NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2014-2015 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

DISTRICT INFORMATION	SCHOOL INFORMATION
District: NEW BRUNSWICK	School: Paul Robeson Community School
Chief School Administrator: RICHARD M. KAPLAN	Address: 199 Commercial Avenue, New Brunswick, NJ
Chief School Administrator's E-mail: Richard_kaplan@nbps.k12.nj.us	Grade Levels: Pre-K – Grade 5
Title I Contact:	Principal: Kelly Mooring, Jr.
Title I Contact E-mail:	Principal's E-mail: Kelly_Mooring@nbps.k12.nj.us
Title I Contact Phone Number:	Principal's Phone Number:

Principal's Certification

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

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

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

SCHOOLWIDE SUMMARY INFORMATION

Critical Overview Elements

- The School had _____ (number) of stakeholder engagement meetings.
- State/local funds comprised _____% of the school's budget in 2013-2014.
- State/local funds will comprise _____$ of the school's budget in 2014-2015.
- Title I funded programs/interventions/strategies/activities in 2014-2015 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

ESEA §1114(b)(2)(B)(ii): ***"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"***

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

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

Name	Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Kelly Mooring, Jr.	Principal	X	X	X	
Kathy Clark	Vice Principal	X	X	X	
Amy Sagi	Math Specialist	X	X	X	
Laura Cosentino	Language Arts Specialist	X	X	X	
Aleta Cook	Parent	X	X	X	
Tanya Pollard	Community	X	X	X	
Kathy Moore	BSI	X	X	X	
Barbara Scharf	BSI	X	X	x	
Julia Britez	BSI	X	X	x	
Astrid Corcelles	Social Worker	X	x	x	
Roxy Lockhart	Guidance	x	X	X	
Melanie Goldberger	ESL	X	X	X	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

Stakeholder/Schoolwide Committee Meetings

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

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

Date	Location	Topic	Agenda on File		Minutes on File	
September 2013	PRCS	Needs Assessment	**Yes**	**No**	**Yes**	**No**
November 2013	PRCS	Plan Development	Yes	No	Yes	No
June 2014	PRCS	Program Evaluation	yes	No	Yes	No

*Add rows as necessary.

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

School's Mission

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

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

What is the school's mission statement?	Paul Robeson Community School is committed to achieving and maintaining the following: • A clear and shared focus on high academic standards and expectations • Effective school leadership, which fosters mutual respect and trust • High levels of collaboration and communication within our learning community • Aligned curriculum, instruction, and assessment, with District and State Standards • A learning environment where people feel safe, supported, and respect is evident: a facility that is conducive to learning • High levels of community/family involvement, working to improve students' academic and personal growth

SCHOOLWIDE COMPONENT: EVALUATION

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 2013-2014 Schoolwide Program

(For schools approved to operate a schoolwide program prior to 2014-2015)

1. Did the school implement the program as planned?

   The Basic Skills Program was successfully implemented in Grade 1-5. The program was designed to address the academic needs of students using push in, pull out and combination model of instruction.

2. What were the strengths of the implementation process?

   One of the strengths of the Basic Skills Model was the use a variety of data sources to identify targeted students. The Basic Skills entrance and exit criteria for Language Arts Literacy and Math provided flexibility in selection of participants.

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

   One of the challenges during the implementation process is ensuring that students are scheduled for services during times they are not missing direct instruction in the classroom.

SCHOOLWIDE COMPONENT: EVALUATION

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

   The Basic Skills Program is designed so students who demonstrate growth in a specific area are able to exit the program at the end of the marking period.

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

   Teachers, parents and community members were involved in planning and implementation of the school wide Title I Program. Also stakeholders will participate in a Title I Informational Session planned for the beginning of the school year.

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

   The staff perceived the Basic Skills Program as a key component of the instructional program. Teachers and Basic Skills staff collaborated in the planning and implementation of the students' Individual Improvement plan.

7. What were the perceptions of the community?

   What tool(s) did the school use to measure the community's perceptions? The Paul Robeson School Community is supportive of programs and activities offered to students during the regular school day, extended school day program and also the Summer Enrichment Program.

SCHOOLWIDE COMPONENT: EVALUATION

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

During the regular school day small group instruction is provided using a push in, pull out and combination model. During the extended program, small group instruction is used to address the specific skills and deficiencies as outlined in the students' Individual Improvement plan.

9. How did the school structure the interventions?

Interventions were structured in three tiers based on students' level of proficiency. Tier I addressed students who were performing less than a year below grade level. Tier II was designed to assist students performing 1-2 years below grade level. Tier III instruction addresses students who were performing 2 or more years below grade level.

10. How frequently did students receive instructional interventions?

Tier I: intervention implemented by the general education teacher in the classroom during small group instruction. Tier II: Targeted small group instruction provided in language arts or math2-3 times a week for 40 minutes. Tier III: Intensive intervention instruction is provided to student in language arts or math 5 times a week for 40 minutes.

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

Intervention instruction was supported by the use of Go Math, Think Central, Success-Maker, Journeys, and Achieve 3000 for language arts and math.

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

The impact of the technology based programs was reflected in the number of students who were proficient on the state assessment in math.

