

# 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: UNION CITY	School: George Washington Elementary
Chief School Administrator: SILVIA ABBATO	Address: 3509 New York Avenue
Chief School Administrator's E-mail: sabbato@union-city.k12.nj.us	Grade Levels: K-6
Title I Contact: Lucy Soovajian	Principal: Les Hanna
Title I Contact E-mail: Isoovajian@union-city.k12.nj.us	Principal's E-mail: lhanna@union-city.k12.nj.us
Title I Contact Phone Number: 201-271-2289	Principal's Phone Number: 201-348-5964

### Principal's Certification

**The following certification must be made by the principal of the school. Please Note:** A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Les Hanna

Signature on File

June 11, 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 \$ \_\_\_\_\_ 8,232,021 \_\_\_\_\_, which comprised \_\_\_\_\_ 93 \_\_\_\_\_ % of the school’s budget in 2014-2015.
- State/local funds to support the school will be \$ \_\_\_\_\_ 7,811,511 \_\_\_\_\_, which will comprise \_\_\_\_\_ 93 \_\_\_\_\_ % 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
ELA supplies	1,2,3	yes	610	6,000
Math Supplies	1,2,3	yes	610	6,000

## 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
Les Hanna	School Staff-Principal	Yes	Yes	Yes	On file
Waleed Miqbel	School Staff-Administrator	Yes	Yes	Yes	On file
JoAnna Castiello	School Staff-Administrator	Yes	Yes	Yes	On file
Martha Jones	School Staff - LEP	Yes	Yes	Yes	On file
Derick Valera	School Staff- Math Coach	Yes	Yes	Yes	On file
Michelle Matesic	Classroom Teacher	Yes	Yes	Yes	On file
Katherine Quinones	Classroom Teacher	Yes	Yes	Yes	On file
Maria Kanik	Parent Liaison	Yes	Yes	Yes	On file
Rob Dorsett	School Staff - Technology	Yes	Yes	Yes	On file
Karla Grande	Parents	Yes	Yes	Yes	On file
Nancy Farinola	School Staff-Non Instructional	Yes	Yes	Yes	On file

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

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

### \*Stakeholder/Schoolwide Committee Meetings

**Purpose:**

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

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

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
September 9, 2014	GWS	Program Overview	√		√	
September 16, 2014	GWS	Comprehensive Needs Assessment	√		√	
January 6, 2015	GWS	Comprehensive Needs Assessment	√		√	
February 24, 2015	GWS	Comprehensive Needs Assessment	√		√	
April 21, 2015	GWS	Program Evaluation	√		√	

*\*Add rows as necessary.*

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

### School's Mission

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

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

<p><b>What is the school's mission statement?</b></p>	<p>Our purpose as educators is to provide an environment that provides varied academic and extracurricular activities in a nurturing and encouraging environment. We believe all students can learn and hold our students to high expectations, while supporting them in reaching their highest potential. The staff members are responsible for maintaining a clean and safe environment and fostering open communication. Staff members are responsible for knowing the academic and social needs of their students and using data to drive their instruction and provide appropriate services. Collaborations and partnerships with all stakeholders are essential and encouraged. The school community is committed to consistent and ongoing improvement through the use of effective and meaningful professional development, collaborative planning, parental involvement, and data driven instruction.</p>
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## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

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

### Evaluation of 2014-2015 Schoolwide Program \*

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

1. Did the school implement the program as planned?

The school was successful in meeting the plan by demonstrating an increase in the achievement of students meeting the State's academic standards. Data is collected from standardized tests and state assessments, and analyzed to determine if A.M.O. was achieved for all students including LEP and Special Needs populations.

2. What were the strengths of the implementation process?

The strengths of the implementation process took the form of new and past school initiatives including Focus Groups, PRI, The District Intervention Action Plan for PARCC Readiness, Readers are Leaders, and extended day. Programs were driven by students' academic needs. The school community implemented these initiatives on a daily basis. The initiatives involved small group instruction and were completed with the aim to increase academic rigor and student growth. These interventions were tailored to meet the instructional needs of individual students, and the students worked in both heterogeneous and homogenous groups to elevate their academic standing.

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

Barriers and challenges presented themselves in the form of logistical issues such as a limited amount of space to conduct all the activities, scheduling limitations due to limited staff availability and placement limitations because of intervention requests from teachers and parents.

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

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

Strengths included a high degree of willingness and participation from all stakeholders (students, parents, teachers, etc.), consistent follow through and monitoring from the homeroom teachers, district and school supervisors, support service teachers and the support service task force. There was also a close monitoring of student progress as evidenced by their scores on a variety of authentic assessments. In addition, meticulous records including sign in sheets, lesson plans, follow-up activities and request for further interventions were kept for all students involved in these programs. A weakness presented itself in the form of a reduction of the available staff needed to implement all the programs. As a result of this reduction of staff, scheduling programs was challenging, and full implementation of in-school interventions was difficult to sustain.

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

All programs continuing from last year were rolled out this year based on student data and the needs analysis from last year's test scores. This data was reviewed with individual teachers to determine which students would benefit the most from different interventions. Parents were also notified and were part of the decision making process. For those students who participated long term in intervention programs data was periodically reviewed with all stakeholders to determine the best course of action. The Action Plan for PARCC Readiness was directed and delivered with oversight by a team, including the Superintendent, assistant superintendents and academic supervisors from Union City's Central Office. The Intervention Plan was reviewed with the teachers and the administrative team at the beginning of implementation and members from Central Office monitored the effectiveness of the plan on a weekly basis. In addition supervisors provided in-class professional development and instructional recommendations were given to staff and administration.

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

Based on the previous year's increase of scores on statewide assessments, implementation of school wide initiatives was both welcomed and supported to the full extent possible by the staff. In grade level meetings and teacher evaluation conferences, teachers attested to the gains in student work and attributed it to the initiatives presented in this plan. At the closing of the school year a feedback survey was emailed to all staff requesting input on the effectiveness of the programs. The staff was also given an opportunity to suggest changes and improvements to the intervention programs for the upcoming school year. This feedback along with the data we have collected will be used to determine possible adjustments to the logistics, timing, selection criteria and pedagogy used in these programs.

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

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

The community was forthcoming in their response to the initiatives. Parent participation in community based activities and school-wide-workshops are documented. Parents made verbal and written requests to have their children participate in the new school intervention programs and the extended programs. In addition, parents deliberately reached out to school staff to seek ways to promote students achievement.

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

The delivery of each program was contingent upon the type of program being utilized. Where applicable the priority was for students to have frequent access to the smallest ratio possible of teacher to student instruction. Types of delivery methods included one-on-one, small group sessions, large group sessions, cooperative learning groups, student centered activities, heterogeneous groups, and child-centered activities.

9. How did the school structure the interventions?

In the classrooms, in-class target tutoring, guided reading groups, and one-on-one instruction was utilized for all subject areas. Focus groups were structured so that teachers could recommend individual students or small groups for a focused, intense short-term series of mini-lessons on a specific area of weakness. These mini-lessons were documented periodically and analyzed to look for patterns that might indicate a more profound deficiency that would require further intervention. Instructional staff was encouraged to use the program as proactive assistants for struggling students as opposed to a punitive assignment for non-compliance.

10. How frequently did students receive instructional interventions?

Students received instructional in-school interventions, extended day programs and afterschool programs on a daily basis. Focus groups took place four times a day during periods. These groups were flexible and the members changed daily, according to a needs basis determined by homeroom teachers. Students in PRI or pre-referral intervention were deemed to need a critical support intervention as a result of failing test scores or inadequate academic progress. Students selected for PRI met with resource teachers for one period a day, a minimum of three times a week, for six weeks. Twenty-First Century Learning occurred

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

Monday-Friday from 3 p.m. to 6 p.m. and serviced fourth through sixth graders. The third grade afterschool program occurred Monday-Friday from 3 p.m. to 5 p.m. and serviced third graders.

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

As in the past, George Washington Elementary School under the guidance of the initiatives put forth by the UCBOE has consistently followed a policy of technology integration during regular instructional classroom hours, additional school day interventions and extended day programs. I-pad use is fully integrated into the third and fourth grade math and reading block. To support the first year of PARCC testing, a rotating schedule was established so that students in third and fourth grade would have access to the computer laptop carts assigned to fifth and sixth grade. At the start of the 2014-2015 academic school year and throughout the year, the technology teachers and the classroom teachers grades K-6 were given instruction on the use of PARCC readiness websites. The UCBOE provided teachers with extensive professional development on the use of technologies in the classroom to drive instruction and academic rigor.

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

GWE is awaiting standardized test reports for the 2014-2015 school year. Teachers used I-pad apps that encouraged higher order thinking to assist students in achieving the academic depth and rigor required by the Common Core. In addition to develop keyboarding fluency and skills, students in testing grades were given access to computer laptops. For these programs technology was one of a variety of instructional strategies used to address the diverse needs of the learners as such it is not possible to analyze data specific only to the technology integration. The feedback from teachers and students indicates that these technologies serve to increase student motivation and engagement in the lessons.

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

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**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.

<b>English Language Arts</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>Interventions Provided</b>	<b>Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).</b>
Grade 4	54	* Data will be analyzed when test scores are received.	<ul style="list-style-type: none"> <li>• 21<sup>st</sup> Century Afterschool Program</li> <li>• In-Class Target Tutoring</li> <li>• Focus Groups</li> <li>• Academic Coaching</li> <li>• District Intervention Action Plan for PARCC Readiness</li> </ul>	We are awaiting the results of the 2014-2015 standardized test scores in order to fully determine effectiveness of these programs.
Grade 5	49	* Data will be analyzed when test scores are received.	<ul style="list-style-type: none"> <li>• 21<sup>st</sup> Century Afterschool Program</li> <li>• In-Class Target Tutoring</li> <li>• Focus Groups</li> <li>• Academic Coaching</li> <li>• District Intervention Action Plan for PARCC Readiness</li> </ul>	We are awaiting the results of the 2014-2015 standardized test scores in order to fully determine effectiveness of these programs.
Grade 6	39	* Data will be analyzed when test scores are received.	<ul style="list-style-type: none"> <li>• 21<sup>st</sup> Century Afterschool Program</li> <li>• In-Class Target Tutoring</li> <li>• Focus Groups</li> <li>• Academic Coaching</li> <li>• District Intervention Action Plan for PARCC Readiness</li> </ul>	We are awaiting the results of the 2014-2015 standardized test scores in order to fully determine effectiveness of these programs.
Grade 7	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A

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Grade 12	N/A	N/A	N/A	N/A
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<b>Mathematics</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>Interventions Provided</b>	<b>Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).</b>
Grade 4	33	* Data will be analyzed when test scores are received.	<ul style="list-style-type: none"> <li>• 21<sup>st</sup> Century Afterschool Program</li> <li>• In-Class Target Tutoring</li> <li>• Focus Groups</li> <li>• Academic Coaching</li> <li>• District Intervention Action Plan for PARCC Readiness</li> </ul>	We are awaiting the results of the 2014-2015 standardized test scores in order to fully determine effectiveness of these programs.
Grade 5	8	* Data will be analyzed when test scores are received.	<ul style="list-style-type: none"> <li>• 21<sup>st</sup> Century Afterschool Program</li> <li>• In-Class Target Tutoring</li> <li>• Focus Groups</li> <li>• Academic Coaching</li> <li>• District Intervention Action Plan for PARCC Readiness</li> </ul>	We are awaiting the results of the 2014-2015 standardized test scores in order to fully determine effectiveness of these programs.
Grade 6	8	* Data will be analyzed when test scores are received.	<ul style="list-style-type: none"> <li>• 21<sup>st</sup> Century Afterschool Program</li> <li>• In-Class Target Tutoring</li> <li>• Focus Groups</li> <li>• Academic Coaching</li> <li>• District Intervention Action Plan for PARCC Readiness</li> </ul>	We are awaiting the results of the 2014-2015 standardized test scores in order to fully determine effectiveness of these programs.
Grade 7	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A

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

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

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

<b>English Language Arts</b>	<b>2013 - 2014</b>	<b>2014 - 2015</b>	<b>Interventions Provided</b>	<b>Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).</b>
Pre-Kindergarten	N/A			
Kindergarten	N/A	* Data is currently being analyzed.	<ul style="list-style-type: none"> <li>• Master Teacher Support</li> <li>• PRI</li> </ul>	We are awaiting the results of the 2014-2015 standardized test scores in order to fully determine effectiveness of these programs.
Grade 1	11	* Data is currently being analyzed.	<ul style="list-style-type: none"> <li>• Tiger Tales</li> <li>• Master Teacher Support</li> <li>• Bilingual At Risk Leader</li> <li>• PRI</li> </ul>	We are awaiting the results of the 2014-2015 standardized test scores in order to fully determine effectiveness of these programs.
Grade 2	20	* Data is currently being analyzed.	<ul style="list-style-type: none"> <li>• Tiger Tales</li> <li>• Bilingual At Risk Leader</li> <li>• PRI</li> </ul>	We are awaiting the results of the 2014-2015 standardized test scores in order to fully determine effectiveness of these programs.
Grade 9	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A

