

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: HOBOKEN	School: Salvatore R. Calabro
Chief School Administrator: DR. RICHARD BROCKEL	Address: 524 Park Avenue
Chief School Administrator's E-mail: rbrockel@hoboken.k12.nj.us	Grade Levels: K-6
Title I Contact: Jennifer Lopez	Principal: Joseph P. Vespignani
Title I Contact E-mail: jenniferlopez@hoboken.k12.nj.us	Principal's E-mail: jvespignani@hoboken.k12.nj.us
Title I Contact Phone Number: 201-356-3605	Principal's Phone Number: 201-356-3671

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.

Joseph Vespignani

On File

June 19, 2015

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held 5 (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 1682256.00 which comprised 98% % of the school’s budget in 2014-2015.
- State/local funds to support the school will be \$1,812,235.00, which will comprise 98% 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
Family PARCC Night – Calabro PARCC Parent Forum - District At home parent resources- PARCC Sample Questions Title I lending library	1- LAL	-Student Achievement -Professional Development -Community Involvement	Title I – Parent Reserve	\$500.00 \$133.00
Family PARCC Night – Calabro PARCC Parent Forum - District At home parent resources- PARCC Sample Questions	2- Math	-Student Achievement -Professional Development -Community Involvement	Title I – Parent Reserve	\$500.00 \$133.00
SMART Document Cameras and SMART PE Response System	3- Technology	-Student Achievement -Professional Development -Community Involvement	Fund 15	

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 Comprehensi ve Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Joseph Vespignani	Principal	YES	YES	YES	
Kelli Cudney-Leon	Teacher-Support Staff	YES	YES	YES	
Kleopatra Kontogiannis	Teacher-Support Staff	YES	YES	YES	
Jill Littzi	Teacher-Support Staff	YES	YES	YES	
Jennifer Lopez	NCLB Coordinator	YES	YES	YES	
Jennifer Acito	Parent-PTO Vice President	NO	NO	YES	
David Carney	Rotary Club	NO	NO	YES	

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

Stakeholder/Schoolwide Committee Meetings

Purpose:

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

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

Date	Location	Topic	Agenda on File		Minutes on File	
9/8/14	Library	School Improvement	Yes		Yes	
10/6/14	Library	School Improvement	Yes		Yes	
3/16/15	Conference Room	Needs Assessment/ Plan Development	Yes		Yes	
4/21/15	Conference Room	Program Evaluation	Yes		Yes	
5/29/15	Conference room	2015-2016 Plan Review	Yes		Yes	

**Add rows as necessary.*

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

School's Mission

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

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

<p>What is the school's mission statement?</p>	<p>The staff, parents and community are committed to preparing all students to excel in the changing and complex society and to reach their full potential as productive citizens. We believe: all children can learn; learning should be enjoyable, interesting, challenging, and rewarding; and our role is to give students the ability to learn and the confidence to use that ability to achieve academically and to accomplish their personal goals.</p>
---	--

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

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

Evaluation of 2014-2015 Schoolwide Program *

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

1. Did the school implement the program as planned?

The program was implemented as planned.

2. What were the strengths of the implementation process?

The strengths of the implementation were reaching all students that were either partially proficient or proficient.

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

The challenges barriers during the implantation process were enough staff, attendance in after-school programs, and parental support.

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

The strengths during the programs implementation were; teacher support, data to support the programs outline, and budget for funding after-school programs. The weaknesses for the implementation of the programs were; parental support, consistent attendance in the after-school support programs, and time constraints.

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

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

The school obtained the necessary buy-in from all the stakeholders to implement the programs through staff meetings, SLC, PTO, PLC, common planning, Back-to-School Night, one-on-one parent/teacher communications, and Morning Meetings. The majority of the stakeholders understood and supported the programs offered.

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

The staff believes the programs will increase student's performance and proficiency and that all programs support program implementation.

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

The community would like to see the after school programs for additional academic areas besides Language Arts and Mathematics. PTO meetings served as venue to measure this perception.

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

In class-support teachers in grades K-6 provide one-on-one, small and whole group instruction in Language Arts.

After-school tutoring provided small group and one-on-one instruction in every subject area. RTI was implemented in first grade three days per week and in second grade two days per week.

9. How did the school structure the interventions?

The classroom interventions were built into the master schedule. The after-school tutoring was held Monday through Thursday for 46 minutes per day from September 2014 through June 2015.

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

10. How frequently did students receive instructional interventions?

Students received in-class instructional interventions daily throughout the school year. The after-school tutoring was held Monday through Thursday for 46 minutes per day.

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

Computers, Smart Boards, SMART Response PE, and SMART Document Camera were utilized to support the programs.

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

The technology contributed to the success of the program because students enjoyed being engaged in interactive activities which leads to their educational development.