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2013-2014 Student Performance

State Assessments-Partially Proficient

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

English Language Arts	2012-2013	2013-2014	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Grade 4	73.2%	77.9%	At-risk students in grades 3-5, were targeted to receive small group interventions during the school day, but beyond the literacy block. There is a high likelihood that with the proper interventions, these students will meet the test targets.	Small group interventions beyond the literacy block supported student learning
Grade 5	75.7%	69.7%	At-risk students in grades 3-5, were targeted to receive small group interventions during the school day, but beyond the literacy block. There is a high likelihood that with the proper interventions, these students will meet the test targets.	Small group interventions beyond the literacy block supported student learning
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2012-2013	2013-2014	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Grade 4	23	34	Small Group Instruction Go Math RTI Go Math Online Resources – Soar to Success	Intervention targets the specific needs of each student. Students can access online resources from school or at home to reinforce math skills. District purchased new math resources – Go Math – that are aligned to the Common Core and NJ Model Curriculum and includes professional development on teacher best

SCHOOLWIDE COMPONENT: EVALUATION

				practices.
Grade 5	23	19	Small Group Instruction Go Math RTI Go Math Online Resources – Soar to Success	Intervention targets the specific needs of each student. Students can access online resources from school or at home to reinforce math skills. District purchased new math resources – Go Math – that are aligned to the Common Core and NJ Model Curriculum and includes professional development on teacher best practices.
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Evaluation of 2013-2014 Student Performance

Non-Tested Grades – Alternative Assessments (Below Level)

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

English Language Arts	2012-2013	2013-2014	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Pre-Kindergarten				
Kindergarten	27% 23 out of 83 GE	.02% 2 out of 98	Small group instruction was provided for those students reading -3 years or below grade level. Multiple opportunities were provided for student progress monitoring using DRA word analysis to target specific student need.	Progress monitoring utilizing Developmental Reading Assessment in addition to targeting specific emergent reading deficiencies for students assessed using the Word Analysis component of the DRA aided in student achievement by targeting and addressing specific needs for each student.
Grade 1	.06%	46%	Small group instruction was provided for those students reading -3 years or below grade level. Multiple opportunities were provided for	15 or 65% students that were in the at-risk EOY grade K population continued to receive services at PRCS, out of those students, 100% increased by three or more

SCHOOLWIDE COMPONENT: EVALUATION

			student progress monitoring using DRA word analysis to target specific student need.	guided reading levels. Out of the 46% starting 3 years below grade level, the average level of increase from the beginning of the year to the end of the year is 3.9 reading levels.
Grade 2	41%	38%	Small group instruction was provided for those students -3 years or below grade level. Intervention and Referral services	Out of the 38% of students starting out 3 years or below grade level, the average level of increase from the beginning of the year to the end of the year is 3.19 reading levels.
Grade 9				
Grade 10				

Mathematics	2012-2013	2013-2014	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency.
Pre-Kindergarten				
Kindergarten	17	2	Small Group Instruction Go Math RTI Go Math Online Resources – Soar to Success Indicators include the Prerequisite Skills test and SGO Post Test.	Intervention targets the specific needs of each student. Students can access online resources from school or at home to reinforce math skills. District purchased new math resources – Go Math – that are aligned to the Common Core and NJ Model Curriculum and includes professional development on teacher best practices.
Grade 1	31	18	Small Group Instruction Go Math RTI Go Math Online Resources – Soar to Success Indicators include the Prerequisite Skills test and SGO Post Test.	Intervention targets the specific needs of each student. Students can access online resources from school or at home to reinforce math skills. District purchased new math resources – Go Math – that are aligned to the Common Core and NJ Model Curriculum and includes professional development on teacher best practices.
Grade 2	45	9	Small Group Instruction Go Math RTI Go Math Online Resources – Soar to Success Indicators include the Prerequisite Skills test and	Intervention targets the specific needs of each student. Students can access online resources from school or at home to reinforce math skills. District purchased new math resources – Go Math –

SCHOOLWIDE COMPONENT: EVALUATION

			SGO Post Test.	that are aligned to the Common Core and NJ Model Curriculum and includes professional development on teacher best practices.
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2013-2014 Interventions and Strategies

Interventions to Increase Student Achievement **Implemented in 2013-2014**

1 Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Basic Skills Intervention	ELA	Yes	DRA2 Assessment Data	2013-2014 DRA2 Beginning of Year/End of Year Data Grade 1: 100% of studens demonstrated at least 2 levels of DRA growth. The average of all BSI students in grade 1 had a 3.9% growth. Grade 2: 100% of students demonstrated at least 1 level of DRA growth. The average of all BSI students in grade 2 had a 2.9% growth. Grade 3: 100 of students demonstrated at least 2 levels of DRA growth. The average of all BSI students in grade 3 had a 3.7% growth. Grade 4: 100% of students demonstrated at least 1 level of DRA growth. The average of all BSI students in grade 4 had a 3.1% growth. Grade 5: 85% of students demonstrated at least 1 level of DRA growth. The average of all BSI students in grade 5 had 1.5%

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
				growth.
Basic Skills Instruction	Mathematics	Yes		**Grade 3** – 93% of students demonstrated at least a 7% increase from the Pre-test to the Post-test. **Grade 4** – 85% of students demonstrated at least a 13% increase from the Pre-test to the Post-test. **Grade 5** – 100% of students demonstrated at least a 4.5% increase from the Pre-test to the Post-test.
	Students with Disabilities			
	Homeless/Migrant			
	ELLs		Pre-test and Post-test	

Extended Day/Year Interventions **Implemented in 2013-2014 to Address Academic Deficiencies**

Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
ESDP	ELA grades 3-5	yes	Achieve 3000 Performance Reports	Grade 3 students decreased at a -19 Lexile levels Grade 4 students increased n their lexile levels +14L Grade 5 students increased in lexile levels +103L
Extended School Day Program	Mathematics	Yes	Pre –Test and Post-Test	**Grade 3** – 86% of students demonstrated at least a 5% increase from the Pre-test to the Post-test. **Grade 4** – 91% of students demonstrated at least a 3%

SCHOOLWIDE COMPONENT: EVALUATION

	2	3	4	5
				increase from the Pre-test to the Post-test. **Grade 5** – 100% of students demonstrated at least a 28% increase from Pre-test to Post-test.
	Students with Disabilities			
	Homeless/Migrant			
	ELLs			

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2013-2014 Interventions and Strategies

Professional Development **Implemented in 2013-2014**

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Grade 5 NJASK 2013 Scale Score Analysis Writer's Workshop Professional Development for lead teachers Grade 2, 3, 4 &5 using Book Source leveled reading materials. Grade 3 Developmental Reading Assessment (DRA) training	ELA	YES	Classroom walk-throughs Observation of instruction DRA Implementation ELA Supervisor Walk-through/Feedback	100% teachers used data to inform instruction 75% of teachers implemented preliminary structure of the readers and writer's workshop model 100% teachers utilize DRA data to inform instruction, form preparedness groups and monitor progress.
District training implementation training for Go Math resources –May 2013 Follow up training session for Go Math Grades K-5 2013-2014 school-year	Mathematics	YES	Classroom walk-throughs Observation of instruction Pre-Post Assessments	100% teachers used data to inform instruction 85% of teachers utilize resources and data to form preparedness groups and monitor progress
Success Maker Achieve 3000	Students with Disabilities	yes	Classroom walk-through (Achieve 3000)	Due to district technical difficulty Success Maker, data is not available at this times

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
	Homeless/Migrant			
	ELLs			

Family and Community Engagement **Implemented in 2013-2014**

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Parental Empowerment Committee	ELA/Mathematics	YES	Agenda Attendance Sheet	Input attendance from Mrs. Lockhart A total of 51 parents attended 4 scheduled Parental Empowerment Committee meetings: Sept. 27, 2013- 22 parents Oct. 24, 2013- 6 parents Nov. 22, 2013- 13 parents Jan. 10, 2014- 10 parents
Parent Teacher Conferences	ELA/Mathematics	YES	Attendance Sheet	Oct. 16-18, 2013- (287) January 8-10, 2014 (267) March 12-14, 2014 (315) 2013-2014- Average attendance (289) 2012-2013- Average attendance (300)
Family Literacy Family Math Night	Mathematics ELA	YES	Agenda Attendance Sheet	In 2013- 2014 (23) parents attended the Family Math Night Program In 2012-2013- (88) parents attended the Family Math Program *Significant decrease in attendance due to inclement weather conditions
	Students with Disabilities			
PTO	ELA & Math	yes	Agenda	In 2013-2014 a total of 320 parents participated in monthly

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
			Attendance Sheet	activities which included the following topics: Jump Rope for Heart Academic Fair and Festival of The Arts Carolyn Daufman Dance Troop Winter Holiday Music Concert Zumba Family Fitness Program (Grant) Family Literacy and Math Night
Back To School Night	ELA/math	Yes	Attendance Sheet Agenda	Of the 558 (PreK-5) students enrolled, 381 parents attended (70%) in 2013-2014 The attendance reflects a 10% increase from 2012-2013
	ELLs			

SCHOOLWIDE COMPONENT: EVALUATION

Principal's Certification

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

❑ 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.

Kelly Mooring		
Principal's Name	**Principal's Signature**	**Date**

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children . . . 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 . . . "

2014-2015 Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Needs Assessment Process for 2013-2014 Interventions and Strategies

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	ELA Model Curriculum Assessments Grades 3-5	**Grade 5** The overall average scores on model curriculum assessments 1-4 is 67.7% The Common Core State Standards below indicate the strengths of Grade 5. CC.ELA.5.RL.7 — Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). 92% 92% CC.ELA.5.W.2.a — Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. 79% CC.ELA.5.RL.3 — Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). 72% **Grade 4** The overall average scores on model curriculum assessments 1-4 is 57.5% The Common Core State Standards below indicate the strengths of Grade 4. CC.ELA.4.W.2.d — d.Use precise language and domain-specific vocabulary to inform about 75%

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		or explain the topic.
		CC.ELA.4.W.2.c — Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). — 75%
		CC.ELA.4.RL.3 — Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a characterÆs thoughts, words, or actions). — 33% 69% 69%
		Grade 3 The overall average scores on model curriculum assessments 1-4 is 40.4% The Common Core State Standards below indicate the strengths of Grade 3.
		CC.ELA.3.RL.2 — Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. — 52%
Academic Achievement - Writing		

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement - Mathematics	NJ Ask Grades 3-5	**Grade 3** Total Students: 42 % Proficient Spec. Ed: 25% Proficient LEP: 26.7% Proficient **Grade 4** Total Students: 55.8% Proficient Spec. Ed: 25% Proficient LEP: 50% Proficient **Grade 5** Total Students: 71.2% Proficient Spec. Ed: 63.6% Proficient LEP: 66.7% Proficient
	SGO Post Test	Grade K: Total Students: 97.9% Proficient SWD: 100% Proficient LEP: 91% Proficient Grade 1: Total Students: 78.7% Proficient SWD: 93% Proficient LEP: 74% Proficient Grade 2: Total Students: 85.5% Proficient

