

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: EATONTOWN PUBLIC SCHOOL	School: Maragret L. Vetter School
Chief School Administrator: SCOTT MCCUE	Address: 3 Grant Ave. , Eatontown, NJ 07724
Chief School Administrator's E-mail: smccue@eatontown.org	Grade Levels: K-6
Title I Contact: Tara Micciulla	Principal: Kevin Iozzi
Title I Contact E-mail: tmicciulla@eatontown.org	Principal's E-mail: kiozzi@eatontown.org
Title I Contact Phone Number: 732-935-7838	Principal's Phone Number: 732-935-3329

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.

Kevin Iozzi
Principal's Name (Print)

On File
Principal's Signature

7/12/15
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 \$ _____, which comprised ___92.34_____ % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ _____, which will comprise ___92.14___ % 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
After School Enrichment Club	1	Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement	100-100	
Summer Learning Academy	1, 2	Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement	100-100 100-600 100-500	
Winter Learning Academy	1	Extended Learning Time and Extended Day/Year	100-100 100-600 200-100	

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

		Interventions to Address Student Achievement		
Speakers	1	Interventions to Address Student Achievement	100-300	
Increasing Math and ELA Skills	1, 3	Interventions to Address Student Achievement; Professional Development to Address Student Achievement and Priority Problems	100-600	
Achieve 3000	1, 3	Interventions to Address Student Achievement, Professional Development to Address Student Achievement and Priority Problems	100-600	
Parental Involvement Nights	1, 2	Interventions to Address Student Achievement	200-100, 200-600	
Title I teachers	1, 3	Interventions to Address Student Achievement	100-100 200-200	
Responsive Classroom School Level Program	1	Interventions to Address Student Achievement, Professional Development to Address Student Achievement and	200-300	

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

		Priority Problems		

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
Tara Micciulla	Director of Elementary and Secondary Education	X	X	X	On File
Kevin Iozzi	Principal	X	X	X	On File
Kristin Lancton	ELL Teacher/Middle School	X	X	X	On File
Brooke Mindnich	ELL Teacher	X	X	X	On File
Ellyn Rosati	Guidance Counselor	X	X	X	On File
Maureen Gaynor	Teacher	X	X	X	On File
Erica Huhn	Teacher	X	X	X	On File
Jeanine DeFilippis	Teacher	X	X	X	On File
Jackie Severson	Parent	X	X	X	On File
Tiffany Boufford	Special Education Teacher	X	X	X	On File

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

Stakeholder/Schoolwide Committee Meetings

Purpose:

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

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

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
June 15, 2015	Vetter School	Comprehensive Needs Assessment	X		X	
June 15, 2015	Vetter School	Schoolwide Plan Development	X		X	
June 15, 2015	Vetter School	Program Evaluation	X		X	

**Add rows as necessary.*

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

School's Mission

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

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

What is the school's mission statement?

The faculty and staff of Vetter School, in partnership with our parents and community, are committed to providing a high-quality education for all learners to enable them to excel. Students will be encouraged to work independently and cooperatively with others to promote positive social skills.

We are dedicated to meeting the needs of all students in a safe and supportive environment. We believe that diversity enriches our school, promotes an atmosphere of mutual respect by recognizing the contributions of a variety of ideas, values, and cultures.

In all we do, our mission is to see our students become positive, contributing members of our society.

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 2014--2015 program was implemented as planned.
2. What were the strengths of the implementation process?
 - Benchmark assessments were created that are aligned to the standards and the curriculum to assess student learning, assist in differentiating instruction, and to promote dialogue amongst teachers about best practices. Teachers used the data from the benchmarks to drive their instruction. Teachers were given articulation time to review the data and discuss as teams.
 - After School, Saturday classes, and Summer Learning Academy helped the teachers assist at-risk students struggling with the current curriculum.
 - Our Parent/Guardian Involvement has seen an increase at events. We have implemented 4 parent nights this year and parents have expressed interest in holding more.
3. What implementation challenges and barriers did the school encounter?
 - Trying to implement the new curriculums as well as the new reforms in teacher evaluation seemed to be a challenge to the teachers.
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

The strengths of the program include:

- The teachers collaborative nature and hard work to develop quality curriculum and assessments.
- The students resilience to and ability to overcome challenges.