**Provide a separate response for each question.*

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

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

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

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	9	N/A	-Professional Learning Communities -Partnership with Fairleigh Dickinson University -Partnership with the Hoboken Public Library	Need increased emphasis on data-driven, differentiated instruction
Grade 5	6	N/A	-Professional Learning Communities -Partnership with Fairleigh Dickinson University -Partnership with the Hoboken Public Library -PLC-Differentiated/Data/In class support	Need increased emphasis on data-driven, differentiated instruction
Grade 6	2	N/A	-Professional Learning Communities -Partnership with Fairleigh Dickinson University -Partnership with the Hoboken Public Library	Need increased emphasis on data-driven, differentiated instruction

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

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	8	N/A	-In-district PD	Need increased emphasis on data-driven, differentiated instruction
Grade 5	3	N/A	-In-district PD	Need increased emphasis on data-driven, differentiated instruction
Grade 6	2	N/A	-In-district PD	Need increased emphasis on data-driven, differentiated instruction

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 <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A		
Kindergarten	0	0	-Professional Learning Communities -Partnership with Fairleigh Dickinson University -Partnership with the Hoboken Public Library	100% Proficient (Based on STAR Assessment)
Grade 1	8	2	-Professional Learning Communities -Partnership with Fairleigh Dickinson University -Partnership with the Hoboken Public Library	88% Proficient (Based on STAR Assessment)
Grade 2	1	2	-Professional Learning Communities -Partnership with Fairleigh Dickinson University -Partnership with the Hoboken Public Library	88% Proficient (Based on STAR Assessment)

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A	N/A	N/A
Kindergarten	0	0	-In-district PD -Parental Title I Resources	100% Proficient (Based on STAR Assessment)
Grade 1	4	1	-In-district PD -Parental Title I Resources	94% Proficient (Based on STAR Assessment)
Grade 2	0	0	-In-district PD -Parental Title I Resources	100% Proficient (Based on STAR Assessment)

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	-STAR Assessment -Professional Learning Communities -Partnership with Fairleigh Dickinson University -Partnership Hoboken Public Library	No	-Administrative walkthroughs -Data Walls -Lesson Plans -Observations	LAL Gr.5- -23 point decrease on the class average Scaled Score
Math	Students with Disabilities	-STAR Assessment -Professional Learning Communities -Partnership with Fairleigh Dickinson University -Partnership Hoboken Public Library	No	-Administrative walkthroughs -Data Walls -Lesson Plans -Observations	Math Gr.5- -3 point decrease on the class average Scaled Score
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> - RTI Program (1st/2nd G) - STAR Assessment -Professional Learning Communities -Partnership with Fairleigh Dickinson University -Partnership Hoboken Public Library 	Yes	<ul style="list-style-type: none"> Administrative walkthroughs -Data Walls -Lesson Plans -Observations 	<ul style="list-style-type: none"> K- 163 Point increase on the class average Scaled Score Gr.1- 138 Point increase on the class average Scaled Score Gr.2- 220 Point increase on the class average Scaled Score Gr.3- 83 Point increase on the class average Scaled Score Gr.4- 78 Point increase on the class average Scaled Score Gr.5- 157 Point increase on the class average Scaled Score Gr.6- 46 Point increase on the class average Scaled Score
Math	Economically Disadvantaged	<ul style="list-style-type: none"> -STAR Assessment -Professional Learning Communities -Partnership with Fairleigh Dickinson University -Partnership Hoboken Public Library 	Yes	<ul style="list-style-type: none"> Administrative walkthroughs -Data Walls -Lesson Plans -Observations 	<ul style="list-style-type: none"> K- 163 Point increase on the class average Scaled Score Gr.1- 117 Point increase on the class average Scaled Score Gr.2- 159 Point increase on the class average Scaled Score Gr.3- 66 Point increase on the class average Scaled Score Gr.4- 55 Point increase on the class average Scaled Score Gr.5- 82 Point increase on the class average Scaled Score Gr.6- 26 Point increase on the class average Scaled Score

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	ELA	-RTI Program (1 st /2 nd G) -Successmaker -STAR Assessment -Professional Learning Communities -Partnership with Fairleigh Dickinson University -Partnership Hoboken Public Library	YES	-Administrative walkthroughs -Data Walls -Lesson Plans -Observations	K- 163 Point increase on the class average Scaled Score Gr.1- 138 Point increase on the class average Scaled Score Gr.2- 220 Point increase on the class average Scaled Score Gr.3- 83 Point increase on the class average Scaled Score Gr.4- 78 Point increase on the class average Scaled Score Gr.5- 157 Point increase on the class average Scaled Score Gr.6- 46 Point increase on the class average Scaled Score
Math	MATH	STAR Assessment _In-district PD	YES	-Administrative walkthroughs -Data Walls -Lesson Plans -Observations	K- 163 Point increase on the class average Scaled Score Gr.1- 117 Point increase on the class average Scaled Score Gr.2- 159 Point increase on the class average Scaled Score Gr.3- 66 Point increase on the class average Scaled Score Gr.4- 55 Point increase on the class average Scaled Score Gr.5- 82 Point increase on the class average Scaled Score Gr.6- 26 Point increase on the class average Scaled Score