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		SWD: 100% Proficient LEP: 66% Proficient Grade 3: Total Students: 78.9% Proficient SWD: 33% Proficient LEP: 66% Proficient Grade 4: Total Students: 56.4% Proficient SWD: 33% Proficient LEP: 50% Proficient Grade 5: Total Students: 93.2% Proficient SWD: 80% Proficient
Family and Community Engagement	1) Monthly Parent Empowerment Committee (PEC); 2) Bi-monthly Intervention & Referral Services (I&RS); 3) Weekly NJ Food Bank-Backpack Program (Oct. 2013-June 2014; 4) Individual and group counseling 5) Family Counseling 6) Parenting Skills Group	Parents attending Parent Empowerment Committee: 51 parents attended four scheduled meetings during the 2013- 2014 school year: Sept. 27, 2013- 22 Oct. 24, 2013- 6 Nov. 22, 2013 13 Jan. 10, 2014- 10 I&RS Students: 73 2012-2013 Parents attending I &RS Meetings: 40 2013-2014 Parents attending I&RS Meetings: 43 Students receiving backpacks: 144

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		71 students in counseling (school year 2013-2014) 11 parents involved in counseling (school year 2013-2014) 2 parenting skills groups (15 participants and 11 participants)
Professional Development	Conflict vs. Bullying-Staff meeting NJ ASK Turkey Training	Staff attendance: 52 Staff attendance: 67
Homeless	Various services for families	18 total homeless students in school year 2013-2014 Provided the following services: 17 students received transportation to school 7 received food pantry items and food pantry list 5 received adjustment counseling 1 referred to Domestic Violence shelter 1 participated in I&RS 1 referred to child protection services 1 received parenting counseling 1 participated in family crisis resolution 1 received clothing for family
Students with Disabilities	CST referrals via I&RS/504 plan; Assist struggling students-in small group instruction	CST referrals:8 ; 3 classified 5 pending Child Study Evaluation Students with 504 Plans (21) Grades 1 & 2: 7 students
English Language Learners	Speaking, Listening, Reading and Writing	Kindergarten Bilingual-89% moved up a level/11% repeated a level Grade 1 Monolingual-75%exited ESL/25% moved up a level Grade 1 Bilingual-81.25% moved up a level/18.75% repeated a level Grade 2 Monolingual-50% exited the ESL program/20% moved up a level/20% will repeat a level

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		Grade 3 Monolingual-100% exited the ESL Program Grade 4 Monolingual-100% exited the ESL Program 63% of the students who are repeating level came to this country after 1/2014
Economically Disadvantaged	More than 85% of students are in need of free lunch; Homework assistance-to assist working and non-English speaking parents Clothing Drive Food Pantry	Over 85% of students receive free lunch and breakfast; 144 students and/or one of their siblings receive food for the weekend (donated from NJ Food Bank) Homework Group Attendance: 10 students per week Organized 4 clothing drives for families of the students Provided availability of a food pantry for parents of students in need 17 parents visited the food pantry during the school year 2013-2014
School Climate and Culture	Reports of HIB; Character Education Lessons Conducted; Conflict vs Bullying Conflict Resolution/Peer	8 HIB reports: 2 confirmed Character lessons: 13 classes/sessions Conflict vs Bullying Pre-Test: 6 classes
School Climate and Culture	Survey	
Leadership	McRel Balance Leadership Training ASCD/Danielson Framework for Administrators	Evidence of implementing the Balanced Leadership Model as noted in the Administrators' Assessment

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2014-2015 Needs Assessment Process
Narrative

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

   District Benchmark Assessments, DRA Assessments, NJPASS and NJASK assessment results were analyzed and used to develop a comprehensive needs assessment. Parent Surveys, discussions at faculty meetings, grade level meetings, articulation meetings, Parent Advisory groups, I &RS Meetings with parents, PTO meetings, and community partnerships (Greater New Brunswick Civic League) were also used as determining factors in developing the needs assessment.

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

   District and building level administration analyze the NJASK 3, 4, 5 scores and distribute the analysis to school staff. All of the data is analyzed by the teachers and administrative team. The use of the Performance Matters II has facilitated the analysis of student data during common planning to identify student subgroups and create action plans to target student academic deficiencies. The database has facilitated the recording of student benchmark data, state test performance, and data analysis reporting. With this tool, teachers and administrators are able to identify student deficiencies as reported by district developed benchmark tests and state standardized assessments, in an effort to inform, modify, and drive instruction.

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

   The collection method is a mixed method of qualitative and quantitative approaches. Both methods use the standard data collected for monitoring and evaluation. The following additional factors are taken into consideration to make for statistically sound data collection: Evaluation of the complexity of our needs, evaluation of what we already know about our needs, evaluation of what information we need to exact from data, evaluation of time restraints, evaluation of the geographic scope of our subgroups and mobility rate of students and retention of teachers, degree of difficulty involved in accessing certain data pieces, budgetary considerations when designing programs that will generate quantitative information, capacity of our data collectors, and ability to use data results to drive instruction and realize positive trends in student outcomes.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

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

Data analysis indicated that teachers should prioritize and implement rigor of instruction at all grade levels using differentiated instruction, technology and all district based resources. Summative assessments should be better analyzed for mastery of standards. Monitor teacher implementation of best instructional practices which include ELA White Paper Balance Literacy Strategies, use of leveled reading material, and implementation of newly learned PD skills, (including the use of technology tools) with targeted walkthroughs:

- Inform each teacher of which strategy you will look for when you visit the class.
- Develop a log to record walkthrough visits and specific skill to observe.
- Create a plan for teachers to improve instructional delivery, including the use of technology, where evidence indicates it is necessary.
- Student folders and portfolios should include samples of student work that is completed use of rubrics while providing meaningful feedback to students.