<b>Mathematics</b>	<b>2013 - 2014</b>	<b>2014 - 2015</b>	<b>Interventions Provided</b>	<b>Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).</b>
Pre-Kindergarten	N/A		N/A	N/A
Kindergarten	N/A	* Data is	<ul style="list-style-type: none"> <li>• Master Teacher Support</li> </ul>	We are awaiting the results of the 2014-2015

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

		currently being analyzed.	<ul style="list-style-type: none"> <li>• PRI</li> </ul>	standardized test scores in order to fully determine effectiveness of these programs.
Grade 1	8	* Data is currently being analyzed.	<ul style="list-style-type: none"> <li>• Tiger Tales</li> <li>• Master Teacher Support</li> <li>• Bilingual At Risk Leader</li> <li>• PRI</li> </ul>	We are awaiting the results of the 2014-2015 standardized test scores in order to fully determine effectiveness of these programs.
Grade 2	13	* Data is currently being analyzed.	<ul style="list-style-type: none"> <li>• Tiger Tales</li> <li>• Bilingual At Risk Leader</li> <li>• PRI</li> </ul>	We are awaiting the results of the 2014-2015 standardized test scores in order to fully determine effectiveness of these programs.
Grade 9	N/A			
Grade 10	N/A			

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

**Evaluation of 2014-2015 Interventions and Strategies**

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)		
Math and ELA	Students with Disabilities	Resource Small Group Instruction	Yes	<ul style="list-style-type: none"> <li>Success rate of students with disabilities</li> <li>NJASK Scores</li> <li>Developmental Gains</li> </ul>	Subgroups	ELA % Passing	Math % Passing
					Total Population	56%	84%
					Hispanic	56%	84%
					Ec. Disadvantaged	56%	84%
					Special Education	-	56%
					LEP	24%	53%
					<ul style="list-style-type: none"> <li>100% success rate of students with disabilities in terms of promotion.</li> <li>We are awaiting PARCC Data.</li> <li>Increase in scores on Reading Street End-Of Year Test.</li> <li>50% of self contained students showed an increase from the pre and the post-test of DORA.</li> </ul>		
ELA	All Students	DORA	Yes	<ul style="list-style-type: none"> <li>Three-tier and six tier developmental gain reports.</li> <li>A-Z Reading level reports.</li> </ul>	Subgroups	ELA % Passing	Math % Passing
					Total Population	56%	84%
					Hispanic	56%	84%
					Ec. Disadvantaged	56%	84%
					Special Education	-	56%

**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)		
					LEP	24%	53%
					<p>Students were pre-tested using the DORA program at the beginning of the year and post-tested in May. School wide, 75% of students made estimated equivalency reading level gains from September to May. This data indicates the percentage of students showing improvement as a percent of the total grade level population.</p>		
ELA	All Students	Guided Reading	Yes	<ul style="list-style-type: none"> <li>Developmental Gain Reports</li> <li>Teacher use Documentation</li> </ul>	Subgroups	ELA % Passing	Math % Passing
					Total Population	56%	84%
					Hispanic	56%	84%
					Ec. Disadvantaged	56%	84%
					Special Education	-	56%
					LEP	24%	53%
					<p>Students were pre-tested using the DORA program at the beginning of the year and post-tested in May. School wide, 75% of students made estimated equivalency reading level gains from September to May. This data indicates the percentage of students showing improvement as a percent of the total grade level population.</p>		

**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"> <li>Teacher sign-out data for the leveled readers associated with guided reading shows a consistent use of strategy across grade levels and subgroups. This is consistent with classroom observation data/</li> </ul>		
Math	All Students	Focus Groups	Yes	<ul style="list-style-type: none"> <li>NJASK Scores</li> <li>Developmental Gains</li> <li>SGOs</li> </ul>	Subgroups	ELA % Passing	Math % Passing
					Total Population	56%	84%
					Hispanic	56%	84%
					Ec. Disadvantaged	56%	84%
					Special Education	-	56%
					LEP	24%	53%
					<ul style="list-style-type: none"> <li>We are awaiting results from the PARCC.</li> <li>Increase in Scores on Envision Math Post Test.</li> <li>School-Wide Achievement of SGOs.</li> </ul>		
Math and ELA	LEP	Port of Entry	Yes	<ul style="list-style-type: none"> <li>Teacher use and documentation</li> <li>NJASK Results</li> <li>DORA Results</li> <li>SGOs</li> </ul>	Subgroups	ELA % Passing	Math % Passing
					Total Population	56%	84%
					Hispanic	56%	84%
					Ec. Disadvantaged	56%	84%
					Special Education	-	56%

**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)		
					LEP	24%	53%
ELA	All Students	NJPAC Explore-A-Story- Residency Program	Yes	<ul style="list-style-type: none"> <li>Teacher use and documentation</li> <li>NJASK Results</li> <li>DORA Results</li> <li>SGOs</li> </ul>	Subgroups	ELA % Passing	Math % Passing
					Total Population	56%	84%
					Hispanic	56%	84%
					Ec. Disadvantaged	56%	84%
					Special Education	-	56%
					LEP	24%	53%
ELA and MATH	All Students	District Intervention Action Plan for PARCC Readiness	Yes	<ul style="list-style-type: none"> <li>Teacher use and documentation</li> <li>DORA Results</li> <li>SGOs</li> </ul>	Subgroups	ELA % Passing	Math % Passing
					Total Population	56%	84%
					Hispanic	56%	84%
					Ec. Disadvantaged	56%	84%
					<ul style="list-style-type: none"> <li>We are awaiting results from the PARCC.</li> <li>Increase in DORA Scores.</li> <li>Increase in scores on Reading Street End-Of Year Test.</li> <li>School-Wide Achievement of SGOs.</li> </ul>		

**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)		
					Special Education	-	56%
					LEP	24%	53%
					<ul style="list-style-type: none"> <li>We are awaiting results from the PARCC.</li> <li>Increase in DORA Scores.</li> <li>Increase in scores on Envision Math Post Test.</li> <li>Increase in scores on Reading Street End-Of Year Test.</li> <li>School-Wide Achievement of SGOs.</li> </ul>		
ELA and MATH	All	Block Scheduling	Yes	<ul style="list-style-type: none"> <li>Teacher use and documentation</li> <li>NJASK Results</li> <li>DORA Results</li> <li>SGOs</li> </ul>	Subgroups	ELA % Passing	Math % Passing
					Total Population	56%	84%
					Hispanic	56%	84%
					Ec. Disadvantaged	56%	84%
					Special Education	-	56%
					LEP	24%	53%
					<ul style="list-style-type: none"> <li>We are awaiting results from the PARCC.</li> <li>DORA results show measurable gains in most reading components across most grade levels.</li> <li>Increase in scores on Reading Street End-Of Year Test.</li> </ul>		

**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"> <li>Increase of scores on Pearson Envision End-Of-Year Math Test.</li> <li>School-Wide Achievement of SGOs.</li> </ul>																		
ELA and MATH	All	Technology Initiatives: Edmodo Electronic Field Trips NeTrekker Brain Pop Study Island Scott Foresman On Line Training Kidspiration Wiggle Works United Streaming Study Island Smart Board Ipads PARCC	Yes	<ul style="list-style-type: none"> <li>Teacher use and documentation</li> <li>NJASK Results</li> <li>DORA Results</li> <li>SGOs</li> </ul>	<ul style="list-style-type: none"> <li>Technology programs were used to address basic skills deficiencies, reading comprehension. Technology was integrated in classrooms to prepare students for twentieth century career and college readiness. School wide there was an increase in basic skills across the grade levels. The following is the percent of students school wide scoring proficient or above in basic skills</li> </ul> <table border="1"> <thead> <tr> <th>Subgroups</th> <th>ELA % Passing</th> <th>Math % Passing</th> </tr> </thead> <tbody> <tr> <td>Total Population</td> <td>56%</td> <td>84%</td> </tr> <tr> <td>Hispanic</td> <td>56%</td> <td>84%</td> </tr> <tr> <td>Ec. Disadvantaged</td> <td>56%</td> <td>84%</td> </tr> <tr> <td>Special Education</td> <td>-</td> <td>56%</td> </tr> <tr> <td>LEP</td> <td>24%</td> <td>53%</td> </tr> </tbody> </table>	Subgroups	ELA % Passing	Math % Passing	Total Population	56%	84%	Hispanic	56%	84%	Ec. Disadvantaged	56%	84%	Special Education	-	56%	LEP	24%	53%
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Ec. Disadvantaged	56%	84%																					
Special Education	-	56%																					
LEP	24%	53%																					
MATH	All Students	PRIME (Partnership for Research to Improve Mathematics Education) Strategies	Yes	<ul style="list-style-type: none"> <li>Teacher use and documentation</li> <li>NJASK Results</li> <li>SGOs</li> </ul>	<ul style="list-style-type: none"> <li>We are awaiting results from the PARCC.</li> <li>Increase in scores on Pearson Envision Post Test.</li> <li>School-Wide Achievement of SGOs.</li> </ul>																		
ELA and	All	Differentiated	Yes	<ul style="list-style-type: none"> <li>Teacher use and</li> </ul>	<ul style="list-style-type: none"> <li>We are awaiting results from the</li> </ul>																		

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)		
MATH		Instruction, Small Groups, Individualized Instruction, Centers		documentation <ul style="list-style-type: none"> <li>NJASK Results</li> <li>DORA Results</li> <li>SGOs</li> </ul>	PARCC. <ul style="list-style-type: none"> <li>Increase in DORA Scores.</li> <li>Increase in scores on Envision Math Post Test.</li> <li>Increase in scores on Reading Street End-Of Year Test.</li> <li>DORA results show positive gains in most areas of focus.</li> </ul>		
					Subgroups	ELA % Passing	Math % Passing
					Total Population	56%	84%
					Hispanic	56%	84%
					Ec. Disadvantaged	56%	84%
					Special Education	-	56%
					LEP	24%	53%
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 and Math	ELLs	LEP Program	Yes	<ul style="list-style-type: none"> <li>Teacher use and documentation</li> <li>NJASK Results</li> <li>DORA Results</li> </ul>	<ul style="list-style-type: none"> <li>We are awaiting results from the PARCC.</li> <li>Increase in DORA Scores.</li> <li>Increase in scores on Envision Math</li> </ul>		

**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"> <li>SGOs</li> </ul>	Post Test. <ul style="list-style-type: none"> <li>Increase in scores on Reading Street End-Of Year Test.</li> <li>DORA results show positive gains in most areas of focus.</li> <li>High Level of student movement out of LEP Program.</li> </ul> <table border="1" data-bbox="1409 586 1953 935"> <thead> <tr> <th>Subgroups</th> <th>ELA % Passing</th> <th>Math % Passing</th> </tr> </thead> <tbody> <tr> <td>Total Population</td> <td>56%</td> <td>84%</td> </tr> <tr> <td>Hispanic</td> <td>56%</td> <td>84%</td> </tr> <tr> <td>Ec. Disadvantaged</td> <td>56%</td> <td>84%</td> </tr> <tr> <td>Special Education</td> <td>-</td> <td>56%</td> </tr> <tr> <td>LEP</td> <td>24%</td> <td>53%</td> </tr> </tbody> </table>			Subgroups	ELA % Passing	Math % Passing	Total Population	56%	84%	Hispanic	56%	84%	Ec. Disadvantaged	56%	84%	Special Education	-	56%	LEP	24%	53%
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## 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 and Math	ALL	21 <sup>st</sup> Century Program SES Saturday Tutoring	Yes	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Pre and Post Data</li> <li>• Standardized Test Data</li> <li>• Administrative Walk-Throughs</li> </ul>	<ul style="list-style-type: none"> <li>• Data shows consistent attendance for 21<sup>st</sup> Century and SES program. Attendance for the Saturday classes was 100%.</li> <li>• For the SES program, pre and post-test data was analyzed. Positive gains were seen in most classes.</li> <li>• We are awaiting standardized test data.</li> </ul>
ELA	Economically Disadvantaged	21 <sup>st</sup> Century Program SES Saturday Tutoring	Yes	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Pre and Post Data</li> <li>• Standardized Test Data</li> <li>• Administrative Walk-Throughs</li> </ul>	<ul style="list-style-type: none"> <li>• Data shows consistent attendance for 21<sup>st</sup> Century and SES program. Attendance for the Saturday classes was 100%.</li> <li>• For the SES program, pre and post-test data was analyzed. Positive gains were seen in most classes.</li> <li>• We are awaiting standardized test data.</li> </ul>
MATH	Economically Disadvantaged	21 <sup>st</sup> Century Program SES Saturday Tutoring	Yes	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Pre and Post Data</li> <li>• Standardized Test Data</li> <li>• Administrative Walk-Throughs</li> </ul>	<ul style="list-style-type: none"> <li>• Data shows consistent attendance for 21<sup>st</sup> Century and SES program. Attendance for the Saturday classes was 100%.</li> <li>• For the SES program, pre and post-test data was analyzed. Positive gains were seen in most classes.</li> <li>• We are awaiting standardized test data.</li> </ul>