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

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	After-school Tutoring	No	Logs	LAL Gr.5- -23 point decrease on the class average Scaled Score
Math	Students with Disabilities	After-school Tutoring	No	Logs	Math Gr.5- -3 point decrease on the class average Scaled Score
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	After-school Tutoring	Yes	Logs	K- 163 Point increase on the class average Scaled Score Gr.1- 138 Point increase on the class average Scaled Score Gr.2- 220 Point increase on the class average Scaled Score Gr.3- 83 Point increase on the class average Scaled Score

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)
					Gr.4- 78 Point increase on the class average Scaled Score Gr.5- 157 Point increase on the class average Scaled Score Gr.6- 46 Point increase on the class average Scaled Score
Math	Economically Disadvantaged	After-school Tutoring	Yes	Logs	K- 163 Point increase on the class average Scaled Score Gr.1- 117 Point increase on the class average Scaled Score Gr.2- 159 Point increase on the class average Scaled Score Gr.3- 66 Point increase on the class average Scaled Score Gr.4- 55 Point increase on the class average Scaled Score Gr.5- 82 Point increase on the class average Scaled Score Gr.6- 26 Point increase on the class average Scaled Score
ELA					
Math					

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	-STAR -DRA2 Training -SGO Danielson -PARCC -Partnership with Fairleigh Dickinson University	No	-Strategies implemented in the classroom documented through teacher lesson plans on Genesis -Weekly administrative walkthroughs -Observations -Evaluations	LAL Gr.5- -23 point decrease on the class average Scaled Score
Math	Students with Disabilities	-STAR -DRA2 Training -SGO Danielson -PARCC -Partnership with Fairleigh Dickinson University	No	-Strategies implemented in the classroom documented through teacher lesson plans on Genesis -Weekly administrative walkthroughs -Observations -Evaluations	Math Gr.5- -3 point decrease on the class average Scaled Score
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	ELLs	N/A			
Math	ELLs	N/A			
ELA	Economically Disadvantaged	N/A	Yes	Strategies implemented in the classroom documented through teacher lesson plans on Genesis -Weekly administrative walkthroughs -Observations -Evaluations	K- 163 Point increase on the class average Scaled Score Gr.1- 138 Point increase on the class average Scaled Score Gr.2-220 Point increase on the class average Scaled Score Gr.3- 83 Point increase on the class average Scaled Score Gr.4- 78 Point increase on the class average Scaled Score Gr.5- 157 Point increase on the class average Scaled Score Gr.6- 46 Point increase on the class average Scaled Score
Math	Economically Disadvantaged	N/A	Yes	Strategies implemented in the classroom documented through teacher lesson plans on Genesis -Weekly administrative walkthroughs -Observations -Evaluations	K- 163 Point increase on the class average Scaled Score Gr.1- 117 Point increase on the class average Scaled Score Gr.2- 159 Point increase on the class average Scaled Score Gr.3- 66 Point increase on the class average Scaled Score Gr.4- 55 Point increase on the class average Scaled Score Gr.5- 82 Point increase on the class average

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)
					Scaled Score Gr.6- 26 Point increase on the class average Scaled Score
ELA	ELA	-STAR -DRA2 Training -SGO Danielson -PARCC -Partnership with Fairleigh Dickinson University	YES	-Strategies implemented in the classroom documented through teacher lesson plans on Genesis -Weekly administrative walkthroughs -Observations -Evaluations	K- 163 Point increase on the class average Scaled Score Gr.1- 138 Point increase on the class average Scaled Score Gr.2-220 Point increase on the class average Scaled Score Gr.3- 83 Point increase on the class average Scaled Score Gr.4- 78 Point increase on the class average Scaled Score Gr.5- 157 Point increase on the class average Scaled Score Gr.6- 46 Point increase on the class average Scaled Score
Math	MATH	-In-district -STAR -DRA2 Training -SGO Danielson -PARCC -Partnership with Fairleigh Dickinson University	YES	-Strategies implemented in the classroom documented through teacher lesson plans on Genesis -Weekly administrative walkthroughs -Observations -Evaluations	K- 163 Point increase on the class average Scaled Score Gr.1- 117 Point increase on the class average Scaled Score Gr.2- 159 Point increase on the class average Scaled Score Gr.3- 66 Point increase on the class average Scaled Score Gr.4- 55 Point increase on the class average Scaled Score Gr.5- 82 Point increase on the class average