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

The data analysis indicates that we are moving away from traditional characteristics of professional development such as one size fits all, little or no follow-up and lack of ownership among teachers. We now forge ahead with a new version of sustained training to include collaborative decision making, proactive assessment/data driven instruction with content specific strategy based workshops aligned with the Common Core Standards. In addition to job-embedded professional development, we continue to move further along the continuum from activity driven to results driven professional development designs using best instructional practices. School and district professional development learning opportunities have utilized to reflect on instruction, to scaffold teacher learning in order to sustain implementation of current instructional practices.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

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

A variety of programs are available for students who are educationally at risk through the following:

- Identified using State Assessments Cycle I Reports
- District diagnostic pre- assessments DRA results
- District benchmark assessments, report cards, and teacher referrals for I &RS.
- Basic Skills Intervention for LA and Math
- Extended School Day Programs
- Differentiated instruction by the classroom teacher through small group targeted instruction

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

Basic skills Intervention services are offered to students daily using the push in and pull out model. Small group instruction is provided in Language Arts Literacy and Math using a variety of instructional materials and also technology based learning tools.

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

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

In conjunction with Pupil Personnel Services a Homeless Determination form is completed to identify which services are needed to maintain continuity of their educational program. The district provides transportation to those in need.

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

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

During Grade level team meetings teachers collaborate regarding the appropriate use of assessment data to improve the instructional program. Teachers participate in on-going professional development training on using the data available in Performance Matters to effectively plan for instruction.

Teachers were engaged in decisions regarding the appropriate use of assessments to improve the instructional program through Professional Development on data driven instruction using Performance Matters, CPT's by reading and math specialists, and building administrators. These findings were identified and recorded using SMART Goals targeting specific deficits and creating instructional plans on a monthly basis to meet students' needs. Each Smart Goal included state standards that need to be addressed or revisited.

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

Parents of incoming kindergarten students attend the Kindergarten Orientation Program which is housed in the school their child will attend. The program includes an overview of the kindergarten curriculum, introduction to classroom procedures and the use of literacy stations, an overview of the bilingual program, instructional materials used for each content area and a calendar of scheduled programs and parent involvement activities. The transition planning protocol also includes Administrators and Center Directors participating in collaborative transition meeting. In addition, the Preschool and Kindergarten teachers participated in vertical articulation meetings to bridge the transition process.

12. How did the school select the priority problems and root causes for the 2014-2015 schoolwide plan?

When selecting the priority problems, the school analyzes multiple measures which help to determine the areas of focus during the next school year. All stakeholders are involved in analyzing the data to identify the priority areas with the greatest need. In addition, the data analysis helps to determine the root causes of the priority problems. The next step involves selecting the priority problems which will be addressed in the Title I Unified Plan (Language Arts Literacy, Instructional Skills and Strategies and Parent Involvement. After identifying the Priority problems the emphasis is to determine which of the areas will have the greatest impact on student achievement.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2014-2015 Needs Assessment Process

Description of Priority Problems and Interventions to Address Them

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

	#1	#2
Name of priority problem	Language Arts Literacy	Instructional Skills and Strategies
Describe the priority problem using at least two data sources	Special education and ELL students have not demonstrated proficiency in Language Arts Literacy as measured by NJASK, and End of Year DRA2 Assessment results.	The results of the 2013-2014 Professional Development Survey revealed the need for ongoing and sustained training in the use of instructional strategies and methodology.
Describe the root causes of the problem	Lack of consistent implementation of writing instruction and the writing process. Teachers need additional professional development to effectively implement reading strategies to increase comprehension skills. Additional professional development in using DRA2 Assessment results to plan for instruction during small group using leveled reading materials and Response To Intervention.	There is a need for continuous professional development in the areas of utilizing leveled readers during small group instruction and guided reading. In addition, training regarding the use of DRA2 assessment data to drive instruction during the language arts literacy block. Also, there is a need for training in the areas of best practices regarding instructional strategies which addresses differentiation of instruction.
Subgroups or populations addressed	ELL/Special Education/GE	ELL/Special Education
Related content area missed	Language Arts Literacy/Writing	Language Arts Literacy/Mathematics
Name of scientifically research based intervention to address priority problems	Intervention Program Developmental Reading Assessment (DRA2)	Guided Reading Fountas and Pinnell Use of leveled Readers Reader's and Writer's Workshop Model (Nancy Atwell) Literature Circles (Harvey Daniels) Enhancing Professional Practices (Danielson)
How does the intervention align with the Common Core State	The interventions address specific areas that students are partially proficient according to the Common Core Standards	All curricula, programs and instructional strategies are aligned to the NCCSS

Standards?	determined by the results of the state model curriculum assessments.	