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

- Teachers willingness to attend professional development.
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? Stakeholders met during the year to discuss the programs. Teachers/Staff of the school were kept abreast of the program implementation and suggested Professional Development and programs to be utilized in the school.
 6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? The plan was presented to the staff at the beginning of the school year and was well received by them.
 7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? The Title I plan was presented to the community at an information session in the beginning of the school year.
 8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.) All programs were delivered in group sessions.
 9. How did the school structure the interventions?
 - Study Island Benchmarking: Benchmarking tests in Mathematics and Language Arts were given 3 times during the year to the students on a computerized program.
 - Homework Enrichment Club: This program was implemented from October-June. Selected students stayed afterschool to receive additional support in mathematics and language arts.
 - Winter Learning Academy: Selected students in grades K-8 were given instruction in Language Arts. And selected students in grades 3-8 were given instruction in Mathematics.
 - Summer Learning Academy: Selected students in grades K-8 were instructed in language arts using the Guided Reading Program and in mathematics.

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

10. How frequently did students receive instructional interventions?

- Study Island Benchmarking: Benchmarking tests in Mathematics and Language Arts were given 3 times during the year.
- Fountas and Pinnell Running Records: Students were benchmarked 3 times during the year.
- Achieve 3000: Students are instructed in the program daily. Teachers receive a monthly report of the students' lexile levels.
- Homework Enrichment Club: Students met for 1 hour, 3-4 days a week from October-June.
- Winter Learning Academy: Students attended for 10 sessions for 1 ½ hour a session.
- Summer Learning Academy: Students were instructed for 4 days a week for 4 weeks for 3 hours a day.

11. What technologies did the school use to support the program? Study Island computerized benchmark program, Achieve 3000 reading computerized program, and iXL computerized programs were utilized. Also, teachers utilized Activboards and document cameras to instruct the students.

12. Did the technology contribute to the success of the program, and if so, how? Technology plays a major role on the teacher's daily lessons to the students. Teachers create Activboard flipcharts to enhance lessons. Teachers also utilize the Achieve 3000 and iXL programs in their everyday teaching.

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

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

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

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	60%	**	Study Island, Achieve 3000, Homework Enrichment Club, Summer Learning Academy, Winter Learning Academy, Parent Meetings, Professional Development	At risk students are less likely to extend the school day/week and these services require the extension of the school day/week.
Grade 5	50%	**	Study Island, Achieve 3000, Homework Enrichment Club, Summer Learning Academy, Winter Learning Academy, Parent Meetings, Professional Development	At risk students are less likely to extend the school day/week and these services require the extension of the school day/week.
Grade 6	47%	**	Study Island, Achieve 3000, Homework Enrichment Club, Summer Learning Academy, Winter Learning Academy, Parent Meetings, Professional Development	At risk students are less likely to extend the school day/week and these services require the extension of the school day/week.
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

**Current PARCC results are not available at this time.

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

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	34.3%	**	Study Island, Homework Enrichment Club, Summer Learning Academy, iXL, Parent Meetings, Professional Development	At risk students are less likely to extend the school day and these services require the extension of the school day.
Grade 5	28.6%	**	Study Island, Homework Enrichment Club, Summer Learning Academy, iXL, Parent Meetings, Professional Development	At risk students are less likely to extend the school day and these services require the extension of the school day.
Grade 6	20.6%	**	Study Island, Homework Enrichment Club, Summer Learning Academy, iXL, Parent Meetings, Professional Development	At risk students are less likely to extend the school day and these services require the extension of the school day.
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

**Current PARCC results are not available at this time.

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

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

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

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	n/a	n/a	n/a	n/a
Kindergarten	16	15	Homework Enrichment Club, Summer Learning Academy, Parent Meetings, Professional Development	At risk students are less likely to extend the school day/week and these services require the extension of the school day/week.
Grade 1	18	15	Homework Enrichment Club, Summer Learning Academy, Parent Meetings, Professional Development	At risk students are less likely to extend the school day/week and these services require the extension of the school day/week.
Grade 2	15	13	Homework Enrichment Club, Summer Learning Academy, Parent Meetings, Professional Development	At risk students are less likely to extend the school day/week and these services require the extension of the school day/week.
Grade 9	n/a	n/a	n/a	n/a
Grade 10	n/a	n/a	n/a	n/a

** Based on students who are below grade level on Running Record tests**

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	n/a	n/a	n/a	n/a
Kindergarten	6	4	Homework Enrichment Club, Summer Learning Academy, Math Buddies, Parent Meetings, Professional Development	At risk students are less likely to extend the school day/week and these services require the extension of the school day/week.
Grade 1	14	17	Homework Enrichment Club, Summer Learning Academy, Math Buddies, Parent Meetings, Professional Development	At risk students are less likely to extend the school day/week and these services require the extension of the school day/week.
Grade 2	5	14	Homework Enrichment Club, Summer Learning Academy, Math Buddies, Parent Meetings, Professional Development	At risk students are less likely to extend the school day/week and these services require the extension of the school day/week.