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)
					Scaled Score Gr.6- 26 Point increase on the class average Scaled Score

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	-Back-to School Night -Parents' Night -NCLB -Family Fun Night K-1 Gr. 2-3 -School Dance Gr. 5-6 Partnership with Fairleigh Dickinson University -Partnership with Hoboken Public School Library -Parent Title I Resources -Morning Meetings	YES	Sign-in sheets	-positive feedback by attendees 62 parents attended Back-to-School Night 69 parents attended Parents' Conference Night 55 parents attended Parents' Conference Night 81 parents and children attended International Dinner Night -Monthly participation and open communication with staff -parents seek registering children at Calabro

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<ul style="list-style-type: none"> -Book Fair -International Dinner -Pennies for Patients -PARCC Pep Rally 			
Math	Students with Disabilities	<ul style="list-style-type: none"> -Back-to School Night -Parents' Night -NCLB -Family Fun Night K-1 Gr. 2-3 -School Dance Gr. 5-6 Partnership with Fairleigh Dickinson University -Partnership with Hoboken Public School Library -Morning Meetings -Book Fair -International Dinner -Pennies for Patients -PARCC Pep Rally 	YES	Sign-in sheets	<ul style="list-style-type: none"> -positive feedback by attendees 62 parents attended Back-to-School Night 69 parents attended Parents' Conference Night 55 parents attended Parents' Conference Night 81 parents and children attended International Dinner Night -Monthly participation and open communication with staff -parents seek registering children at Calabro
ELA	Homeless	N/A			
Math	Homeless	N/A			

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	N/A			
Math	ELLs	N/A			
ELA	Economically Disadvantaged	Back-to School Night -Parents' Night -NCLB -Family Fun Night K-1 Gr. 2-3 -School Dance Gr. 5-6 Partnership with Fairleigh Dickinson University -Partnership with Hoboken Public School Library -Morning Meetings -Book Fair -International Dinner -Pennies for Patients -PARCC Pep Rally	Yes	Sign-in sheets	positive feedback by attendees 62 parents attended Back-to-School Night 69 parents attended Parents' Conference Night 55 parents attended Parents' Conference Night 81 parents and children attended International Dinner Night -Monthly participation and open communication with staff -parents seek registering children at Calabro
Math	Economically Disadvantaged	Back-to School Night	Yes	Sign-in sheets	positive feedback by attendees

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)
		-Parents' Night -NCLB -Family Fun Night K-1 Gr. 2-3 -School Dance Gr. 5-6 Partnership with Fairleigh Dickinson University -Partnership with Hoboken Public School Library -Morning Meetings -Book Fair -International Dinner -Pennies for Patients -PARCC Pep Rally			62 parents attended Back-to-School Night 69 parents attended Parents' Conference Night 55 parents attended Parents' Conference Night 81 parents and children attended International Dinner Night -Monthly participation and open communication with staff -parents seek registering children at Calabro
ELA	ELA	-Back-to School Night -Parents' Night -NCLB -Family Fun Night K-1 Gr. 2-3 -School Dance Gr. 5-6 Partnership with Fairleigh Dickinson	Yes	Sign-in sheets	-positive feedback by attendees 62 parents attended Back-to-School Night 69 parents attended Parents' Conference Night 55 parents attended Parents' Conference Night 81 parents and children attended International Dinner Night -Monthly participation and open

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)
		University -Partnership with Hoboken Public School Library -Morning Meetings -Book Fair -International Dinner -Pennies for Patients -PARCC Pep Rally			communication with staff at SLC -parents seek registering children at Calabro
Math	Math	-Back-to School Night -Parents' Night -NCLB -Family Fun Night K-1,Gr. 2-3 -School Dance Gr. 5-6 Partnership with Fairleigh Dickinson University -Partnership with Hoboken Public School Library -Morning Meetings -Book Fair -International Dinner -Pennies for Patients -PARCC Pep Rally	Yes	Sign-in sheets	-positive feedback by attendees 62 parents attended Back-to-School Night 69 parents attended Parents' Conference Night 55 parents attended Parents' Conference Night 81 parents and children attended International Dinner Night -Monthly participation and open communication with staff -parents seek registering children at Calabro

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)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