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

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
ELA	LEP	21 <sup>st</sup> Century Program SES Saturday Tutoring	Yes	<ul style="list-style-type: none"> <li>Attendance</li> <li>Pre and Post Data</li> <li>Standardized Test Data</li> <li>Administrative Walk-Throughs</li> </ul>	<ul style="list-style-type: none"> <li>Data shows consistent attendance for 21<sup>st</sup> Century and SES program. Attendance for the Saturday classes was 100%.</li> <li>For the SES program, pre and post-test data was analyzed. Positive gains were seen in most classes.</li> <li>We are awaiting standardized test data.</li> </ul>
MATH	LEP	21 <sup>st</sup> Century Program SES Saturday Tutoring	Yes	<ul style="list-style-type: none"> <li>Attendance</li> <li>Pre and Post Data</li> <li>Standardized Test Data</li> <li>Administrative Walk-Throughs</li> </ul>	<ul style="list-style-type: none"> <li>Data shows consistent attendance for 21<sup>st</sup> Century and SES program. Attendance for the Saturday classes was 100%.</li> <li>For the SES program, pre and post-test data was analyzed. Positive gains were seen in most classes.</li> <li>We are awaiting standardized test data.</li> </ul>
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A

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

**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 and Math	Students with Disabilities	District In-Service PD Summer Institute Schoolwide Professional Development	Yes	<ul style="list-style-type: none"> <li>• Staff Participation in workshops.</li> <li>• Staff use of materials and implementation of workshop strategies</li> <li>• PD Certificates</li> <li>• Workshop Evaluations</li> <li>• Student Achievement Data</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance Sheets-100% of required staff participated in workshops and classroom observation and demonstration lessons.</li> <li>• Administrative observation data reflects a consistent implementation of the PD strategies. (i.e. growth percentage observed in walkthrough)</li> <li>• Improved teacher training on best practices. (Increase in participation)</li> <li>• We are awaiting data on the PARCC scores.</li> </ul>
MATH	All	PRIME	Yes	<ul style="list-style-type: none"> <li>• Staff Participation in workshops.</li> <li>• Staff use of materials and implementation of workshop strategies</li> <li>• PD Certificates</li> <li>• Workshop Evaluations and Surveys</li> <li>• Student Achievement Data</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance Sheets-100% of required staff participated in workshops and classroom observation and demonstration lessons.</li> <li>• Administrative observation data reflects a consistent implementation of the PD strategies. (i.e. growth percentage observed in walkthrough)</li> <li>• Improved teacher training on best practices. (Increase in participation)</li> <li>• We are awaiting data on the PARCC scores.</li> </ul>
ELA	Homeless	N/A	N/A	N/A	N/A

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

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 and MATH	ELLs	District In-Service PD Summer Institute Schoolwide Professional Development Super Saturday	Yes	<ul style="list-style-type: none"> <li>• Staff Participation in workshops.</li> <li>• Staff use of materials and implementation of workshop strategies</li> <li>• PD Certificates</li> <li>• Workshop Evaluations</li> <li>• Student Achievement Data</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance Sheets-100% of required staff participated in workshops and classroom observation and demonstration lessons.</li> <li>• Administrative observation data reflects a consistent implementation of the PD strategies. (i.e. growth percentage observed in walkthrough)</li> <li>• Improved teacher training on best practices. (Increase in participation)</li> <li>• We are awaiting data on the PARCC scores.</li> </ul>
Math and ELA	Economically Disadvantaged	District In-Service PD Summer Institute Schoolwide Professional Development Super Saturday	Yes	<ul style="list-style-type: none"> <li>• Staff Participation in workshops.</li> <li>• Staff use of materials and implementation of workshop strategies</li> <li>• PD Certificates</li> <li>• Workshop Evaluations</li> <li>• Student Achievement Data</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance Sheets-100% of required staff participated in workshops and classroom observation and demonstration lessons.</li> <li>• Administrative observation data reflects a consistent implementation of the PD strategies. (i.e. growth percentage observed in walkthrough)</li> <li>• Improved teacher training on best practices. (Increase in participation)</li> <li>• We are awaiting data on the PARCC ELA scores.</li> </ul>
ELA AND	All	District In-Service PD	Yes	<ul style="list-style-type: none"> <li>• Staff Participation in</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance Sheets-100% of required</li> </ul>

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

Math		Summer Institute Schoolwide Professional Development Super Saturday		workshops. <ul style="list-style-type: none"> <li>• Staff use of materials and implementation of workshop strategies</li> <li>• PD Certificates</li> <li>• Workshop Evaluations</li> <li>• Student Achievement Data</li> </ul>	<p>staff participated in workshops and classroom observation and demonstration lessons.</p> <ul style="list-style-type: none"> <li>• Administrative observation data reflects a consistent implementation of the PD strategies. (i.e. growth percentage observed in walkthrough)</li> <li>• Improved teacher training on best practices. (Increase in participation)</li> <li>• We are awaiting data on the PARCC ELA scores.</li> </ul>
ELA	All	School Wide Professional Development In- Service Sessions NJDOE Literacy Consultant	Yes	<ul style="list-style-type: none"> <li>• Teacher documentation</li> <li>• Staff use of materials and implementation of workshop strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Improved teacher training on best practices. (Increase in participation)</li> <li>• We are awaiting data on the PARCC ELA scores.</li> </ul>
ELA	All	School Wide Professional Development In- Service Sessions Mary Ellen Ledbetter	Yes	<ul style="list-style-type: none"> <li>• Teacher documentation</li> <li>• Staff use of materials and implementation of workshop strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Improved teacher training on best practices. (Increase in participation)</li> <li>• We are awaiting data on the PARCC ELA scores.</li> </ul>
ELA	All	SchoolWide Professional Development <ul style="list-style-type: none"> <li>• Developing Early Literacy Skills</li> <li>• Dyslexia (state required training)</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Staff Participation in workshops.</li> <li>• Staff use of materials and implementation of workshop strategies.</li> <li>• PD Certificates</li> <li>• Workshop Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance Sheets-100% of required staff participated in workshops and classroom observation and demonstration lessons.</li> <li>• Administrative observation data reflects a consistent implementation of the PD strategies.</li> <li>• Improved teacher training on best practices.</li> <li>• Administrative observation data</li> </ul>

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

				<ul style="list-style-type: none"> <li>• Student Achievement Data</li> </ul>	<p>reflects a consistent implementation of the PD strategies. (i.e. Growth percentage observed in walkthrough)</p> <ul style="list-style-type: none"> <li>• Improved teacher training on best practices. (Increase in participation)</li> </ul>
Technology	All	<p>SchoolWide Professional Development</p> <ul style="list-style-type: none"> <li>• Readiness for the PARCC Assessment Using iWorks</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Staff Participation in workshops.</li> <li>• Staff use of materials and implementation of workshop strategies.</li> <li>• PD Certificates</li> <li>• Workshop Evaluations</li> <li>• Student Achievement Data</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance Sheets-100% of required staff participated in workshops and classroom observation and demonstration lessons.</li> <li>• Administrative observation data reflects a consistent implementation of the PD strategies.</li> <li>• Improved teacher training on best practices.</li> <li>• Administrative observation data reflects a consistent implementation of the PD strategies. (i.e. Growth percentage observed in walkthrough)</li> <li>• Improved teacher training on best practices. (Increase in participation)</li> </ul>
Technology, Science, Math	All	<p>SchoolWide Professional Development</p> <ul style="list-style-type: none"> <li>• Integrating Science, Math &amp; Technology</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Staff Participation in workshops.</li> <li>• Staff use of materials and implementation of workshop strategies.</li> <li>• PD Certificates</li> <li>• Workshop Evaluations</li> <li>• Student Achievement Data</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance Sheets-100% of required staff participated in workshops and classroom observation and demonstration lessons.</li> <li>• Administrative observation data reflects a consistent implementation of the PD strategies.</li> <li>• Improved teacher training on best practices.</li> <li>• Administrative observation data reflects a consistent implementation of the PD strategies. (i.e. Growth percentage observed in walkthrough)</li> </ul>

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

					<ul style="list-style-type: none"> <li>Improved teacher training on best practices. (Increase in participation)</li> </ul>
Technology, Science, Math	All	SchoolWide Professional Development <ul style="list-style-type: none"> <li>STEM: Science Technology/ Engineering/ Math</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Staff Participation in workshops.</li> <li>Staff use of materials and implementation of workshop strategies.</li> <li>PD Certificates</li> <li>Workshop Evaluations</li> <li>Student Achievement Data</li> </ul>	<ul style="list-style-type: none"> <li>Attendance Sheets-100% of required staff participated in workshops and classroom observation and demonstration lessons.</li> <li>Administrative observation data reflects a consistent implementation of the PD strategies.</li> <li>Improved teacher training on best practices.</li> <li>Administrative observation data reflects a consistent implementation of the PD strategies. (i.e. Growth percentage observed in walkthrough)</li> <li>Improved teacher training on best practices. (Increase in participation)</li> </ul>
ELA and MATH	All	SchoolWide Professional Development <ul style="list-style-type: none"> <li>Readiness for the PARCC Assessment</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Staff Participation in workshops.</li> <li>Staff use of materials and implementation of workshop strategies.</li> <li>PD Certificates</li> <li>Workshop Evaluations</li> <li>Student Achievement Data</li> </ul>	<ul style="list-style-type: none"> <li>Attendance Sheets-100% of required staff participated in workshops and classroom observation and demonstration lessons.</li> <li>Administrative observation data reflects a consistent implementation of the PD strategies.</li> <li>Improved teacher training on best practices.</li> <li>Administrative observation data reflects a consistent implementation of the PD strategies. (i.e. Growth percentage observed in walkthrough)</li> <li>Improved teacher training on best practices. (Increase in participation)</li> </ul>

**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	<ul style="list-style-type: none"> <li>• Back to School Night</li> <li>• Parent PTO Organization (With US Department of Education Video on Parent Involvement/ Importance of Parent Involvement- Importance of Homework)</li> <li>• Monthly Parent Empowerment Workshops and Breakfasts</li> <li>• Parent’s Night</li> <li>• Health Fair</li> <li>• Parent Involvement Breakfast (PARCC Standardized testing Workshop)</li> <li>• Read Across</li> </ul>	Yes	Parent Attendance (Sign In) Parent Feedback Parent E-Mail Correspondence	High Turnout and increased parent involvement. <ul style="list-style-type: none"> <li>• Positive Parent Involvement and School Climate focused on high student achievement.</li> </ul> Increased student achievement on standardized and district assessments.

**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)
		America Celebration With the Participation of Parent and Community Members <ul style="list-style-type: none"> <li>• Tiger Tales</li> </ul>			
Math	Students with Disabilities	<ul style="list-style-type: none"> <li>• Back to School Night</li> <li>• Parent PTO Organization (With US Department of Education Video on Parent Involvement/ Importance of Parent Involvement- Importance of Homework)</li> <li>• Monthly Parent Empowerment Workshops and Breakfasts</li> <li>• Parent’s Night</li> <li>• Health Fair</li> <li>• Parent</li> </ul>	Yes	Parent Attendance (Sign In) Parent Feedback Parent E-Mail Correspondence	High Turnout and increased parent involvement. <ul style="list-style-type: none"> <li>• Positive Parent Involvement and School Climate focused on high student achievement.</li> </ul> Increased student achievement on standardized and district assessments.

**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)
		Involvement Breakfast (PARCC Standardized testing Workshop) • Read Across America Celebration With the Participation of Parent and Community Members • Tiger Tales			
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	<ul style="list-style-type: none"> <li>• Back to School Night</li> <li>• Parent PTO Organization (With US Department of Education Video on</li> </ul>	Yes	Parent Attendance (Sign In) Parent Feedback Parent E-Mail Correspondence	High Turnout and increased parent involvement. <ul style="list-style-type: none"> <li>• Positive Parent Involvement and School Climate focused on high student achievement.</li> </ul> Increased student achievement on standardized and district assessments.

**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)
		Parent Involvement/ Importance of Parent Involvement- Importance of Homework) <ul style="list-style-type: none"> <li>• Monthly Parent Empowerment Workshops and Breakfasts</li> <li>• Parent’s Night</li> <li>• Health Fair</li> <li>• Parent Involvement Breakfast (PARCC Standardized testing Workshop)</li> <li>• Read Across America Celebration With the Participation of Parent and Community Members</li> <li>• Tiger Tales</li> </ul>			
Math	ELLs	<ul style="list-style-type: none"> <li>• Back to School</li> </ul>	Yes	Parent Attendance (Sign In) Parent Feedback	High Turnout and increased parent involvement.