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2014-2015 Needs Assessment Process

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

	#3	#4
Name of priority problem	Parent/Community Involvement	
Describe the priority problem using at least two data sources	During the 2013-2014 year attendance at monthly PTO meeting has shown a decline in attendance. Many factors contributed to the reduction of attendance including inclement weather conditions and teacher involvement. By empowering parents and teachers they will be able to assist students in achieving and sustaining gains in Language Arts Literacy and Math.	
Describe the root causes of the problem	Lack of communication with parents to emphasize the importance of their involvement in their child's education.	
Subgroups or populations addressed	All Students	
Related content area missed	Language Arts Literacy/math	
Name of scientifically research based intervention to address priority problems	Initiate communication to parents in English and Spanish early in the school year. Continue to have monthly PEC (Parental Empowerment Committee) meetings. Utilize a translator for parent workshops and events throughout the year. Provide a monthly calendar of events which outline all programs and activities in addition to using technology such as E-Chalk to communicate with parents. Recruit and provide training for parent participants in the Parent Volunteer Academy. Provide students with wristband reminders the day of the scheduled event and organize a phone chain to contact	

	parents prior to the event. Provide Incentives for parents who frequently participate in school sponsored events throughout the year. Continue to implement the Home-School connection by sending weekly Friday folders and daily Homework Agenda Books. Post school sponsored events on school E-Chalk web page and in RealTime Parent Portal. Organize Family LAL and Math Nights throughout the year and during times when parents are available. Engage parents in monthly workshops which address various topics which include Family Literacy and Math Night, Bullying, Nutrition, Kindergarten Parent Orientation, Title 1 Parent Involvement Workshop.	
How does the intervention align with the Common Core State Standards?	The interventions are reflective of the Common Core State Standards.	

SCHOOLWIDE COMPONENT: Reform Strategies

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

2014-2015 Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (from IES Practice Guide or What Works Clearinghouse)
Basic Skills Intervention	Language Arts Literacy	Identified at risk population (Grades 1-5)	Classroom Teachers Basic Skills Teachers Reading Specialist Administrator Resource/Inclusion Teacher	10% increase in the percentage of BSI student with a proficient weighed average on the District Benchmarks Increase in the percentage of students reading at grade	Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. IES Practice Guide, What Works Clearing House, U.S. Department of Education
Guided Reading	Language Arts Literacy	Total Population	Classroom Teachers Basic Skills Teachers Reading Specialist Administrator Resource/Inclusion Teacher	10% increase in the percentage of students with a proficient weighed average on the District Benchmarks Increase in the percentage of students reading at or above grade level	Research found in: Guiding Readers and Writer's, Irene Fountas and Gay Su Pinnell, 2001
Developmental Reading Assessment (DRA) Use of leveled Fiction & Non-Fiction Reading materials	Language Arts Literacy	Total Population	Classroom Teachers Basic Skills Teachers Reading Specialist Administrator	10% increase in the percentage of students whose reading levels progress two levels or more.	Improving Reading Comprehension in Kindergarten Through Grade3, IES Practice Guide, What Works Clearing House, September 2012
Literacy Stations	All Content Areas	Total Population	Classroom Teachers Administrator Literacy/Math	10% increase in the percentage ofl students with a proficient weighed average on the District Benchmarks	Practice With Purpose: Literacy Work Stations, Debbie Diller, 2009 Differentiation in Practice, Carol Tomlinson, Caroline Cunningham,

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (from IES Practice Guide or What Works Clearinghouse)
			Specialist		2006
I &RS Services	All Content Area	Students with Disabilities ELLs	Classroom Teacher I& RS Committee	50% of students identified by the I &RS committee will demonstrate improved report card grades by one letter grade or more each marking period.	Patterns in the Identification of and Outcomes for Children and Youth With Disabilities, IES, National Center for Education Evaluation and Regional Assistance, January 2012.
Sheltered Instruction	All Content Areas	ELLs/All students	Classroom Teacher ESL Teacher Bilingual Teachers	Progressing Monitoring and District Benchmark Assessments	Teaching Academic Content and Literacy to English language Learners in Elementary and Middle School, "What Works Clearing House, April 2014
		Students with Disabilities			

*Use an asterisk to denote new programs.

2014-2015 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (from IES Practice Guide or What Works Clearinghouse)
Early Intervention Summer School (EIS)	Language Arts Literacy Math	K-5	Classroom Teachers Content Specialist Admin.	Increase in the percentage of students whose pre-post Intervention Assessments reflect a 15% improvement in final assessment scores.	Assisting Students Struggling with Reading: Response To Intervention (RTI) and Multi- Tier Intervention in The Classroom, National Center for Education Evaluation and Regional Assistance, September 2011

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (from IES Practice Guide or What Works Clearinghouse)
Summer Enrichment Program	Language Arts Literacy Math	K-5	Classroom Teachers Content Specialist Admin.	10% increase in the number of students who demonstrate proficiency on the final district benchmark.	Review of Extended Day and After School Programs and Their Effectiveness. Fashol, 2010.
Extended Day Program	Language Arts Literacy Math	ELLs	Classroom Teachers Content Specialist Admin.	10% increase of students in the ELL sub-population will demonstrate proficiency on the final district benchmark weighted average	Assisting Students Struggling with Reading: Response To Intervention (RTI) and Multi- Tier Intervention in The Classroom, National Center for Education Evaluation and Regional Assistance, September 2011
Extended Day Program	Language Arts Literacy	Students with Disabilities	Classroom Teachers Content Specialist Admin.	10% increase of students with disabilities subpopulation will demonstrate proficiency on the final district benchmark weighted average	Tomlinson, Carol, How To Differentiate Instruction in Mixed-ability Classrooms, 2010
Extended Day Program	Language Arts Literacy	Grades 3-5	Classroom Teachers Admin. Content Specialist	10% increase of the identified targeted students in Grades 3-5 who are proficient on the final district benchmark weighted average	Parent Involvement and extended learning activities in school improvement plans in the Midwest Region, ies, National Center for Education Evaluation and Regional Assistance, April 2011