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

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

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	STAR report- 3 times Benchmark-attendance-Honor Roll-Data Walls	K- 163 point increase on the class average Scaled Score Gr.1- 138 point increase on the class average Scaled Score Gr.2- 220 point increase on the class average Scaled Score Gr.3- 83 point increase on the class average Scaled Score Gr.4- 78 point increase on the class average Scaled Score Gr.5- 157 point increase on the class average Scaled Score Gr.6- 46 point increase on the class average Scaled Score
Academic Achievement – Writing	Quarterly writing assessments- Attendance-Honor Roll-Data Walls	Model Curriculum Repot Cards
Academic Achievement – Mathematics	STAR reports-3 times Benchmarks-Attendance-Honor Roll-Data Walls	K- 163 point increase on the class average Scaled Score Gr.1- 117 point increase on the class average Scaled Score Gr.2- 159 point increase on the class average Scaled Score Gr.3- 66 point increase on the class average Scaled Score Gr.4- 55 point increase on the class average Scaled Score Gr.5- 82 point increase on the class average Scaled Score Gr.6- 26 point increase on the class average Scaled Score
Family and Community Engagement	-Partnership with Fairleigh Dickinson University	-Presentation for parents

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	<ul style="list-style-type: none"> -Partnership with Hoboken Public Library -Partnership with Museum -Parent Title I Resources -International Dinner -School Leadership/NCLB Committee -PTO Rotary Club Spelling Bee 	<ul style="list-style-type: none"> -Presentation for parents -Presentation for parents -Resources for parents -parents and students attended -Attendance/Sign-in sheets
Professional Development	<ul style="list-style-type: none"> -Partnership with Fairleigh Dickinson University -In-District 	Certificates
Leadership	<ul style="list-style-type: none"> -Monthly Curriculum Meetings -School Leadership/NCLB Committee -Professional Learning Community -Common Planning 	Attendance/Sign-in sheets
School Climate and Culture	<ul style="list-style-type: none"> Weekly School Climate meetings School Leadership/NCLB Committee* PTO 	<ul style="list-style-type: none"> Attendance/Sign-in sheets Attendance at functions such as: International Dinner-81 parents and children attended
School-Based Youth Services	N/A	N/A
Students with Disabilities		<ul style="list-style-type: none"> LAL-Gr.5- -23 point decrease on the class average Scaled Score Math-Gr.5- -3 point decrease on the class average Scaled Score

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Homeless Students	N/A	
Migrant Students	N/A	
English Language Learners	N/A	
Economically Disadvantaged	Lunch Applications Action Plan State Profile In-class support Literary literature enrichment Hands-on Science class After-school care Homework assistance	STAR Results

*The SLC is the School Leadership/NCLB committee- representatives of all the stakeholders

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

2015-2016 Comprehensive Needs Assessment Process*

Narrative

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

Meetings were held with the NCLB coordinator, the school principal, faculty and parent representatives to view all available data from standardized and benchmark testing. Weekly common planning meetings were held to discuss and analyze priority areas of instruction.

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

Student subgroup data is collected from analysis of standardized and benchmark testing results: DRA2, STAR, and district benchmark performance data. When analyzing PARCC data, a comparison of the performance means indicate sub-skills in LAL and Mathematics that require additional emphasis at each grade level.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

Data collection methods are considered valid and reliable because the tests are standardized. Data gathered from lunch forms are based on the government's income eligibility guide.

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

The data analysis revealed that the strategies utilized during the 2014-2015 school year had a positive impact on teaching and learning: therein, reaffirming the need to continue to utilize individual student progress data to inform and differentiate instruction.

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

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

The data analysis revealed the professional development activities conducted during the 2014-2015 school year had a positive impact on teaching and learning. Professional development was targeted at the CCSS, Singapore math program, and the new Reading Wonders series.

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

At-risk students are identified on the basis of their standardized and benchmark test achievement, report card grades, teacher observation, class participation and I&RS recommendations.

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

The school provides effective assistance to at-risk students via:

***Differentiated instructional programs: Successmaker and STAR.**

***Family Friendly Center participation**

***After-care/homework assistance at Calabro School**

***I&RS referrals and interventions**

***After-school tutoring**

***Title I Lending Library**

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

N/A

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

N/A

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

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

Student academic progress as measured by standardized test data and interim benchmark assessment data is reviewed at weekly common planning meeting. Representative from each school participate in grade level district meetings.

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

Our school prepares students for the academic challenges that come with transition by offering instruction as building blocks to the next phase.

-Open Houses are scheduled for the parents of prospective kindergarten students to provide an overview of the district and school-based programs.

-“Moving Up Day” is held in June for students to become familiar with their future teachers.

-Parent tours and meetings were held for the transition of 6th grade students to the Junior/Senior High School.

-Students attended an assembly at the Junior/Senior High School where they were exposed to the Junior/Senior High School experience.