**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)
		<p>Night</p> <ul style="list-style-type: none"> <li>• Parent PTO Organization (With US Department of Education Video on Parent Involvement/ Importance of Parent Involvement- Importance of Homework)</li> <li>• Monthly Parent Empowerment Workshops and Breakfasts</li> <li>• Parent’s Night</li> <li>• Health Fair</li> <li>• Parent Involvement Breakfast (PARCC Standardized testing Workshop)</li> <li>• Read Across America Celebration With the Participation of</li> </ul>		<p>Parent E-Mail Correspondence</p>	<ul style="list-style-type: none"> <li>• Positive Parent Involvement and School Climate focused on high student achievement.</li> </ul> <p>Increased student achievement on standardized and district assessments.</p>

**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)
		Parent and Community Members <ul style="list-style-type: none"> <li>• Tiger Tales</li> </ul>			
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> <li>• Back to School Night</li> <li>• Parent PTO Organization (With US Department of Education Video on Parent Involvement/ Importance of Parent Involvement- Importance of Homework)</li> <li>• Monthly Parent Empowerment Workshops and Breakfasts</li> <li>• Parent’s Night</li> <li>• Health Fair</li> <li>• Parent Involvement Breakfast (PARCC Standardized</li> </ul>		Parent Attendance (Sign In) Parent Feedback Parent E-Mail Correspondence	High Turnout and increased parent involvement. <ul style="list-style-type: none"> <li>• Positive Parent Involvement and School Climate focused on high student achievement.</li> </ul> Increased student achievement on standardized and district assessments.

**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)
		testing Workshop) <ul style="list-style-type: none"> <li>• Read Across America Celebration With the Participation of Parent and Community Members</li> <li>• Tiger Tales</li> </ul>			
Math	Economically Disadvantaged	<ul style="list-style-type: none"> <li>• Back to School Night</li> <li>• Parent PTO Organization (With US Department of Education Video on Parent Involvement/ Importance of Parent Involvement- Importance of Homework)</li> <li>• Monthly Parent Empowerment Workshops and Breakfasts</li> <li>• Parent’s Night</li> </ul>	Yes	Parent Attendance (Sign In) Parent Feedback Parent E-Mail Correspondence	High Turnout and increased parent involvement. <ul style="list-style-type: none"> <li>• Positive Parent Involvement and School Climate focused on high student achievement.</li> </ul> Increased student achievement on standardized and district assessments.

**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"> <li>• Health Fair</li> <li>• Parent Involvement Breakfast (PARCC Standardized testing Workshop)</li> <li>• Read Across America Celebration With the Participation of Parent and Community Members</li> <li>• Tiger Tales</li> </ul>			
ELA		<ul style="list-style-type: none"> <li>• Back to School Night</li> <li>• Parent PTO Organization (With US Department of Education Video on Parent Involvement/ Importance of Parent Involvement-</li> </ul>	Yes	Parent Attendance (Sign In) Parent Feedback Parent E-Mail Correspondence	High Turnout and increased parent involvement. <ul style="list-style-type: none"> <li>• Positive Parent Involvement and School Climate focused on high student achievement.</li> </ul> Increased student achievement on standardized and district assessments.

**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)
		Importance of Homework) <ul style="list-style-type: none"> <li>• Monthly Parent Empowerment Workshops and Breakfasts</li> <li>• Parent’s Night</li> <li>• Health Fair</li> <li>• Parent Involvement Breakfast (PARCC Standardized testing Workshop)</li> <li>• Read Across America Celebration With the Participation of Parent and Community Members</li> <li>• Tiger Tales</li> </ul>			
Math		<ul style="list-style-type: none"> <li>• Back to School Night</li> <li>• Parent PTO Organization (With US Department of</li> </ul>	Yes	Parent Attendance (Sign In) Parent Feedback Parent E-Mail Correspondence	High Turnout and increased parent involvement. <ul style="list-style-type: none"> <li>• Positive Parent Involvement and School Climate focused on high student achievement.</li> </ul> Increased student achievement on

**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)
		Education Video on Parent Involvement/ Importance of Parent Involvement- Importance of Homework) <ul style="list-style-type: none"> <li>• Monthly Parent Empowerment Workshops and Breakfasts</li> <li>• Parent’s Night</li> <li>• Health Fair</li> <li>• Parent Involvement Breakfast (PARCC Standardized testing Workshop)</li> <li>• Read Across America Celebration With the Participation of Parent and Community Members</li> <li>• Tiger Tales</li> </ul>			standardized and district assessments.

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

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

**Principal's Certification**

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

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

Les Hanna

Signature On File

\_\_\_\_\_  
**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	<ul style="list-style-type: none"> <li>-PARCC</li> <li>-Alternate Proficiency Assessment</li> <li>-Access</li> <li>-DORA</li> <li>-District Benchmarks &amp; Marking Period Exams</li> <li>-Teacher Formative &amp; Summative Assessments</li> <li>-Portfolios, Rubrics, Report Cards, Progress Reports</li> <li>-SGOs</li> </ul>	<p>We are awaiting the data on the PARCC standardized test scores. Other data we have analyzed shows gains in the area of reading. A particular focus this year was on reading comprehension, as it was a needs improvement area.</p> <p>The following data indicates the percentage of students showing improvement as a percent of the total grade level population on the Access test.</p> <ul style="list-style-type: none"> <li>• Grade 1: 55%</li> <li>• Grade 2: 62%</li> <li>• Grade 3: 61%</li> <li>• Grade 4: 75%</li> <li>• Grade 5: 75%</li> <li>• Grade 6: 67%</li> </ul> <p>The following data indicates the percentages of students showing improvement as a percent of the total grade level population on the DORA.</p> <ul style="list-style-type: none"> <li>• Grade 3: 66%</li> <li>• Grade 4: 68%</li> <li>• Grade 5: 78%</li> </ul>

**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"> <li>• Grade 6: 80%</li> </ul> <p>The following data indicates the percentages of students who scored Proficient and Advanced Proficient on the ELA 2013 – 2014 NJASK.</p> <ul style="list-style-type: none"> <li>• Grade 3: 64% (Proficient)</li> <li>• Grade 4: 46% (Proficient)</li> <li>• Grade 5: 49% (Proficient) and 2 % (Advanced Proficient)</li> <li>• Grade 6: 57% (Proficient) and 4% (Advanced Proficient)</li> </ul> <p>The following data indicates the percentages of students who scored Proficient and Advanced Proficient on the MATH 2013 – 2014 NJASK.</p> <ul style="list-style-type: none"> <li>• Grade 3: 38% (Proficient) and 40% (Advanced Proficient)</li> <li>• Grade 4: 45% (Proficient) and 22% (Advanced Proficient)</li> <li>• Grade 5: 48% (Proficient) and 44% (Advanced Proficient)</li> <li>• Grade 6: 46% (Proficient) and 45% (Advanced Proficient)</li> </ul> <p>District Benchmarks, Portfolio Materials, Marking Period Exams were all created at the District Level to reflect the rigor of the Common Core State Standards. Results of these were evaluated by administrators and analyzed at grade-level meetings. In addition, administrators consistently performed classroom walk-throughs to evaluate instruction for academic rigor.</p>
Academic Achievement - Writing	-PARCC -Alternate Proficiency Assessment -Access -DORA - -District Benchmarks & Marking Period Exams -Teacher Formative & Summative Assessments	<p>We are awaiting the data on the PARCC standardized test scores. Other data we have analyzed shows gains in the area of reading. A particular focus this year was on reading comprehension, as it was a needs improvement area.</p> <p>The following data indicates the percentage of students showing improvement as a percent of the total grade level population on the Access test.</p>

**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)
	<p>-Portfolios, Rubrics, report Cards, Progress Reports</p> <p>-SGOs</p>	<ul style="list-style-type: none"> <li>• Grade 1: 55%</li> <li>• Grade 2: 62%</li> <li>• Grade 3: 61%</li> <li>• Grade 4: 75%</li> <li>• Grade 5: 75%</li> <li>• Grade 6: 67%</li> </ul> <p>The following data indicates the percentages of students showing improvement as a percent of the total grade level population on the DORA.</p> <ul style="list-style-type: none"> <li>• Grade 3: 66%</li> <li>• Grade 4: 68%</li> <li>• Grade 5: 78%</li> <li>• Grade 6: 80%</li> </ul> <p>The following data indicates the percentages of students who scored Proficient and Advanced Proficient on the ELA 2013 – 2014 NJASK.</p> <ul style="list-style-type: none"> <li>• Grade 3: 64% (Proficient)</li> <li>• Grade 4: 46% (Proficient)</li> <li>• Grade 5: 49% (Proficient) and 2 % (Advanced Proficient)</li> <li>• Grade 6: 57% (Proficient) and 4% (Advanced Proficient)</li> </ul> <p>The following data indicates the percentages of students who scored Proficient and Advanced Proficient on the MATH 2013 – 2014 NJASK.</p> <ul style="list-style-type: none"> <li>• Grade 3: 38% (Proficient) and 40% (Advanced Proficient)</li> <li>• Grade 4: 45% (Proficient) and 22% (Advanced Proficient)</li> <li>• Grade 5: 48% (Proficient) and 44% (Advanced Proficient)</li> <li>• Grade 6: 46% (Proficient) and 45% (Advanced Proficient)</li> </ul> <p>District Benchmarks, Portfolio Materials, Marking Period Exams were all created at the District Level to reflect the rigor of the Common Core State</p>

**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)
		Standards. Results of these were evaluated by administrators and analyzed at grade-level meetings. In addition, administrators consistently performed classroom walk-throughs to evaluate instruction for academic rigor.
Academic Achievement - Mathematics	<ul style="list-style-type: none"> <li>-PARCC</li> <li>-Alternate Proficiency Assessment</li> <li>-Access</li> <li>-DORA</li> <li>- District Benchmarks &amp; Marking Period Exams</li> <li>-Teacher Formative &amp; Summative Assessments</li> <li>-Portfolios, Rubrics, report Cards, Progress Reports</li> <li>-SGOs</li> </ul>	<p>We are awaiting the data on the NJASK standardized test scores. Other data we have analyzed shows gains in the area of reading. A particular focus this year was on reading comprehension, as it was a needs improvement area.</p> <p>The following data indicates the percentage of students showing improvement as a percent of the total grade level population on the Access test.</p> <ul style="list-style-type: none"> <li>• Grade 1: 55%</li> <li>• Grade 2: 62%</li> <li>• Grade 3: 61%</li> <li>• Grade 4: 75%</li> <li>• Grade 5: 75%</li> <li>• Grade 6: 67%</li> </ul> <p>The following data indicates the percentages of students showing improvement as a percent of the total grade level population on the DORA.</p> <ul style="list-style-type: none"> <li>• Grade 3: 66%</li> <li>• Grade 4: 68%</li> <li>• Grade 5: 78%</li> <li>• Grade 6: 80%</li> </ul> <p>The following data indicates the percentages of students who scored Proficient and Advanced Proficient on the ELA 2013 – 2014 NJASK.</p> <ul style="list-style-type: none"> <li>• Grade 3: 64% (Proficient)</li> <li>• Grade 4: 46% (Proficient)</li> </ul>

**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"> <li>• Grade 5: 49% (Proficient) and 2 % (Advanced Proficient)</li> <li>• Grade 6: 57% (Proficient) and 4% (Advanced Proficient)</li> </ul> <p>The following data indicates the percentages of students who scored Proficient and Advanced Proficient on the MATH 2013 – 2014 NJASK.</p> <ul style="list-style-type: none"> <li>• Grade 3: 38% (Proficient) and 40% (Advanced Proficient)</li> <li>• Grade 4: 45% (Proficient) and 22% (Advanced Proficient)</li> <li>• Grade 5: 48% (Proficient) and 44% (Advanced Proficient)</li> <li>• Grade 6: 46% (Proficient) and 45% (Advanced Proficient)</li> </ul> <p>District Benchmarks, Portfolio Materials, Marking Period Exams were all created at the District Level to reflect the rigor of the Common Core State Standards. Results of these were evaluated by administrators and analyzed at grade-level meetings. In addition, administrators consistently performed classroom walk-throughs to evaluate instruction for academic rigor.</p>
Family and Community Engagement	<p>Back to School Night</p> <ul style="list-style-type: none"> <li>- Parent Breakfast featuring (USA Department of Education Video- “Parent Involvement/Importance of Parent Involvement-Importance of Homework-Attendance &amp; Lateness”)</li> <li>-Information session on resources and opportunities available to Hispanic students and their</li> </ul>	<p>High turnout and increased parent involvement as demonstrated on sign-in sheets.</p> <ul style="list-style-type: none"> <li>• Positive Parent Involvement and School Climate focused on increasing student achievement.</li> <li>• Positive Parent response on parent surveys.</li> <li>• Parental requests made to garner information to improve student achievement.</li> </ul> <p>Increase student academic achievement on standardized and district assessments.</p> <p>Parent attendance/involvement has shown an increase of 43% in the 2014-2015 school year.</p>

**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)
	<p>parents under the new immigration laws, video on bullying</p> <p>-Information session on Health Insurance Information (NJ Family Care), and North Hudson Community Action Corp. Health Van will provide Cholesterol, Glucose and Blood Pressure Screening), Puerto Rican Family Institute, Immigration lawyer and WIC outreach, a media presentation to teach parents social media awareness</p> <p>-Saturday Math Classes- parents learn how to help their children with math at home.</p> <p>- Parent Involvement Breakfast (PARCC Standardized testing Workshop).</p> <p>-Health workshop -presentation on healthy eating and avoiding</p>	