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

Grade 9	n/a	n/a	n/a	n/a
Grade 10	n/a	n/a	n/a	n/a

****Math Benchmarking below 80%****

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

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Study Island, Achieve 3000	Yes	Reports, Student Work	Improvements in quarterly assessments Improvements in reading and writing
Math	Students with Disabilities	Study Island, iXL	Yes	Reports, Student Work	Improvements in quarterly assessments Improvements in math.
ELA	Homeless	Study Island, Achieve 3000	Yes	Reports, Student Work	Improvements in quarterly assessments Improvements in reading and writing
Math	Homeless	Study Island, iXL	Yes	Reports, Student Work	Improvements in quarterly assessments Improvements in math.
ELA	Migrant	n/a	n/a	n/a	n/a
Math	Migrant	n/a	n/a	n/a	n/a
ELA	ELLs	Study Island, Achieve 3000	Yes	Reports, Student Work	Improvements in quarterly assessments Improvements in reading and writing
Math	ELLs	Study Island, iXL	Yes	Reports, Student Work	Improvements in quarterly assessments Improvements in math.
ELA	Economically Disadvantaged	Study Island, Achieve 3000	Yes	Reports, Student Work	Improvements in quarterly assessments Improvements in reading and writing
Math	Economically Disadvantaged	Study Island, iXL	Yes	Reports, Student Work	Improvements in quarterly assessments Improvements in math.

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

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Homework Enrichment Club, Summer Learning Academy, Winter Learning Academy	Yes	Reports, Benchmark Scores, Running Records, Student Work	Improvements in assessments Improvements in test scores Increase in reading level. Improvement in writing samples
Math	Students with Disabilities	Homework Enrichment Club, Summer Learning Academy, Winter Learning Academy	Yes	Reports, Benchmark Scores, Running Records, Student Work	Improvements in assessments Improvements in test scores
ELA	Homeless	Homework Enrichment Club, Summer Learning Academy, Winter Learning Academy	Yes	Reports, Benchmark Scores, Running Records, Student Work	Improvements in assessments Improvements in test scores Increase in reading level. Improvement in writing samples
Math	Homeless	Homework Enrichment Club, Summer Learning Academy, Winter Learning Academy	Yes	Reports, Benchmark Scores, Running Records, Student Work	Improvements in assessments Improvements in test scores
ELA	ELLs	Homework Enrichment Club, Summer Learning Academy, Winter Learning Academy	Yes	Reports, Benchmark Scores, Running Records, Student Work	Improvements in assessments Improvements in test scores Increase in reading level. Improvement in writing samples
Math	ELLs	Homework Enrichment Club, Summer Learning Academy, Winter Learning Academy	Yes	Reports, Benchmark Scores, Running Records, Student Work	Improvements in assessments Improvements in test scores

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Economically Disadvantaged	Homework Enrichment Club, Summer Learning Academy, Winter Learning Academy	Yes	Reports, Benchmark Scores, Running Records, Student Work	Improvements in assessments Improvements in test scores Increase in reading level. Improvement in writing samples
Math	Economically Disadvantaged	Homework Enrichment Club, Summer Learning Academy, Winter Learning Academy	Yes	Reports, Benchmark Scores, Running Records, Student Work	Improvements in assessments Improvements in test scores

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

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Guided Reading PD, Study Island Benchmark PD, Achieve 3000 PD, Responsive Classroom PD, Curriculum redesign and development	Yes	Curriculum Documents Benchmark Assessments Classroom Observations	Improvements in monthly assessments Improvements in test scores Increase in reading level. Improvement in writing samples
Math	Students with Disabilities	Go Math PD, Study Island Benchmark PD, Achieve 3000 PD, Responsive Classroom PD, Curriculum redesign and development	Yes	Curriculum Documents Benchmark Assessments Classroom Observations	Improvements in monthly assessments Improvements in test scores
ELA	Homeless	Guided Reading PD, Study Island Benchmark PD, Achieve 3000 PD, Responsive Classroom PD, Curriculum redesign and development	Yes	Curriculum Documents Benchmark Assessments Classroom Observations	Improvements in monthly assessments Improvements in test scores Increase in reading level. Improvement in writing samples
Math	Homeless	Go Math PD, Study Island Benchmark PD, Achieve 3000 PD, Responsive Classroom PD, Curriculum redesign and	Yes	Curriculum Documents Benchmark Assessments Classroom Observations	Improvements in monthly assessments Improvements in test scores