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

Priority problems were selected via analysis of student academic achievement data as measured by standardized and benchmark 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	By June 2016, attain the Annual Progress Target of 87% proficiency in Language Arts Literacy for the subgroup population (Hispanic) and 80.9% proficiency for the subgroup population (Economically Disadvantaged) as a result of increased instructional rigor and augmented methods of student engagement.	By June 2016, attain the Annual Progress Target of 90% in Mathematics for the school-wide population as a result of increased instructional rigor and augmented methods of student engagement.
Describe the priority problem using at least two data sources	Calabro has not met the Progress Target as defined by the New Jersey Department of Educations’ NCLB waiver in ELA	Calabro has not met the Progress Target as defined by the New Jersey Department of Educations’ NCLB waiver in Mathematics
Describe the root causes of the problem	Assessment data shows there is a need for improvement in the area of reading.	Based on the data analyzed, the entire student population, with attention focused on the upper grades will be addressed.
Subgroups or populations addressed	Based on the data analyzed, the subgroups of Hispanic and economically disadvantaged will be addressed.	Based on the data analyzed, the subgroups of Hispanic and economically disadvantaged will be addressed.
Related content area missed (i.e., ELA, Mathematics)	Language Arts/Reading	Mathematics
Name of scientifically research based intervention to address priority problems	Review and analysis of all PARCC, content area professional development, STAR reading, grade level common planning periods, after-school tutoring, quarterly benchmark assessments, literature circles, readers workshops, differentiated instruction, district-wide summer reading enrichment program.	Review and analysis of all PARCC, STAR, grade level common planning periods, district-wide benchmark assessments, differentiated instruction, content area professional development
How does the intervention align with the Common Core State Standards?	Objectives, goals and lessons are aligned with the Language Arts Literacy CCSS	Objectives, goals and lessons are aligned with the Mathematics CCSS

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	By June 2016, maximize the use of technology in the delivery of instruction and assessment of student learning	
Describe the priority problem using at least two data sources	In preparation for the PARCC, students need to be effectively prepared for word processing skills. In addition, there is need for technology to be utilized to enhance student engagement.	
Describe the root causes of the problem	Need for effective use of technology in the classrooms, more technology based activities and materials, instructional skills, and strategies.	
Subgroups or populations addressed	School-wide	
Related content area missed (i.e., ELA, Mathematics)	Technology, Reading, Mathematics	
Name of scientifically research based intervention to address priority problems	<ul style="list-style-type: none"> -Improve the technology infrastructure through SMART Response PE and SMART Document Cameras -Align data obtained from staff needs assessment survey to identify professional development opportunities -Implement assessments from Renaissance Learning -Vertical articulation during professional learning communities -Professional development connected to staff need and student learning -Administrative walkthroughs 	
How does the intervention align with the Common Core State Standards?	Assessments, goals, and objectives are aligned with CCSS	

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

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

2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Professional Learning Communities	Principal Teachers	STAR Results	Recommendation- Use quizzes to re-expose students to the information(IES Organizing Instruction and Study to Improve Student Learning)
Math	Students with Disabilities	Professional Learning Communities	Principal Teachers	STAR Results	Recommendation- Use quizzes to re-expose students to the information(IES Organizing Instruction and Study to Improve Student Learning)
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	Professional Learning Communities	Principal Teachers	STAR Results	Recommendation- Use quizzes to re-expose students to the information(IES Organizing Instruction and Study to Improve Student Learning)

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Economically Disadvantaged	Professional Learning Communities	Principal Teachers	STAR Results	Recommendation- Use quizzes to re-expose students to the information(IES Organizing Instruction and Study to Improve Student Learning)
ELA	Subgroup -Hispanic	Professional Learning Communities	Principal Teachers	STAR Results	Recommendation- Use quizzes to re-expose students to information (IES Organizing Instruction and Study to Improve Students Learning)
Math	Subgroup -Hispanic	Professional Learning Communities	Principal Teachers	STAR Results	Recommendation- Use quizzes to re-expose students to information (IES Organizing Instruction and Study to Improve Students Learning)

**Use an asterisk to denote new programs.*

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Partially-proficient students	Professional Learning Communities After-school tutoring	Principal Teachers	Grade 3-6 – PARCC scores	Recommendation3- Adapt instruction to individual and small group needs (IES Structuring Out of

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		(Language Arts)			School Time to Improve Academic Achievements)
Math	Partially-proficient students	Professional Learning Communities After-school tutoring (Mathematics)	Principal Teachers	Grade 3-6 – PARCC scores	Recommendation3- Adapt instruction to individual and small group needs (IES Structuring Out of School Time to Improve Academic Achievements)
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	Professional Learning Communities After-school tutoring (Language Arts)	Principal Teachers	Grade 3-6 – PARCC scores	Recommendation3- Adapt instruction to individual and small group needs (IES Structuring Out of School Time to Improve Academic Achievements)
Math	Economically Disadvantaged	Professional Learning Communities After-school tutoring (Mathematics)	Principal Teachers	Grade 3-6 – PARCC scores	Recommendation3- Adapt instruction to individual and small group needs (IES Structuring Out of School Time to Improve Academic Achievements)