**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)
	<p>obesity</p> <p>-Reading workshop-the importance of reading to students</p> <p>-Autism workshop presented by the supervisor of ARC of Hudson County and GWE school’s Child Study Team</p> <p>- Allergies and asthma workshop, and a workshop</p> <p>-Information session on the necessity of summer reading and understanding the importance of fathers’ involvement in a student’s education.</p> <p>A series of parental brochures and pamphlets are made available in English and Spanish including, but not limited to:</p> <ul style="list-style-type: none"> <li>• “Your Child and Standardized Tests”</li> <li>• “Emergency Readiness</li> </ul>	

**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)
	<p>Pocket Guide”</p> <ul style="list-style-type: none"> <li>• “How to Resolve Conflict Peacefully”</li> <li>• “Delete Cyber bullying What Parents Need to Know About Cyber bullying”</li> <li>• “Student Success getting involved in your child’s education”</li> <li>• “Parents’ Guide to Cyber Safety What Every Parent Should Know About Internet Safety, Cyber bullying, Sexting”</li> <li>• “Title I Improving Your Child’s Education”</li> <li>• “Supplemental Educational Services for Title I Schools”</li> <li>• “Parent Participation”</li> </ul>	

**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"> <li>• “Your Child’s Attendance and Success at School”</li> <li>• “Helping Your Child with Homework”</li> <li>• “How to Be Involved in Your Child’s Education”</li> <li>• “Helping Your Child Become a Better Reader”</li> <li>• “Understanding Special Education Under NCLB, IDEA, and Section 504”</li> </ul>	
Professional Development	<ul style="list-style-type: none"> <li>-PARCC</li> <li>-Alternate Proficiency Assessment</li> <li>-Access</li> <li>-DORA</li> <li>- District Benchmarks &amp; Marking Period Exams</li> <li>-Teacher Formative &amp; Summative Assessments</li> <li>-Portfolios, Rubrics, report Cards, Progress Reports</li> <li>-SGO</li> </ul>	<p>While we await data on the NJ Standardized tests, the other measurable data indicate the ongoing need for professional development in areas of academic rigor and the spiraling of important concepts-especially those that are focus areas of the Common Core.</p> <p>Classroom Benchmarks are in compliance as evidenced by walkthrough forms, informal observations and evaluations.</p> <p>SGOs are in compliance as evidenced by documentation.</p>
Leadership	-Face to face meetings	While we await data on the NJ Standardized tests to determine the outcome

**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"> <li>-League One Training</li> <li>-Teacher Effectiveness Framework</li> <li>-Principal Effectiveness</li> </ul>	<p>of the school. Other measurable data include certifications, evaluations, and sign in sheets with agendas.</p> <p>SGOs are in compliance as evidenced by documentation.</p>
School Climate and Culture	Staff Survey	100% Documented staff feedback on school wide initiatives and programs to promote school climate and culture in correlation to increased student performance.
School-Based Youth Services	N/A	N/A
Students with Disabilities	<ul style="list-style-type: none"> <li>-NJASK</li> <li>-New Jersey PASS</li> <li>-Alternate Proficiency Assessment</li> <li>-Access</li> <li>-DORA</li> <li>- District Benchmarks &amp; Marking Period Exams</li> <li>-Teacher Formative &amp; Summative Assessments</li> <li>-Portfolios, Rubrics, report Cards, Progress Reports</li> <li>-SGOs</li> </ul>	<p>While we await data on the NJ Standardized tests, the other measurable data indicate the ongoing need for professional development in areas of academic rigor and the spiraling of important concepts-especially those that are focus areas of the Common Core.</p> <p>Classroom Benchmarks are in compliance as evidenced by walkthrough forms, informal observations and evaluations.</p> <p>SGOs are in compliance as evidenced by documentation.</p>
Homeless Students	N/A	N/A
Migrant Students	N/A	N/A
English Language Learners	<ul style="list-style-type: none"> <li>-NJASK</li> <li>-New Jersey PASS</li> <li>-Alternate Proficiency Assessment</li> </ul>	We are awaiting the data on the PARCC standardized test scores. Other data we have analyzed shows gains in the area of reading. A particular focus this year was on reading comprehension, as it was a needs improvement area.

**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"> <li>-Access</li> <li>-DORA</li> <li>- District Benchmarks &amp; Marking Period Exams</li> <li>-Teacher Formative &amp; Summative Assessments</li> <li>-Portfolios, Rubrics, report Cards, Progress Reports</li> <li>-SGOs</li> </ul>	<p>The following data indicates the percentage of students showing improvement as a percent of the total grade level population on the Access test.</p> <ul style="list-style-type: none"> <li>• Grade 1: 55%</li> <li>• Grade 2: 62%</li> <li>• Grade 3: 61%</li> <li>• Grade 4: 75%</li> <li>• Grade 5: 75%</li> <li>• Grade 6: 67%</li> </ul> <p>The following data indicates the percentages of students showing improvement as a percent of the total grade level population on the DORA.</p> <ul style="list-style-type: none"> <li>• Grade 3: 66%</li> <li>• Grade 4: 68%</li> <li>• Grade 5: 78%</li> <li>• Grade 6: 80%</li> </ul> <p>The following data indicates the percentages of students who scored Proficient and Advanced Proficient on the ELA 2013 – 2014 NJASK.</p> <ul style="list-style-type: none"> <li>• Grade 3: 64% (Proficient)</li> <li>• Grade 4: 46% (Proficient)</li> <li>• Grade 5: 49% (Proficient) and 2 % (Advanced Proficient)</li> <li>• Grade 6: 57% (Proficient) and 4% (Advanced Proficient)</li> </ul> <p>The following data indicates the percentages of students who scored Proficient and Advanced Proficient on the MATH 2013 – 2014 NJASK.</p> <ul style="list-style-type: none"> <li>• Grade 3: 38% (Proficient) and 40% (Advanced Proficient)</li> <li>• Grade 4: 45% (Proficient) and 22% (Advanced Proficient)</li> <li>• Grade 5: 48% (Proficient) and 44% (Advanced Proficient)</li> </ul>

**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"> <li>Grade 6: 46% (Proficient) and 45% (Advanced Proficient)</li> </ul> <p>District Benchmarks, Portfolio Materials, Marking Period Exams were all created at the District Level to reflect the rigor of the Common Core State Standards. Results of these were evaluated by administrators and analyzed at grade-level meetings. In addition, administrators consistently performed classroom walk-throughs to evaluate instruction for academic rigor.</p>
Economically Disadvantaged	<ul style="list-style-type: none"> <li>-NJASK</li> <li>-New Jersey PASS</li> <li>-Alternate Proficiency Assessment</li> <li>-Access</li> <li>-DORA</li> <li>- District Benchmarks &amp; Marking Period Exams</li> <li>-Teacher Formative &amp; Summative Assessments</li> <li>-Portfolios, Rubrics, report Cards, Progress Reports</li> <li>-SGOs</li> </ul>	<p>We are awaiting the data on the PARCC standardized test scores. Other data we have analyzed shows gains in the area of reading. A particular focus this year was on reading comprehension, as it was a needs improvement area.</p> <p>The following data indicates the percentage of students showing improvement as a percent of the total grade level population on the Access test.</p> <ul style="list-style-type: none"> <li>Grade 1: 55%</li> <li>Grade 2: 62%</li> <li>Grade 3: 61%</li> <li>Grade 4: 75%</li> <li>Grade 5: 75%</li> <li>Grade 6: 67%</li> </ul> <p>The following data indicates the percentages of students showing improvement as a percent of the total grade level population on the DORA.</p> <ul style="list-style-type: none"> <li>Grade 3: 66%</li> <li>Grade 4: 68%</li> <li>Grade 5: 78%</li> <li>Grade 6: 80%</li> </ul>

**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)
		<p>The following data indicates the percentages of students who scored Proficient and Advanced Proficient on the ELA 2013 – 2014 NJASK.</p> <ul style="list-style-type: none"> <li>• Grade 3: 64% (Proficient)</li> <li>• Grade 4: 46% (Proficient)</li> <li>• Grade 5: 49% (Proficient) and 2 % (Advanced Proficient)</li> <li>• Grade 6: 57% (Proficient) and 4% (Advanced Proficient)</li> </ul> <p>The following data indicates the percentages of students who scored Proficient and Advanced Proficient on the MATH 2013 – 2014 NJASK.</p> <ul style="list-style-type: none"> <li>• Grade 3: 38% (Proficient) and 40% (Advanced Proficient)</li> <li>• Grade 4: 45% (Proficient) and 22% (Advanced Proficient)</li> <li>• Grade 5: 48% (Proficient) and 44% (Advanced Proficient)</li> <li>• Grade 6: 46% (Proficient) and 45% (Advanced Proficient)</li> </ul> <p>District Benchmarks, Portfolio Materials, Marking Period Exams were all created at the District Level to reflect the rigor of the Common Core State Standards. Results of these were evaluated by administrators and analyzed at grade-level meetings. In addition, administrators consistently performed classroom walk-throughs to evaluate instruction for academic rigor.</p>

## 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?

At the school level academic decisions are data driven. The district's Principal in charge of Assessment Data, George Washington Elementary School administration, NCLB Council, Student and Staff Support Team, Professional Development Committee, and faculty will review the 2014-2015, assessments to determine the needs for 2015-2016, school year. Data is collected from standardized tests and state assessments, and analyzed to determine if A.M.O. was achieved for all students including the LEP and Special Needs populations. Benchmarks, district assessments, interviews, attendance, discipline/promotion trends, instruction time, teacher qualifications, retentions, and at-risk behaviors are utilized to determine deficiencies and suggest strategies and techniques to improve student performance and assist them in meeting rigorous academic standards. In addition, the analysis of the PARCC assessment results, the ACCESS, Alternative Proficiency Assessments, and district benchmarks are reviewed to ascertain the students' academic needs in Language Arts and Mathematics. All stakeholders are surveyed for their input as to the types of professional development that will assist them in preparing the students for success. Analysis of this data enables the Professional Development Committee to identify the areas of concern and plan the appropriate professional development for the faculty and staff. A complete comprehensive school needs assessment is compiled and reviewed from a wide range of data sources. The data is continuously analyzed and utilized to identify the school needs and to guide educational decisions. The data is also analyzed to determine targeted areas and to assure that student subgroups not making A.Y.P. are identified. Using the analyzed data and the information collected, a plan is developed to resolve academic deficiencies and address priority problems

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

In addition to the analysis of the PARCC state assessment results, ACCESS, and district benchmarks, exams and math assessments are also analyzed to obtain student results. After receiving the data from the LEA, the scores are reviewed by the Administrative Team and the School Improvement Panel. At the school level, the results are divided into categories where the data is further scrutinized to plan for student's fall academic placement. Remedial programs/After school assignments are also planned for identified students. In addition, the school based Support Service

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

Team accesses additional data, which is collected to assist with proper student placement. At collaborative planning sessions, the grade level teachers have the opportunity to assess the data and make recommendation as to student placement.

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)?

We ensure the data we used is reliable by relying on a combination of New Jersey standardized assessments and researched based in-house assessments that are tested for reliability. The DORA tests are backed by substantial research and provide an accurate assessment of student progress provided that the administration of the test is consistent. In addition, when all assessment measures are looked at collectively for a given student there is reliable consistency in most cases. For example, a student who scores advanced proficient on the NJASK language arts section is extremely likely to have a DORA score above grade level and a district assessment score in the proficient or advanced proficient range. The same is true at the opposite end of the spectrum.

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

The data analysis reveals many things about classroom instruction. As with the previous year's assessment, most of the significant gains we see in the data are in areas that have been a focus of professional development and training. This would suggest that teachers are implementing the directives with some success. This is consistent with what we have observed during classroom observations and evaluations. The analysis also tells us that classroom grades are typically higher than the standardized measures would predict they would be. In analyzing the difference between the classroom assessments and the standardized assessments this seems largely due to the fact that classroom assessments often focus on a much smaller subset of skills than the standardized assessments to address this issue we have revamped many of our in class assessments on a grade level basis. Assessments are now more closely aligned in depth and rigor to the Common Core. This is an on-going process that will continue into the upcoming school year. Additional training in spiraling and academic rigor will also be provided in the upcoming school year.

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

The data analysis shows that focus areas of previous professional development did show gains. In areas like reading comprehension, we would still like to see additional gains and will continue professional development in this skill. Further professional development will focus on the use of

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

formative assessments and spiraling in the classroom, strategies for reading informational texts, higher-order thinking and problem solving in math, and the “language of learning” and its implication for student motivation and achievement.

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

A cycle of ongoing assessment and analysis is present for students beginning in the first grade. By the time a student reaches 3rd grade they are taking at least 5 comprehensive tests per year (2 district assessments, 2 DORA assessments, 1 PARCC). This is in addition to other tests they may take depending on their placement, classroom tests and grades, and assessments related to any academic after school programs they may be enrolled in. This abundance of data allows the ongoing monitoring of the progress of all students. All data is taken into account prior to placing a student into a homeroom for the following year.