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)
		development			
ELA	ELLs	Guided Reading PD, Study Island Benchmark PD, Achieve 3000 PD, Responsive Classroom PD, Curriculum redesign and development	Yes	Curriculum Documents Benchmark Assessments Classroom Observations	Improvements in monthly assessments Improvements in test scores Increase in reading level. Improvement in writing samples
Math	ELLs	Go Math PD, Study Island Benchmark PD, Achieve 3000 PD, Responsive Classroom PD, Curriculum redesign and development	Yes	Curriculum Documents Benchmark Assessments Classroom Observations	Improvements in monthly assessments Improvements in test scores
ELA	Economically Disadvantaged	Guided Reading PD, Study Island Benchmark PD, Achieve 3000 PD, Responsive Classroom PD, Curriculum redesign and development	Yes	Curriculum Documents Benchmark Assessments Classroom Observations	Improvements in monthly assessments Improvements in test scores Increase in reading level. Improvement in writing samples
Math	Economically Disadvantaged	Go Math PD, Study Island Benchmark PD, Achieve 3000 PD, Responsive Classroom PD, Curriculum redesign and development	Yes	Curriculum Documents Benchmark Assessments Classroom Observations	Improvements in monthly assessments Improvements in test scores

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	Parent Involvement Nights, Parent Resource Center	Yes	Attendance Sheets	Improvement at parent involvement nights. Improvement in test scores
Math	Students with Disabilities	Parent Involvement Nights, Parent Resource Center	Yes	Attendance Sheets	Improvement at parent involvement nights. Improvement in test scores
ELA	Homeless	Parent Involvement Nights, Parent Resource Center	Yes	Attendance Sheets	Improvement at parent involvement nights. Improvement in test scores
Math	Homeless	Parent Involvement Nights, Parent Resource Center	Yes	Attendance Sheets	Improvement at parent involvement nights. Improvement in test scores
ELA	ELLs	Parent Involvement Nights, Parent Resource Center	Yes	Attendance Sheets	Improvement at parent involvement nights. Improvement in test scores
Math	ELLs	Parent Involvement Nights, Parent Resource Center	Yes	Attendance Sheets	Improvement at parent involvement nights. Improvement in test scores
ELA	Economically Disadvantaged	Parent Involvement Nights, Parent Resource Center	Yes	Attendance Sheets	Improvement at parent involvement nights. Improvement in test scores
Math	Economically Disadvantaged	Parent Involvement Nights, Parent Resource Center	Yes	Attendance Sheets	Improvement at parent involvement nights. Improvement in test scores

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.

____ Kevin Iozzi _____
Principal's Name (Print)

____ On File _____
Principal's Signature

____ 7/12/15 _____
Date

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

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

2015-2016 Comprehensive Needs Assessment Process Data Collection and Analysis

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	Fountas and Pinnell Running Records, Study Island Benchmark tests, district developed benchmark tests	Students continue to be reading below grade level as measured on Fountas and Pinnel Running Records. Students also score lower than district counterparts on Study Island and District Developed Benchmark tests.
Academic Achievement - Writing	Study Island Benchmark tests, district developed benchmark tests	Writing is improving but students are still not proficient as determined by the state standards. Students also score lower than district counterparts on Study Island and District Developed Benchmark tests.
Academic Achievement - Mathematics	Study Island Benchmark tests, district developed benchmark tests	Students also score lower than district counterparts on Study Island and District Developed Benchmark tests.
Family and Community Engagement	Attendance Sheets	We had over 100 families attended the 5 family day/night sessions we had.
Professional Development	Surveys	The school improvement plan addresses professional development. Staff members have received training in the Common Core Standards and have access to Discovery Education to enhance their professional development in the content areas.
Leadership	LTM meetings, faculty meetings	Data collection and related information is compiled in a variety of ways utilizing a number of school related resources. Administrators meet with teachers to review student work, review data from state assessments, and determine the needs of students both individually as well as on grade level. This analysis and discussion drives curriculum and provides the basis for the

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		differentiation of instruction.
School Climate and Culture	Student discipline data	Reduction in discipline referrals.
Students with Disabilities	Fountas and Pinnell Running Records, Study Island Benchmark tests, district developed benchmark tests	Our Special Education population struggles with state tests, as indicated in the recent administration of NJ ASK. Performance is consistent with school-wide indicators, as math is stronger than LAL. On the 2013 NJ ASK, all 7 of the students with disabilities in Grade 5 scored partially proficient in LAL. 5 of 7 of the students with disabilities in Grade 3 scored partially proficient in mathematics.
Homeless Students	Transfer records, Fountas and Pinnell Running Records, Study Island Benchmark tests, district developed benchmark tests	Data from the NJASK scores has been collected and compiled.
English Language Learners	Fountas and Pinnell Running Records, Study Island Benchmark tests, district developed benchmark tests	Writing is improving but students are still not proficient as determined by the state standards. ELL students also score lower than district counterparts on Study Island and District Developed Benchmark tests.