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies

2014-2015 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.					
Name of Strategy	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Strategy** (from IES Practice Guide or What Works Clearinghouse)
Professional Learning Communities (PLC)	ELA	Grades K-5	Teachers Administrators Content Specialist	15% increase in District Summatives weighted averages 15% increase in NJ State assessment results	National Staff Development Council: What works in the Elementary School Results-Based Staff Development: NJDC 2002, Data Analysis for Comprehensive School Wide Improvement: Bernhart, 2011
Math Content and Instructional Strategies	Mathematics	Grades K-5	Teachers Administrators Math Specialist Content Supervisors	90 % teacher satisfaction as per district online PD survey 80% of teachers will effectively implement strategies learned as observed during Focused Classroom Walkthroughs, formal and informal observations and noted in daily lesson plans	Making Sense: Teaching and Learning Mathematics with Understanding, Herbert, J. 2010
LAL Content and Instructional Strategies	LAL	Grades K-5	Teachers Administrators LAL Specialist Content Supervisors	90% teacher satisfaction as per district online PD survey 80% of teachers will effectively implement strategies learned as observed during Focused	Best Practices in Literacy Instruction: Lesley Morrow, 2007

SCHOOLWIDE COMPONENT: Reform Strategies

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.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
				Walkthroughs, formal and informal observations and noted in daily lesson plans	
I&RS Training	All	Grades K-5	Administrators School Counselors	90% teacher satisfaction as per district online PD survey 80% of teachers will effectively implement suggested instructional strategies outlined in action plan	Research Round Table to Intervention, Tiers without Tears: Dr. Sheldon
Vocabulary, Nonfiction and Informational Text	All	Grades K-5	Teachers Administrators Specialist Content Supervisors	90% teacher satisfaction as per district online PD survey 80% of teachers will effectively implement strategies learned as observed during Focused Classroom Walkthroughs, formal and informal observations and noted in daily lesson plans.	Marzano, R. J. (2001) Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement
Differentiated Instruction	All	Grades K-5	Teachers Administrators Specialist Content Supervisors	90% teacher satisfaction as per district online PD survey 80% of teachers will effectively implement research based strategies to enhance student engagement as observed during Focused Classroom Walkthroughs, formal and informal observations and noted in daily lesson plans.	Tomlinson, C.A. (1999) Differentiated Classroom: Responding to the needs of all learners. Alexandria Va. ASCD

SCHOOLWIDE COMPONENT: Reform Strategies

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.					
Name of Strategy	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Strategy** (from IES Practice Guide or What Works Clearinghouse)
*Developmental Reading Assessment (DRA)	All	Grades K-5	Teachers Administrators Specialist Content Supervisors	10% increase in the number of students whose reading levels increase two or more levels during the school year from their initial assessed beginning level	Assisting Students Struggling with Reading: Response To Intervention (RTI) and Multi-Tier Intervention In The Classroom, National Center for Education Evaluation and Regional Assistance, September 2011

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies

Evaluation of Schoolwide Program

(For schools approved to operate a schoolwide program beginning in the 2014-2015 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 2014-2015? Will the review be conducted internally (by school staff), or externally?

   All stakeholders including administration, content specialists and staff will review, analyze, interpret and disaggregate results to appropriate members to forecast areas of progress and develop any changes needed for improvement.

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

   State adoption of new initiatives such as the PARCC assessment, revision to teacher evaluation process in addition to fiscal constraints are factors will influence successful implementation of school wide programs.

SCHOOLWIDE COMPONENT: Reform Strategies

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

   Basic component (teachers, parents, students and community partnerships)

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

   A School Climate and Culture Survey will be conducted in the Fall to determine baseline perceptions and again in the Spring. Information will be shared with the staff and all stakeholders.

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

   A NBPS Parent Climate Survey will be conducted twice a year to gauge community perceptions.

6. How will the school structure interventions?

   Based on the RTI model, interventions will be structured using a tiered approach.

   Baseline data, state and district summative will be used to determine the needs of students to determine the effective interventions for each sub-group population.

7. How frequently will students receive instructional interventions? Interventions will be conducted daily in the classroom during small group instruction. Additional support to identified targeted students will occur 3-5 times a week for 40 minute periods by the Basic Skills teachers using the push in and pull out model.

8. What resources/ technologies will the school use to support the schoolwide program? The Basic Skills teachers along with the classroom teacher will support instruction using the district resource materials (Go Math and Journeys). In addition, teachers will integrate technology using Think Central, Success Maker, and Learning.com., Journeys and Achieve 3000.