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA					
Math					

**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	-Professional Learning Communities -Partnership with Fairleigh Dickinson University -Partnership with Hoboken Public Library -Parent Title I Resources -Danielson	Principal Teacher	-Parent attendance/involvement -STAR Results	Recommendation3- Adapt instruction to individual and small group needs (IES Structuring Out of School Time to Improve Academic Achievements)
Math	Students with Disabilities				

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Professional Learning Communities -Partnership with Fairleigh Dickinson University -Partnership with Hoboken Public Library -Parent Title I Resources -Danielson	Principal Teacher	-Parent attendance/involvement -STAR Results	Recommendation3- Adapt instruction to individual and small group needs (IES Structuring Out of School Time to Improve Academic Achievements)
Math	Economically Disadvantaged	Professional Learning Communities -Partnership with Fairleigh Dickinson University -Partnership with	Principal Teacher	-Parent attendance/involvement -STAR Results	Recommendation3- Adapt instruction to individual and small group needs (IES Structuring Out of School Time to Improve Academic Achievements)

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Hoboken Public Library -Parent Title I Resources -Danielson			
ELA					
Math					

**Use an asterisk to denote new programs.*

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

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

Evaluation of Schoolwide Program*

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

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

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

The evaluation will be conducted internally by our NCLB team. 5 total meetings

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

Time

School-wide parental involvement

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

Back to School Night

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

Quantitative (surveys) conducted in the school.

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

Open forum events with parents.

A survey regarding the effectiveness of technology resources.

6. How will the school structure interventions?

In-class interventions

Afterschool interventions

Community organization presentations

7. How frequently will students receive instructional interventions?

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

Daily interventions will take place.

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

SMART Boards, SMART Document Cameras, Smart PE Response system

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

PARCC, STAR, Program Benchmarks

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

Back to School Night

Quarterly Newsletter

School Website and Digital Backpack

****Provide a separate response for each question.***

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

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy <small>(i.e., IES Practice Guide or What Works Clearinghouse)</small>
ELA	Students with Disabilities	<ul style="list-style-type: none"> -Morning Meetings -Partnership with Fairleigh Dickenson University -Partnership with Hoboken Public Library -Parent Title I Resources-Lending library 	Principal Teachers	<ul style="list-style-type: none"> Positive feedback from attendees Back-to-School Night Parents' Conference Night Parents' Conference Night Monthly parent participation and open communication with staff Parents seek registering children at Calabro 	<p>Research Spotlight on Parental Involvement in Education</p> <p>“ When schools, families, community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.” That’s the conclusion of a New Wave of Evidence, a report from Southwest Educational Development Laboratory (2002). The report a synthesis of research on parental involvement over the past decade, also found that, regardless of family income or background, students with involved parents are more likely to:</p> <ul style="list-style-type: none"> Earn higher grades and test score, and enroll in higher-level programs Be promoted, pass their classes, and earn credits Attend school regularly Have better social skills, show improved behavior, and adapt well to school Graduate and go on to postsecondary education (A New Wave of Evidence, Southwest Educational Development Laboratory, 2002) <p>http://www.nea.org/tools/17360.htm</p> <p>Parent Involvement-</p> <p>http://www.amle.org/Research/ReasearchSummaries/Parent</p>

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					Involvement/tabid/274/Default.aspx Parent Involvement in Education- http://educationnorthwest.org/
Math	Students with Disabilities	-Morning Meetings -Partnership with Fairleigh Dickenson University -Partnership with Hoboken Public Library -Parent Title I Resources*	Principal Teachers	Positive feedback from attendees Back-to-School Night Parents' Conference Night Parents' Conference Night Monthly parent participation and open communication with staff Parents seek registering children at Calabro	Research Spotlight on Parental Involvement in Education “ When schools, families, community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.” That’s the conclusion of a New Wave of Evidence, a report from Southwest Educational Development Laboratory (2002). The report a synthesis of research on parental involvement over the past decade, also found that, regardless of family income or background, students with involved parents are more likely to: Earn higher grades and test score, and enroll in higher-level programs Be promoted, pass their classes, and earn credits Attend school regularly Have better social skills, show improved behavior, and adapt well to school Graduate and go on to postsecondary education (A New Wave of Evidence, Southwest Educational Development Laboratory, 2002) http://www.nea.org/tools/17360.htm Parent Involvement- http://www.amle.org/Research/ReasearchSummaries/Parent Involvement/tabid/274/Default.aspx