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

At – risk students are provided assistance during school, after school and on Saturday. Classes are geared to increasing student achievement. Additional materials that focus on the skills that need to be improved are purchased. The at-risk population receives small group instruction targeting the individual skills that need to be developed. They are then placed into the targeted intervention programs during the school day and extended day after school programs. The SES program targets students who need academic assistance. Both Language Arts and Mathematics instruction is provided. The provider supplies materials as well as a pre-test and a posttest to determine effectiveness. The 21<sup>st</sup> century program targets students who are at-risk as well. The site manager analyzes test scores at the beginning of each school year to determine the students that would benefit most from services. Students are given assistance with homework and classwork. They are also provided with needs-based supplemental instruction and materials. In school intervention programs are also scheduled. These programs are designed to ensure that all students achieve academic success on the state assessments. Monthly assessment via the web based “Study Island” program provides updated progress of students. If these assessments indicate that the student is still in need of assistance, then the student is usually referred to the Student Staff Support Task Force Team. In addition, at-risk students who are identified based on data are enrolled in intervention programs such as Focus Groups.

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

N/A: Washington School does not have migrant students.

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

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

N/A: Washington School does not have homeless students.

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?

Data from academic assessments is provided to all teachers at the weekly collaborative planning meeting after the data become available. For state assessments like the PARCC, data is presented and skill clusters are analyzed to determine areas of relative strength and weakness. Teachers are asked to provide feedback on why they believe the weak areas exist and what materials, training, or assistance they might need to improve results. Teachers also have the ability to request placements for their students in intervention programs such as Focus Groups. This program is consistently monitored throughout the year and teacher input is requested at various stages. In addition teachers have the opportunity to request additional materials to help address various components of the Common Core Standards, which often centers around the fact that standardized test questions often require multiple skills which may have been taught at different times throughout the year. This reinforces the need for additional training in spiraling and academic rigor going forward.

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

Union City provides assistance in the form of Master teachers to support the community providers with the implementation of the Union City curriculum. Master teachers are responsible for turn-keying the district professional development workshop information to the community provider's staff. Super Saturday and Summer Institute professional development workshops are open to all community providers. Washington's administrators visit the community providers periodically. To provide a seamless transition, each Spring the incoming students and their teachers visit George Washington's kindergarten. Early Learning Assessment System (ELAS) provides a profile of all incoming kindergarten students.

There is also a significant amount of vertical articulation between Washington School and the middle school that the students feed in to.

Throughout the year, there are both administrative articulation meetings and support service articulation meetings. At these meetings, common issues and concerns are discussed along with ideas for their resolution. Near the end of the school year, various meetings occur to make the transition to middle school smooth. A team from the middle school, including an administrator and academic coaches meet with the students to

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

discuss the availability of programs and expectations for the following year. Administrators from both schools meet separately to discuss appropriate placements and services for students. In addition, and new this year we have requested meetings with sending schools that feed into Washington School. The purpose for these meetings is to determine the best academic placement for incoming students and also to review possible candidates for intervention programs and support service task force attention upon arrival.

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

As a school with a high number of at-risk students, all stakeholders considered closing the achievement gap a high priority. Measurement of student achievement is focused mainly on math and English language arts. These subjects form the basis for academic inquiry and future achievement and were determined to be the most important areas of focus. Available student achievement data reinforces the need to focus on these areas.

*\*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	1A, 1B, 1D, 1J ( <b>Closing The Achievement Gap</b> )	3aA, 3aB, 3aD, 3aJ ( <b>Language Arts Literacy And Reading</b> )
Describe the priority problem using at least two data sources	Student Academic Needs	Student Academic Needs
Describe the root causes of the problem	Closing the achievement gap	Closing the achievement gap
Subgroups or populations addressed	Professional Development in differentiated instruction and effective classroom practices is necessary in order to meet the needs of all students with particular emphasis for ELL and Special Needs populations	Professional Development in differentiated instruction and effective classroom practices is necessary in order to meet the needs of all students with particular emphasis for ELL and Special Needs populations
Related content area missed (i.e., ELA, Mathematics)	All Students Students with Disabilities Economically disadvantaged ELL	All Students Students with Disabilities Economically disadvantaged ELL
Name of scientifically research based intervention to address priority problems	Learning 360 Best Practices for all targeted testing grade levels.	DORA results used for guided reading with a comprehensive leveled reader room.
How does the intervention align with the Common Core State Standards?	Language Arts Literacy/Mathematics 1. Learning 360 presents the teachers and the students with “big rock concepts” that foster the understanding of over arching themes in the content areas. In addition, the students are taught various process skills and triggers that increase metacognition, awareness of the learning process and the ability to make connections both within the content areas and to the world around them.	Language Arts Literacy 1. The DORA program is backed by substantial research. Teachers are provided with data three times during the course of the school year. This data is used to adjust instructional strategies, plan intervention programs, monitor student progress, and address teacher effectiveness. Teachers are also provided with detailed information on the reading level of each student to assist them in setting up their guided reading program and other interventions. (Fountas & Pinnell 1996).

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

	<ol style="list-style-type: none"> <li>2. <b>Continue Implementation of The Union City Board of Education Model</b> <i>“Providing Opportunities Building Communities”</i> Curricula, which is scientifically researched based and aligned to the NJ Core Curriculum Content Standards and concentrated on Academic Rigor for ALL students populations with an emphasis on the subgroup populations.</li> <li>3. Research based High quality Professional Development aligned with the common core standards. The goal of all professional development is the sustained academic achievement of all students and the implementation of research based best practices in the classroom.</li> </ol>	<ol style="list-style-type: none"> <li>2. <b>Continue Implementation of The Union City Board of Education Model</b> <i>“Providing Opportunities Building Communities”</i> Curricula, which is scientifically researched based and aligned to the NJ Core Curriculum Content Standards and concentrated on Academic Rigor for ALL students populations with an emphasis on the subgroup populations.</li> <li>4. Research based High quality Professional Development aligned with the common core standards. The goal of all professional development is the sustained academic achievement of all students and the implementation of research based best practices in the classroom.</li> </ol>
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**SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)**

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

	#3	#4
Name of priority problem	3bA, 3bB, 3bD, 3bJ ( <b>Mathematics</b> )	
Describe the priority problem using at least two data sources	Student Academic Needs	
Describe the root causes of the problem	Closing the achievement gap	
Subgroups or populations addressed	Professional Development in differentiated instruction and effective classroom practices in Mathematics is necessary in order to meet the needs of all students with particular emphasis for ELL and Special Education populations	
Related content area missed (i.e., ELA, Mathematics)	All Students Students with Disabilities Economically Disadvantaged ELL	
Name of scientifically research based intervention to address priority problems	Standard Solutions-Research-Based strategies for classroom achievement.	
How does the intervention align with the Common Core State Standards?	Language Arts Literacy/Mathematics 1. Learning 360 presents the teachers and the students with “big rock concepts” that foster the understanding of over arching themes in the content areas. In addition, the students are taught various process skills and triggers that increase metacognition, awareness of the learning process and the ability to make connections both within the content areas and to the world around them.	

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

	<ol style="list-style-type: none"><li>2. <b>Continue Implementation of The Union City Board of Education Model</b> <i>“Providing Opportunities Building Communities”</i> Curricula, which is scientifically researched based and aligned to the NJ Core Curriculum Content Standards and concentrated on Academic Rigor for ALL students populations with an emphasis on the subgroup populations.</li><li>3. Research based High quality Professional Development aligned with the common core standards. The goal of all professional development is the sustained academic achievement of all students and the implementation of research based best practices in the classroom.</li></ol>	
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## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

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

### 2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention <small>(i.e., IES Practice Guide or What Works Clearinghouse)</small>
ELA and Math	Students with Disabilities	Special Olympics	Administrative Team Faculty & Staff Supervisors	Classroom Observation Data	Special Olympics Reach Report Serving Families, Athletes and Communities. The Universal Impact of Special Olympics: Challenging the Barriers for People With Disabilities  American Association of Intellectual and Developmental Disabilities; National Center on Birth Defects and Developmental Disabilities; the United Nations Development Program; and the Centers for Disease Control and Prevention
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	ACCESS Testing – Comparative Analysis	Bilingual At-Risk Leader	Increase in student scores on ACCESS.	<ul style="list-style-type: none"> <li>The National Center for Education Statistics (NCES) “Recursive Processes in Self-Affirmation: Intervening to Close</li> </ul>

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

					<p>the Minority Achievement Gap”</p> <ul style="list-style-type: none"> <li>Achievement Gaps: How Hispanic and White Students in Public Schools Perform in Mathematics and Reading on the National Assessment of</li> </ul>
Math	ELLs	Focus Groups	Math Coach	Classroom Observation Data Developmental gain data Reading Level Data PARCC Scores District Assessment Scores Classroom Assessment Scores	Bloom’s Taxonomy of Learning
All Subjects	All Students	I-Pad Use <ul style="list-style-type: none"> <li>Apps</li> </ul>	Administrative Team Faculty & Staff District Administrators Supervisors	Classroom Observation Data Developmental gain Reading Level Data PARCC Scores Classroom Assessment Scores	Nagler, M., & Vinca, David. “Differentiating Instruction and Increasing Students Achievement with I-pads. Mineola Public Schools.
All Subjects	All Students	Continue Implementation of the Union City Board of Education Model “Providing Opportunities Building Communities” Curricula-Concentration on Academic Rigor	Administrative Team Faculty & Staff District Administrators Supervisors	Classroom Observation Data Developmental gain Reading Level Data PARCC Scores Classroom Assessment Scores	Jiban, C., Deno, S.I. (2007) Using math and reading curriculum based measurements to predict state mathematics assessment test performance. Assessment for Effective Intervention, 32(2), 78 – 89.
ELA and Math	Economically Disadvantaged	Differentiated Instruction (small groups, target tutoring, centers, etc based on Cluster analysis of all data	Administrative Team Faculty & Staff Supervisors External Consultants	Classroom Observation Data Developmental gain data Reading Level Data PARCC Scores District Assessment Scores Classroom Assessment Scores	Bloom’s Taxonomy of Learning Howard Gardner’s Theory for Multiple Intelligences
ELA	All Students	Guided Reading	Classroom Teachers	Continue to have all students pre-tested and post-tested	Pinnell, G.S., Pikulski, J.J., Wixson, K.K., Campbell, J.R., Gough, R.B.,

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

			Support Teachers Grade Level VP Supervisor Principal	using DORA to determine levels for guided reading. Schedule classes for targeted classroom visitations.	&nBeatty, A.S. (1995). Listening to children read aloud: Data from NAEP’s integrated reading performance record (IRPR) at Grade 4. Report No. 23-FR-04 Prepared by Educational Testing Service under contract with the National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education. Service under contract with the National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education.
ELA	ALL Students	DORA	Classroom Teachers Support Teachers Grade Level VP Supervisor Principal	Developmental gain data Reading Level Data PARCC Scores District Assessment Scores Classroom Assessment Scores	Pinnell, G.S., & Fountas, I.C. (2008) The continuum of literacy learning, K-8: Behaviors and understandings to notice, teach, and support. Portsmouth, NH: Heinemann  Pinnell, G.S., & Fountas, I.C. (2006) Leveled Book, K-8: Matching texts to readers for effective teaching. Portsmouth, NH: Heinemann.
ELA	All Students	NJPAC Explore-A-Story-Residency Program	Classroom Teachers Grade Level VP Supervisor Principal Artist In Residence	Developmental gain data Reading Level Data PARCC Scores District Assessment Scores Classroom Assessment Scores	Dana Arts and Cognition Consortium Study (2008) Arts and Cognition Monograph: Arts Education, the brain, and Language - Dunbar

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

Math and ELA	All Students	Block Scheduling	Grade Level VP Supervisor	Developmental gain data Reading Level Data PARCC Scores District Assessment Scores Classroom Assessment Scores	Block Scheduling Pros/Cons Lifescript June 2007, P.1-14
Technology Education  All Academic Areas	All Students	Continue Technology Initiatives: <ul style="list-style-type: none"> <li>• Electronic Field Trips, In Service</li> <li>• I-Safe Cyber Safety</li> <li>• Study Island, Scott Foresman – On-line Training</li> <li>• United Streaming</li> <li>• Microsoft Toolbox Training</li> <li>• Edmodo</li> <li>• SmartBoard Technology</li> </ul>	Administrative Team Faculty & Staff District Administrators Supervisors Technology Coordinators Technology Supervisor Technology Teachers	Developmental gain data Reading Level Data PARCC Scores District Assessment Scores Classroom Assessment Scores	<i>Technology's Edge: The Educational Benefit of Computers</i> <ul style="list-style-type: none"> <li>• August 2008 National Bureau of Research</li> </ul>
All Content	All Students	Demonstration Classrooms	Building Administrators Faculty District Administrators Supervisors	Classroom Observation Data Developmental gain data Reading Level Data PARCC Scores District Assessment Scores Classroom Assessment Scores	<ul style="list-style-type: none"> <li>• No Child Left Behind: Highly Qualified Teachers Initiative</li> <li>• Interstate New Teacher Assessment and Support Consortium (INTASC) Standards</li> <li>• Interstate School Leaders Licensure Consortium (ISLLC) Standards</li> <li>• National Staff Development</li> </ul>