SCHOOLWIDE COMPONENT: Reform Strategies

9. What quantitative data will the school use to measure the effectiveness of each intervention provided? The school will use district summative assessments, DRA2 assessment results, student grades and attendance records top track the performance of students for the school year.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? The effectiveness of the intervention program will be shared with parents and community partners during scheduled parent teacher conferences, I&RS meetings and Back To school Night.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

2013-2014 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Back to School Night	All Content Areas	Parents Community	Administrators Teachers	85% Parent Attendance	Levels of Parent Involvement, Collaborative Relationships, Doing What Works, ies, Practice Guides
Programs to Assist Students Academically (I&RS)	All Content Areas, Social and Health Needs	Teachers Administrators I&RS Comm. Child Study Team	Teachers Administrators I&RS Comm. Child Study Team	50% parent attendance at monthly meetings scheduled throughout the year	Patterns in the Identification of and Outcomes for Children and Youth With Disabilities, ies, National Center for Education Evaluation and regional Assistance, January 2010.
Parent Teacher Conferences	All Content Areas	Parent Community	Administrator Teachers	85% average attendance at each of the three scheduled conferences	School/Family/Community Partnerships: Caring For the Children we share.
Parent Teacher Organization (PTO)	All Content Areas	Parent Community	Administrators Teachers	25% increase in parent attendance 20% parents volunteer in the school 10% increase in teacher attendance	Epstein, J.L. 2000 Parent Involvement: What the Research Says to Administrators/ Teachers
Parent Workshops: • Family Literacy and Math Workshops • Technology	All Content Areas	Parents Community	Administrators Teachers Parents	25% increase in parent attendance during each of the scheduled events throughout the year	Epstein, et. Al. 2002, School, Family, and Community Partnerships: Your Handbook for Action.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Workshops (E-Chalk) • Healthy Eating • Multicultural Celebration • Character Building/ Responsive Classroom				80% of the parents provide positive feedback regarding the information received at each of the meetings	
Pre K- Kindergarten Parent Orientation Meeting	All Content Areas	Pre –K Parents	Kindergarten Teachers Pre-School Teachers Administrators Office of Early Childhood	25% increase in parent attendance 80% of the parents surveyed provided positive feedback regarding the information received during the Parent orientation	Locasle-Crouch, J., Mashburn, A Downer, J.,& Pianta, R. (2008) Pre-Kindergarten Teacher's use of Transition Practices and Children's Adjustment to Kindergarten. Early Childhood Research Quarterly, 23, 124-139.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

2014-2015 Family and Community Engagement Narrative

1. **How will the school's family and community engagement program help to address the priority problems identified in the needs assessment?** Parent involvement has been identified as a priority problem in the Needs Assessment. Paul Robeson Community school will address the need to involve parents in their child's academic achievement throughout the year. Parents will participate in activities and programs which address their child's social, emotional and academic growth.
2. **How will the school engage parents in the development of the written parent involvement policy**? The school will involve parents in the development of the parent involvement policy. A parent survey will be conducted at the beginning of the year to identify specific areas of need that will be addressed in the Parent Involvement Policy..
3. **How will the school distribute its written parent involvement policy?** The parent involvement policy is disseminated to parents during back To School Night and also during PTO Meetings. A copy of the parent involvement policy is also mailed to the families.
4. **How will the school engage parents in the development of the school-parent compact?** The school-parent compact is developed in conjunction with the parent involvement policy.
5. **How will the school ensure that parents receive and review the school-parent compact?** The School-Parent Compact is discussed with parents during Back To School Night and a copy is mailed home to parent at the beginning of the school year. The School-Parent Compact is also included in the Student Agenda Book. Parents, students, teachers and administrators are involved in the signing of the document and a copy is placed in the school's file.
6. **How will the school report its student achievement data to families and the community?** Parents are informed of their students' academic achievement through the use of Interim reports and Report cards. Parent Teacher Conferences are held each marking period to inform parents' of their child's academic growth.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

7. **How will the school use notify families and the community if the district has not met its annual measurable objectives for Title III?** The district achievement data is reported to the public during regularly scheduled Board Of Education Meetings, NJDOE **School** Report Card, and District web site. During Back To school Night, PTO Meetings and Parent Teacher Conferences the achievement data **is** also shared with parents.
8. **How will the school inform families and the community of the school's disaggregated assessment results?** The school's disaggregated assessment data is included in the NJDOE School Report Card and the information is disseminated prior to the beginning of the school year in the **Schools In Need of Improvement Letter.**
9. **How will the school involve families and the community in the development of the Title I Schoolwide Plan**? Parents are involved as members of the Title I Unified Plan Committee. In addition, they provided input in the planning of parent programs and school wide activities to increase parent involvement.
10. **How will the school inform families about the academic achievement of their child/children?** Parents are notified of their child's academic development during Parent Teacher Conferences which are held each marking period during the school year. In addition, parents receive copies of the state assessment results and district formative assessments results are shared during conferences.
11. **On what specific strategies and programs did the school use its 2013-2014 parent involvement funds?** The Title I parent involvement funds are used to support the implementation of Family Literacy Night and Family Math Night during the year.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

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

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

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	50 100%	New Teacher Training and State Mentoring programs, School Based Coaching by Content Area Specialist and Professional Learning Communities (PLC)
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)	12 100%	Paraprofessionals meet the qualification required by NCLB (Education and Para-Pro Test)
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*	N/A	

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

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

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. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Mentoring Program – Novice Teachers **New Teacher Support Group** **Professional learning Communities (PLC)** **Professional Development- School and District Level**	**Human Resources** **Building Administrator**