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					Parent Involvement in Education- http://educationnorthwest.org/
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> -Morning Meetings -Partnership with Fairleigh Dickenson University -Partnership with Hoboken Public Library 	Principal Teachers	<ul style="list-style-type: none"> Positive feedback from attendees Back-to-School Night Parents' Conference Night Parents' Conference Night Monthly parent participation and open communication with staff Parents seek registering children at Calabro 	<p>Research Spotlight on Parental Involvement in Education</p> <p>“ When schools, families, community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.” That’s the conclusion of a New Wave of Evidence, a report from Southwest Educational Development Laboratory (2002). The report a synthesis of research on parental involvement over the past decade, also found that, regardless of family income or background, students with involved parents are more likely to:</p> <ul style="list-style-type: none"> Earn higher grades and test score, and enroll in higher-level programs Be promoted, pass their classes, and earn credits Attend school regularly Have better social skills, show improved behavior, and adapt

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					<p>well to school</p> <p>Graduate and go on to postsecondary education (A New Wave of Evidence, Southwest Educational Development Laboratory, 2002)</p> <p>http://www.nea.org/tools/17360.htm</p> <p>Parent Involvement-</p> <p>http://www.amle.org/Research/ResearchSummaries/ParentInvolvement/tabid/274/Default.aspx</p> <p>Parent Involvement in Education-</p> <p>http://educationnorthwest.org/</p>
Math	Economically Disadvantaged	<ul style="list-style-type: none"> -Morning Meetings -Partnership with Fairleigh Dickenson University -Partnership with Hoboken Public Library 	Principal Teachers	<p>Positive feedback from attendees</p> <p>Back-to-School Night</p> <p>Parents’ Conference Night</p> <p>Parents’ Conference Night</p> <p>Monthly parent participation and open communication with staff</p> <p>Parents seek registering children at Calabro</p>	<p>Research Spotlight on Parental Involvement in Education</p> <p>“ When schools, families, community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.” That’s the conclusion of a New Wave of Evidence, a report from Southwest Educational Development Laboratory (2002). The report a synthesis of research on parental involvement over the past decade, also found that, regardless of family income or background, students with involved parents are more likely to:</p> <ul style="list-style-type: none"> Earn higher grades and test score, and enroll in higher-level programs Be promoted, pass their classes, and earn credits Attend school regularly Have better social skills, show improved behavior, and adapt well to school

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					Graduate and go on to postsecondary education (A New Wave of Evidence, Southwest Educational Development Laboratory, 2002) http://www.nea.org/tools/17360.htm Parent Involvement- http://www.amle.org/Research/ReasearchSummaries/Parent Involvement/tabid/274/Default.aspx Parent Involvement in Education- http://educationnorthwest.org/
ELA					
Math					

**The Parent Title I resource is the Title I Lending Library in the school's main office. Parents can sign out age appropriate books for their children. Some books are also available in Spanish for our Hispanic population. These books are provided with Title I funds.*

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

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

The family and community engagement program strives to build connections to support on-going efforts to address student/family needs and remove all barriers to meeting each student's academic potential. The Hoboken Public School District views family and community engagement as an integral component in addressing student academic needs. The School Leadership Committee and the PTO plan educational activities for families. Numerous relationships with community organizations foster learning. Educational Programs are developed in concert with the Hoboken Public Library, the Hoboken Fire and Police Departments, the Hoboken Historical Museum, Partners in Prevention of Hudson County, the Hudson County Improvement Authority, and the Hoboken Rotary Club.

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

Members of the School Leadership Committee will review and refine the written parent involvement policy.

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

The policy is incorporated within the Student Handbook. The policy will be sent home or with the students and reviewed at PTO and SLC meetings.

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

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

Members of the School Leadership Committee composed of staff and parents will review and refine the school-parent compact.

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

Each homeroom teacher reviews the compact with his/her students. They sign the compact thereby agreeing to comply with the state terms. The compact is then sent home to be reviewed and signed by parents.

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

School and district achievement data is reported at the Board meetings, in school and district newsletters, and posted on the district website. Spring student achievement data is reported at regular fall meetings of the Board. It is also reviewed at the Annual Title I Parent Meeting, School Leadership Committee meetings and PTO meetings.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?

The district's attainment of its annual measureable objectives is reported at Board meetings, in district newsletters, and posted on the district website. It is also reviewed at the Annual Title I Parent Meeting, NCLB and PTO meetings.

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

Parents are notified of the school's disaggregated assessment results at the Board meeting, the school NCLB and PTO meetings, and the Annual Parent Meeting held in October.

9. How will the school involve families and the community in the development of the Title I School-wide Plan?

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

Meetings are held in each building by the NCLB Coordinator.

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

Parents are informed of the academic achievement of their child/children by the following:

- Report Cards**
- Interim reports**
- STAR growth reports**
- Honor Roll announced in district newsletter**
- Parent/Teacher conferences**
- Monthly morning meetings**
- Genesis**

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

Parental involvement funds will be used for the following:

At home reading books

****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	13	
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	4	
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	
	0	

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

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

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Partnership with Fairleigh Dickinson University- Office of Field Placements to send pre-service teachers to complete field practicum and offer names of recent, highly qualified graduates.	Principal Central Office