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

					<p>Council (NSDC) Standards</p> <ul style="list-style-type: none"> <li>• New Jersey Professional Standards for Teachers and School Leaders</li> <li>• Birman, Beatrice F., Laura Desimone, Andrew C. Porter, and Michael S. Garet. "Designing Professional Development That Works." <u>Educational Leadership</u></li> </ul>
Math and ELA	All Students	Small Group Instruction	Administrative Team Classroom Teachers Support Teachers Supervisors	Classroom Observation Data Developmental gain data Reading Level Data PARCC Scores District Assessment Scores Classroom Assessment Scores	<ul style="list-style-type: none"> <li>• Zahorik. "Reducing Class Size Leads to Individualized Instruction" <u>Educational Leadership</u></li> </ul>
Math ELA Science	All Students	Comparative Test Data Analysis	Administrative Team Faculty & Staff Supervisors	Classroom Observation Data Developmental gain data Reading Level Data PARCC Scores District Assessment Scores Classroom Assessment Scores	<p>The National Center for Education Statistics (NCES) "Recursive Processes in Self-Affirmation: Intervening to Close the Minority Achievement Gap"</p> <p>Achievement Gaps: How Hispanic and White Students in Public Schools Perform in Mathematics and Reading on the National Assessment of Educational Progress</p>

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

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

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

***ESEA §1114(b)(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 and Math	Students with Disabilities	21st Century Program (Extended Day & Extended Year)	Program Site Manager Administrative Team Faculty & Staff District Administrators	<ul style="list-style-type: none"> <li>Increase student academic achievement to achieve adequate yearly progress</li> </ul> Increase in PARCC Results	Bryant, D.P., & Bryant, B.R., (2005). <i>Early intervention and intervention: Working with students at-risk for mathematical difficulties</i> . [PowerPoint presentation]. University of Texas System/ TEA. Retrieved January 2007 from <a href="http://www.k8accesscenter.org/documents/SERP-Math.DCAIRppt.ppt">www.k8accesscenter.org/documents/SERP-Math.DCAIRppt.ppt</a>
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	21st Century Program (Extended Day & Extended Year)	Program Site Manager Administrative Team Faculty & Staff District Administrators	<ul style="list-style-type: none"> <li>Increase student academic achievement to achieve adequate yearly progress</li> </ul> Increase in PARCC Results	Bryant, D.P., & Bryant, B.R., (2005). <i>Early intervention and intervention: Working with students at-risk for mathematical difficulties</i> . [PowerPoint presentation]. University of Texas System/ TEA. Retrieved January 2007 from <a href="http://www.k8accesscenter.org/documents/SERP-Math.DCAIRppt.ppt">www.k8accesscenter.org/documents/SERP-Math.DCAIRppt.ppt</a>
Math	ELLs	21st Century Program (Extended Day & Extended Year)	Program Site Manager Administrative Team Faculty & Staff	<ul style="list-style-type: none"> <li>Increase student academic achievement to achieve adequate yearly progress</li> </ul> Increase in PARCC Results	Bryant, D.P., & Bryant, B.R., (2005). <i>Early intervention and intervention: Working with students at-risk for mathematical difficulties</i> . [PowerPoint presentation]. University of Texas System/ TEA. Retrieved January 2007 from

## 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)
			District Administrators		www.k8accesscenter.org/documents/SERP-Math.DCAIRppt.ppt
Math	Economically Disadvantaged	21st Century Program (Extended Day & Extended Year)	Program Site Manager Administrative Team Faculty & Staff District Administrators	<ul style="list-style-type: none"> <li>Increase student academic achievement to achieve adequate yearly progress</li> <li>Increase in PARCC Results</li> </ul>	Bryant, D.P., & Bryant, B.R., (2005). <i>Early intervention and intervention: Working with students at-risk for mathematical difficulties</i> . [PowerPoint presentation]. University of Texas System/ TEA. Retrieved January 2007 from www.k8accesscenter.org/documents/SERP-Math.DCAIRppt.ppt
ELA	First/Second grade at risk students	Tiger Tales	Administrative Team Faculty & Staff Parent Liaison	<ul style="list-style-type: none"> <li>Increase student academic achievement to achieve adequate yearly progress</li> <li>Increase in PARCC Results</li> </ul>	Turner, J.C. (1995). The influence of classroom contexts on young children's motivation for literacy. <i>Reading Research Quarterly</i> , 30, 410-441.
Math	LEP	21st Century Program (Extended Day & Extended Year - Character Counts)	Administrative Team Faculty & Staff Parent Liaison	<ul style="list-style-type: none"> <li>Increase student academic achievement to achieve adequate yearly progress</li> <li>Increase in PARCC Results</li> </ul>	Bryant, D.P., & Bryant, B.R., Gersten, R., Scammacca, N., & Chavez, M.M. (2008). Mathematics intervention for first and second-grade students with mathematics difficulties: The effects of tier 2 intervention delivered as booster lessons. <i>Remedial and Special Education</i> , 29(1), 20-32

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

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ALL DISCIPLINES	All Students	District Wide Professional Development In-Service Sessions	District Administration School Administrative Team Faculty and Staff	Attendance sheets Evaluations PD certificates Classroom Observation Data Developmental gain data Reading Level Data PARCC Scores Classroom Assessment Scores	<ul style="list-style-type: none"> <li>• Interstate New Teacher Assessment and Support Consortium (INTASC) Standards</li> <li>• Interstate School Leaders Licensure Consortium (ISLLC) Standards</li> <li>• National Staff Development Council (NSDC) Standards</li> <li>• New Jersey Professional Standards for Teachers and School Leaders</li> <li>• Birman, Beatrice F., Laura Desimone, Andrew C. Porter, and Michael S. Garet. "Designing Professional Development That Works." <u>Educational Leadership</u></li> </ul>
ALL DISCIPLINES	All Students	District Teacher Summer Institute	District Administration School Administrative Team Faculty and Staff	Attendance sheets Evaluations PD certificates Classroom Observation Data Developmental gain data Reading Level Data PARCC Scores Classroom Assessment Scores	<ul style="list-style-type: none"> <li>• No Child Left Behind: Highly Qualified Teachers Initiative</li> <li>• Interstate New Teacher Assessment and Support Consortium (INTASC) Standards</li> <li>• Interstate School Leaders Licensure Consortium (ISLLC) Standards</li> <li>• National Staff Development Council (NSDC) Standards</li> <li>• New Jersey Professional Standards for Teachers and School Leaders</li> <li>• Birman, Beatrice F., Laura Desimone, Andrew C. Porter, and Michael S. Garet. "Designing Professional Development</li> </ul>

## 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)
					That Works." Educational Leadership
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
All DISCIPLINES	All Students	District Leadership	District Administration School Administrative Team	Classroom Observation Data Developmental gain data Reading Level Data PARCC Scores District Assessment Scores Classroom Assessment Scores	<ul style="list-style-type: none"> <li>No Child Left Behind: Highly Qualified Teachers Initiative</li> <li>Interstate New Teacher Assessment and Support Consortium (INTASC) Standards</li> <li>Interstate School Leaders Licensure Consortium (ISLLC) Standards</li> <li>National Staff Development Council (NSDC) Standards</li> <li>New Jersey Professional Standards for Teachers and School Leaders</li> <li>Birman, Beatrice F., Laura Desimone, Andrew C. Porter, and Michael S. Garet. "Designing Professional Development That Works." Educational Leadership</li> </ul>
All DISCIPLINES	All Students	Collaborative Planning Periods	Administrative Team Grade Level Teachers	Classroom Observation Data Developmental gain data Reading Level Data PARCC Scores	<ul style="list-style-type: none"> <li>No Child Left Behind: Highly Qualified Teachers Initiative</li> <li>Interstate New Teacher Assessment</li> </ul>

## 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)
			Resource Teachers	Classroom Assessment Scores	and Support Consortium (INTASC) Standards <ul style="list-style-type: none"> <li>• Interstate School Leaders Licensure Consortium (ISLLC) Standards</li> <li>• National Staff Development Council (NSDC) Standards</li> <li>• New Jersey Professional Standards for Teachers and School Leaders</li> <li>• Birman, Beatrice F., Laura Desimone, Andrew C. Porter, and Michael S. Garet. "Designing Professional Development That Works." <u>Educational Leadership</u></li> </ul>
ALL DISCIPLINES	All Students	Paraprofessional Training	District Administration Administrative Team Key Staff Members	Classroom Observation Data Developmental gain data Reading Level Data PARCC Scores District Assessment Scores Classroom Assessment Scores	<ul style="list-style-type: none"> <li>• No Child Left Behind: Highly Qualified Teachers Initiative</li> <li>• Interstate New Teacher Assessment and Support Consortium (INTASC) Standards</li> <li>• Interstate School Leaders Licensure Consortium (ISLLC) Standards</li> <li>• National Staff Development Council (NSDC) Standards</li> <li>• New Jersey Professional Standards for Teachers and School Leaders</li> <li>• Birman, Beatrice F., Laura Desimone, Andrew C. Porter, and Michael S. Garet. "Designing Professional Development That Works." <u>Educational Leadership</u></li> </ul>

## 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)
ALL DISCIPLINES	All Students	P.D. 360 Video Library Handbook Instructional Materials	Vice Principal Outside Consultants Supervisor Principal	Classroom Observation Data Developmental gain data Reading Level Data PARCC Scores District Assessment Scores Classroom Assessment Scores	<ul style="list-style-type: none"> <li>No Child Left Behind: Highly Qualified Teachers Initiative</li> <li>Interstate New Teacher Assessment and Support Consortium (INTASC) Standards</li> <li>Interstate School Leaders Licensure Consortium (ISLLC) Standards</li> <li>National Staff Development Council (NSDC) Standards</li> <li>New Jersey Professional Standards for Teachers and School Leaders</li> <li>Birman, Beatrice F., Laura Desimone, Andrew C. Porter, and Michael S. Garet. "Designing Professional Development That Works." <i>Educational Leadership</i></li> </ul>
ELA/Math	Students with Disabilities	Saturday Prep Program	Administrative Team Faculty and Staff District Administrators Supervisors	<ul style="list-style-type: none"> <li>Increase student academic achievement to achieve adequate yearly progress</li> <li>Increase in PARCC</li> </ul>	Artus, L M. (1989). <i>The effects of multiple strategy intervention on achievement in mathematics</i> . Unpublished master's thesis, Saint Xavier College, Chicago.

**\*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? How frequently will evaluation take place?

Teachers and administrators will be responsible for evaluating the schoolwide program for 2015-2016. The School Improvement Panel will meet on a weekly or monthly basis to evaluate the schoolwide plan and the implementation of interventions within the school community. Union City Central Office, including the Superintendent, Assistant Superintendents and Supervisors will monitor school progress when conducting SWAT visits.

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

Barriers and challenges may present themselves in the form of logistical issues such as a limited amount of space to conduct all the activities, scheduling limitations due to staff availability and placement limitations because of the number of intervention requests from teachers and parents.

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

All new programs will be based on student data and the needs analysis from last year's test scores. This data will be reviewed with individual teachers to determine which students would benefit the most from different interventions. Parents will be notified and

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

will take part in the decision making process. For those students who will participate long term in an intervention program, data will periodically be reviewed with all stakeholders to determine the best course of action.

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

At grade level meetings and during teacher evaluation conferences, the staff will have opportunities to discuss the effectiveness of the initiatives put forth in this plan. At the closing of the school year a feedback survey will be emailed to all staff requesting input on the effectiveness of the programs. The staff will also be given an opportunity to suggest changes and improvements to the intervention programs for the upcoming school year. This feedback along with the data we collect will be used to determine possible adjustments to the logistics, timing, selection criteria and pedagogy used in these programs.

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

Community based activities and school-wide-workshops will provide parents opportunities to provide feedback on schoolwide initiatives. To the fullest extent possible parents will be allowed verbal and written requests to have their children participate in the new in-school intervention programs and the extended programs. Parents will also be notified when students make sufficient progress and are ready to transition out of intervention status.

### 6. How will the school structure interventions?

Interventions will be structured in the classroom in the form of target tutoring, which will occur for all subject areas. The Target Tutoring lessons will be designed to address underlying deficiencies in basic skills that are leading to poor student performance. Focus groups will be structured so that teachers can recommend individual students or small groups for a focused, intense short-term series of mini-lessons on a specific area of weakness. These mini-lessons will be documented and periodically analyzed to look for patterns that might indicate a more profound deficiency that would require further intervention. SWAT (Support With Authentic Instruction) interventions will be conducted by members of the administrative team, support teachers and classroom teachers and will occur in the classrooms. During SWAT interventions members of the SWAT team will conduct an intense reading comprehension intervention lesson with their heterogeneous group of students. Adjustments to instruction will be made based on the feedback of the classroom teacher with SWAT members. In addition the delivery of each program will be contingent upon the type of program being utilized. Where applicable the priority will be for students to have frequent access to the smallest ratio possible of teacher to student instruction. Types of delivery methods will include one-on-one, small group sessions, large group sessions, cooperative learning groups, student centered activities, heterogeneous groups and child-centered activities.

