amongst peers.

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	Effective Use of Classroom Technology	Mentoring
Describe the priority problem using at least two data sources	Technology is ever changing. We seem to always be in a "catch up" mode.	Not all students have access to positive role models.
Describe the root causes of the problem	Funding	Unknown family structure.
Subgroups or populations addressed	ALL	ALL
Related content area missed (i.e., ELA, Mathematics)	K-5	K-5
Name of scientifically research based intervention to address priority problems	LAL Math	LAL Math
How does the intervention align with the Common Core State Standards?	SMART Technology	SLAG (Scholars, Leaders, Athletes, Gentleman) GALS (Girls, Athletes, Leaders, Scholars)

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

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

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Differentiated Instruction Remediation Support Inclusive Classrooms AVID Technology Infusion Chromebooks/iPads Responsive Classroom	Principal	SGO QRI	Differentiated Instruction Remediation Support Inclusive Classrooms AVID Technology Infusion Chromebooks/iPads Responsive Classroom
Math	Students with Disabilities	Differentiated Instruction Remediation Support Inclusive Classrooms AVID Technology Infusion Chromebooks/iPads Responsive Classroom	Principal	SGO	Differentiated Instruction Remediation Support Inclusive Classrooms AVID Technology Infusion Chromebooks/iPads Responsive Classroom
ELA	Economically Disadvantaged	Differentiated Instruction Remediation Support Inclusive Classrooms AVID Technology Infusion Chromebooks/iPads Responsive Classroom	Principal	SGO QRI	Differentiated Instruction Remediation Support Inclusive Classrooms AVID Technology Infusion Chromebooks/iPads

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

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
					Responsive Classroom
Math	Economically Disadvantaged	Differentiated Instruction Remediation Support Inclusive Classrooms AVID Technology Infusion Chromebooks/iPads Responsive Classroom	Principal	SGO	Differentiated Instruction Remediation Support Inclusive Classrooms AVID Technology Infusion Chromebooks/iPads Responsive Classroom

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

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

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
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	STEM/Mentoring	Principal	Grades/Test Scores	WWC Report "Impact Evaluation of the U.S. Department of Education's Student Mentoring Program"
Math	Students with Disabilities	STEM/Mentoring	Principal	Grades/Test Scores	WWC Report "Impact Evaluation of the U.S. Department of Education's Student Mentoring Program"
ELA	Economically Disadvantaged	STEM/Mentoring	Principal	Grades/Test Scores	WWC Report "Impact Evaluation of the U.S. Department of Education's Student Mentoring Program"

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Economically Disadvantaged	STEM/Mentoring	Principal	Grades/Test Scores	WWC Report "Impact Evaluation of the U.S. Department of Education's Student Mentoring Program"

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Readers Workshop Literacy TA	Curriculum Coordinator Principal	Portfolio Samples Grades, PARCC, QRI, Benchmark reports	Literacy TA Lucy Caulkins
Math	Students with Disabilities	AVID	Curriculum Coordinator Principal	Grades, PARCC, QRI, Benchmark reports	AVID
ELA	Economically Disadvantaged	Readers Workshop Literacy TA	Curriculum Coordinator Principal	Portfolio Samples Grades, PARCC, QRI, Benchmark reports	Literacy TA Lucy Caulkins
Math	Economically Disadvantaged	AVID	Curriculum Coordinator Principal	Grades, PARCC, QRI, Benchmark reports	AVID

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

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

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

Evaluation of Schoolwide Program*

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

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

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally?

   This review will take place internally utilizing the Leadership Council, Principal Advisory Committee, and ScIP Committee. The principal will lead the review.

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

   At this time, there are no expected barriers.

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

   Implemented programs will be introduced in the Leadership Council, a district wide group, investigating and making decisions to move the district in the right direction. The same happens at the building level with ScIP and faculty/PLC meetings.

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

   We will utilize staff surveys to gauge perceptions of the staff.

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

   We will utilize staff surveys to gauge perceptions of the community.

6. How will the school structure interventions?

Interventions are scheduled to be pushed into the classroom. Classroom teachers and academic support teachers collaborate to maximize time and resources for all learners.

7. How frequently will students receive instructional interventions?

   Instructional interventions take place daily.

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

   Utilizing technology is key in our program. In 15-16, we will utilize 1:1 Chromebooks in grades 2-6 along with iPads in grades K and 1.

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

   Our statistician pulls data frequently and meets with respective principals. We hold data meetings with teachers to evaluate effectiveness and make changes to individual instructional programs.

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

    Data is reviewed in Principal Advisory Committee meetings quarterly.

Provide a separate response for each question.

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

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Principal's Advisory Council Council for Academic Excellence Family Nights ScIP	Principal	Attendance	
Math	Students with Disabilities	Principal's Advisory Council Council for Academic Excellence Family Nights ScIP	Principal	Attendance	
ELA	Economically Disadvantaged	Principal's Advisory Council Council for Academic Excellence Family Nights ScIP	Principal	Attendance	
Math	Economically Disadvantaged	Principal's Advisory Council Council for Academic Excellence Family Nights ScIP	Principal	Attendance	

***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?
   Parents not participating in programs often have students not scoring at the proficient levels.

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

3. How will the school distribute its written parent involvement policy?
   With all back to school information in September.

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

5. How will the school ensure that parents receive and review the school-parent compact?
   The compact is sent home with students in September. The compact is also posted on the district website annually for parents to view.

6. How will the school report its student achievement data to families and the community?
   Highly Qualified teacher letter. District web site. Student Report Cards. ASK Reports.

7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III?
   Notification letter from Superintendent

8. How will the school inform families and the community of the school's disaggregated assessment results?
   District Website. PTO Meetings. BOE Meetings. School Report Card

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?
   Participation in Principal's Advisory Committee & PTO

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

10. How will the school inform families about the academic achievement of their child/children?
Communication via mailing, conferences.

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

To support our grade level/ content specific Family Night initiative.

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	36 100%	Mentoring of all non-tenured teachers
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	NA	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	11 100%	Only those persons with Bachelor degrees or above are hired for these positions. Professional Development sessions are held regularly – monthly – throughout each year. These persons are the first to be considered for teaching positions when they become available – based on their performance as Paraprofessionals.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	NA	

* 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
As a district we recruit new teachers at various job various across the tri-state areas. This also includes advertising on our website, in local newspapers and websites. We host a rigorous interview process with multiple steps so that a large volume of candidates can be considered for each position.	**Superintendent and Principals**