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

7. How frequently will students receive instructional interventions?

Students will receive instructional in-school interventions, extended day programs and afterschool programs on a daily basis. Students whose parents consent to target tutoring could attend up to five times a week for tutoring in math, language arts or both. Students in Target Tutoring will be selected based on data and would remain in Target Tutoring for up to four months depending upon which an evaluation of their progress would indicate if the student continues in the program or withdraws. Focus groups, another in school intervention program will take place up to four times a day during first, second, ninth and tenth periods. These groups will be flexible and the members changed daily, according to a needs basis determined by homeroom teachers. Twenty-First Century Learning will occur Monday-Friday from 3 p.m. to 6 p.m. and service fourth through sixth graders. The third grade afterschool program will occur Monday-Thursday from 3 p.m. to 5 p.m. and service third graders.

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

As in the past, George Washington Elementary School under the guidance of the initiatives put forth by the UCBOE will consistently follow a policy of technology integration during regular instructional classroom hours, additional school day interventions and extended day programs. The availability of any new technology such as SmartBoards and I-pads will be given first priority in third and fourth grade. I-pad use will be fully integrated into the third and fourth grade math and reading block. In addition to support the second year of PARCC testing, a rotating schedule will be established so that students in the third and fourth grade will have access to the computer laptop carts assigned to fifth and sixth grade. At the start of the 2015-2016 academic school year and throughout the year the UCBOE will provide teachers with extensive professional development on the use of technologies in the classroom to drive instruction and academic rigor.

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

Quantitative data will be collected from the DORA, ADAM, StudyIsland, EdConnect District Assessments, district wide benchmarks, classroom tests, weekly progress indicators, anecdotal records, and staff feedback.

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

The administrative team will disseminate the results of the schoolwide program evaluation on a weekly and monthly basis with the School Improvement Panel committee, during collaborative meetings and during teacher evaluation conferences. The school

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

community will receive the results of the schoolwide program on an on-going basis in the form of parent-teacher conferences, student progress reports and during Back-To-School Night.

*\*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)
All	All	Back to School Night	Parent Liaison	High turnout and increased parent involvement. <ul style="list-style-type: none"> <li>• Positive Parent Involvement and School Climate focused on high student achievement.</li> </ul> Increase student academic achievement on standardized and district assessments.	Alexander, K. L., & Entwistle, D.R. (1996). <i>Schools and Children at Risk</i> . In A. Booth & J.F. Dunn (Eds.), <i>Family-school links: How do they affect educational outcomes?</i> (pp. 67-114). Mahwah, NJ: Erlbaum.
All	All	PTO Meetings	Parent Liaison	<ul style="list-style-type: none"> <li>• Increase in parent participation</li> <li>• Increase student academic achievement on district assessments and developmental gain reports.</li> </ul>	Nokali, E., Bachman, H. J. & Vortuba-Drzal, E. <i>Parent Involvement and Children's Academic and Social Development in Elementary school</i> . <i>Child Development</i> , 81, Issue 3.
All	All	HIB Presentation	Parent Liaison	Decrease the number of HIB cases. <ul style="list-style-type: none"> <li>• Increase in parent participation</li> <li>• Increase student academic</li> </ul>	Epstein, M., Atkins, A., Cullinan, D., Kutash, K., and Weaver, M. (2008). <i>Reducing Behavior Problems in the Elementary School Classroom</i> . IES Practice Guide, NCEE 2008-012. US

## 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)
				achievement on district assessments and developmental gain reports.	Department of Education.
All	All	Parents' Night	Parent Liaison Administrative Team	<ul style="list-style-type: none"> <li>• Increase in parent participation</li> <li>• Increase student academic achievement on district assessments and developmental gain reports.</li> </ul>	Alexander, K. L., & Entwistle, D.R. (1996). <i>Schools and Children at Risk</i> . In A. Booth & J.F. Dunn (Eds.), <i>Family-school links: How do they affect educational outcomes?</i> (pp. 67-114). Mahwah, NJ: Erlbaum.
Math	All	Math madness	Parent Liaison Administrative Team	<ul style="list-style-type: none"> <li>• Increase in parent participation</li> <li>• Increase student academic achievement on district assessments and developmental gain reports.</li> </ul>	Mattingley, D.J, Prislín, R., McKenzie, T.L., Rodriguez, J.L., and Kayzar, B. (2002) <i>Evaluating Evaluations: The Case Of Parental involvement Programs</i> . Review of Educational Research, 72(4), 549-576.
ELA	All	Reading Homework Workshop	Parent Liaison	<ul style="list-style-type: none"> <li>• Increase student academic achievement on district assessments and developmental gain reports.</li> </ul>	Eds.). (1998). <i>Preventing Reading Difficulties in Young Children</i> . Washington, D.C.: National Academy Press.
Math ELA Science	All	Test Taking Strategies Program *	Parent Liaison Administrative Team	<ul style="list-style-type: none"> <li>• Increase in parent participation and community involvement.</li> <li>• Increase student academic achievement on district assessments and developmental gain reports.</li> </ul>	Nokali, E., Bachman, H. J. & Vortuba-Drzal, E. <i>Parent Involvement and Children's Academic an Social Development in Elementary school</i> . Child Development,81, Issue 3.

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	All	Summer Reading Workshop	Parent Liaison	<ul style="list-style-type: none"> <li>• Increase in parent participation and community involvement.</li> <li>• Increase student academic achievement on district assessments and developmental gain reports.</li> </ul>	Armbruster, B., Lehr, F., Osborn, J.B. (2003) <i>Proven Ideas from Research for Parents: A Child Becomes A Reader (K-3). Second Edition.</i> Portsmouth, New Hampshire: RMC Research Corporation.

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

**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 parent liaison will set up monthly parent activities that are designed to both engage parents in the educational process, to provide them with data on student achievement and to raise their awareness of available programs within the school for academic interventions and enrichment. Since these programs directly address the priority problems that were identified in the comprehensive needs assessment the parent engagement activities are an extension of our efforts to address the most pressing needs of the school.

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

At each parental engagement meeting parents are given the opportunity to analyze and discuss school policies and procedures and to provide feedback and suggestions on intervention programs.

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

Each school year the George Washington Elementary School parent handbook is distributed to all teachers for dissemination to parents. The parent policy manual includes an introduction letter from the parent liaison, a list of roles and responsibilities of the parent liaison as well as contact information for the parent liaison, how parents can get involved in school activities, the purpose of the PTO, introduction of school board members, the back to school program overview, parent's night overview, report card dates, the school calendar, as well as time schedules, the importance of attendance and school procedure if a student is absent. The school parent policy manual also outlines the procedure for inclement weather and a code of conduct that includes, dress code, attendance policy, parents' responsibilities, students' responsibilities, extra-curricula activities, academic performance, promotion

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

guidelines, consideration for retention and the policies for withdrawal of students as a result of bullying and harassment. In addition the parent policy also presents the mandatory school uniform policy, important contact information of school personnel, and the location of a community-based store, which sells the school uniform.

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

The school parent compact is developed at the district level with input from appropriate parties.

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

Parents are given the parent compact at central registration. Parents are asked to review it, sign it and return it to their child's school. The compact is then placed in the student's cumulative folder.

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

Each year the School Report Card is distributed to students' families. The School Report Card documents data such as student teacher ratios, student administrator ratios, demographic data and standardized test results. In addition, student achievement data is periodically reviewed with families during parent involvement programs organized by the parent liaison, parental conferences held throughout the year and parents' night. In addition to reporting the data staff are on hand to answer any questions and assist parents in interpreting the data as it relates to their student(s), the school and the district as a whole.

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 Union City School District has met measurable objectives for Title III. If annual measurable objectives are not met in the future, the procedure for notifying parents, as set forth by state and federal guidelines, will be strictly followed.

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

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

Each year parents are provided with access to disaggregated assessment results which gives them the opportunity to track the progress of their student or students both during the parent school year and in comparison to previous school years where applicable. This includes the data from the NJPASS, PARCC, DORA, ADAM, ACCESS, and the eight-week assessments. Parents also can request intervention programs based on the data they have observed. In addition, parents are provided with strategies and advice for helping their students at home.

### **9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?**

In addition to direct parental involvement parents are asked to provide feedback on the intervention programs mentioned herein. Parental input is used in determining placement in the intervention programs as well as other necessary courses of action, which may be taken on an academic level through the intervention programs themselves or addressed by the support services task force.

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

Washington School takes an aggressive and proactive approach in informing parents about the academic achievement of their child/children. In addition to receiving report cards four times annually a standardized progress report is sent home around the halfway point of each marking period. These report cards and progress reports in addition to providing specific academic achievement indicators contain fields for the request of formal parent meetings to provide for additional follow up and redundancy the teachers, support personnel and academic coaches will contact the parents often through the use of the parent liaison. Where academic deficiencies are present the parents will have input in choosing appropriate intervention programs for their child/children. These can include enrollment in the extended day program, the afterschool program, target tutoring, and focus groups. The teacher and or the grade level principal document the results of all parent conferences.

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

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

GWS provides the school community with a number of resources in the form of parent information sessions or workshops to inform parents on services and resources available to the students to increase academic achievement and health awareness. In addition, workshops and sessions provide parents with skills and tools to help advance student achievement at home. The workshops/information sessions scheduled for the 2015-2016 school year include Back to School Night, an information session on the importance of parent involvement, the importance of homework-attendance & lateness, an information session presenting resources and opportunities available to Hispanic students and their parents under the new immigration laws as well as a video on bullying. Other information sessions include an information fair whose agenda will include a Health Fair D, Health Insurance Information (NJ Family Care) presentation, an information session presented by the Puerto Rican Family Institute, a workshop for parents on social media awareness. Parents will be provided with Saturday Math Classes on how to assist students with math homework, a workshop given presenting information on healthy eating and avoiding obesity, a parent workshop to stress the importance of reading to students, a workshop presented by the administrative staff on DORA scores, a workshop presented by the supervisor of ARC of Hudson County and George Washington School's Child Study Team on autism, a workshop presented by a physician on allergies and asthma, and a workshop on the necessity of summer reading and understanding the importance of fathers' involvement in a student's education. In addition to these parental workshops parental involvement funds are used to provide a series of brochures and pamphlets in English and Spanish on the following topics: "Your Child and Standardized Tests", "Emergency readiness Pocket Guide", "How to Resolve Conflict Peacefully", "Delete Cyber bullying What Parents Need to Know About Cyber bullying", "Student Success getting involved in your child's education", "Parents' Guide to Cyber Safety What Every Parent Should Know About Internet Safety, Cyber bullying, Sexting", "Title I Improving Your Child's Education", "Supplemental Educational Services for Title Schools", "Parent Participation", "Your Child's Attendance and Success at School", "Helping Your Child with Homework", "How to Be Involved in Your Child's Education", "Helping Your Child Become a Better Reader", "Understanding Special Education Under NCLB. IDEA, and Section 504".

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

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

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

### *ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.*

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

#### Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	100%	<ul style="list-style-type: none"> <li>• New Teacher Orientation - Required to ensure all new staff understands state and district program requirements, mandates, policies and procedures. Ongoing professional development and support for teachers, which is aligned to the NJ Core Curriculum standards and the NJ Professional Standard for Teacher</li> <li>• New Teacher Mentorship Program - Required to ensure all new staff understands state and district program requirements, mandates, policies and procedures. The criteria are designed to ensure that all educators are designated as highly qualified and are effective teachers. Ongoing professional development and support for teachers, which is aligned to the NJ Core Curriculum standards and the NJ Professional Standard for Teacher, as well as continuous school improvement and high student achievement.               <ul style="list-style-type: none"> <li>• Professional Development District &amp; School- Ongoing professional development to build capacity in effective educational pedagogy aligned to the NJ Core Curriculum Content Standards, The Professional Standard for Teacher, and focused on academic rigor and student achievement.</li> </ul> </li> <li>• Hiring, Retaining, Recruiting - Function of Human Resources. All</li> </ul>

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

	Number & Percent	Description of Strategy to Retain HQ Staff
		<p>recruiting is conducted by the district’s human resource department through various means such as colleges recruiting, newspaper advertisements, the district web site, personal and professional recommendations are all methods used to recruit highly qualified staff.</p> <p>Incentives for retention of HQT are secure through college credits, professional development hours, tuition reimbursements, and stipends</p>
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	100%	District and school workshops addressing targeted needs of paraprofessionals
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	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
If needed, the following strategies will be used to attract highly qualified teachers to work in a high poverty school: 1. monetary incentive 2. Teacher mentoring/induction program 3. Ongoing content-based professional development would be continuously available for all teachers and principals.	Principal