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

2015-2016 Comprehensive Needs Assessment Process*

Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment? A School Needs Assessment form was given to stakeholder members of the school-based NCLB committee to complete. The Survey will also be given to all staff members during a school faculty meeting during the school year. Faculty will be given the opportunity at various meetings to discuss student needs and concerns for the upcoming school year based on the form and their experiences throughout the school year.
2. What process did the school use to collect and compile data for student subgroups? Data will be disaggregated and shared with staff and NCLB Committee members. Data will be reviewed and analyzed in order to determine the effectiveness of programs/strategies/interventions.
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)? The Reading teachers in grades K-6 oversee the administration of the Fountas and Pinnell Running record benchmark tests. Benchmarks are developed and aligned to the CCSS.
4. What did the data analysis reveal regarding classroom instruction? The data analysis revealed that a large group of students in grades 5-6 are partially proficient on the NJASK testing. Teachers will conduct benchmarking tests throughout year that will allow them opportunity to focus on students weaknesses.
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? Teachers will receive professional development on how to analyze the benchmark testing data as well as how to implement the Common Core Standards into their lesson plans.
6. How does the school identify educationally at-risk students in a timely manner? Educationally at-risk students are identified by report cards and benchmark scores. The Intervention and Referral team meets monthly to receive new cases or provide continuity in student's interventions from the previous year. The I & RS team develops strategies to assist the student academically, socially and behaviorally. Data is collected and recorded during the meetings.

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

7. How does the school provide effective interventions to educationally at-risk students? Within each classroom, as part of the Guided Reading Program, small group guided instruction allows for more focus and interventions for at-risk students. Additionally, at risk students are provided with Winter Learning Academy, Summer Learning Academy, and afterschool enrichment club opportunities, as well as support from the I &RS team. Students utilize Achieve 3000 and Study Island programs, which are tailored to the student's needs. All students receive research based instruction in the areas of reading, writing, math, science and social studies, and their parents are invited into the building throughout the year to see classroom instruction in action.
8. How does the school address the needs of migrant students? Vetter School does not have migrant students at this time.
9. How does the school address the needs of homeless students? Each year the school reaches out to the homeless students families during holiday times to assess their needs and asks the school community to help these families. The nurse as well as the guidance counselor keeps in contact with the families offering their assistance whenever necessary. Students in need of food participate in the Backpack Program sponsored by the Food Bank of Monmouth County.
10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? Teachers discuss academic assessments throughout the school year at grade level meetings, faculty meetings, and during in-service days.
11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? When transitioning from elementary to middle school, students are given the opportunity in the end of elementary school to meet their teachers and see the school. Teachers articulate prior to the students attending middle school.
12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan? Priority Problems were selected based on the Needs Assessment survey as well as the comments during the stakeholder meeting.

**Provide a separate response for each question.*

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

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	Closing The Achievement Gap	Parent/Guardian Involvement
Describe the priority problem using at least two data sources	Data indicates an achievement gap in the areas of language arts and math in students with disabilities, students of race, and economically disadvantaged students.	The number of parents/guardians attending school events is low.
Describe the root causes of the problem	Students with disabilities, students of race, and students with economic disadvantages are not reading on grade level due to challenges in comprehension and vocabulary and are lacking basic math skills.	There is minimal use of parental resources that are provided to families based on school/student needs.
Subgroups or populations addressed	Students with disabilities, students of race, and students with economic disadvantages.	ALL students, Parents
Related content area missed (i.e., ELA, Mathematics)	Language Arts and Math	Language Arts and Math
Name of scientifically research based intervention to address priority problems	Study Island Benchmarking, Achieve 3000, Fountas and Pinnell Benchmark Assessment, Writer’s Workshop, PD/Training, Parent Involvement Events, Increased Learning Time	Parent Involvement Events, Family Literacy events
How does the intervention align with the Common Core State Standards?	Directly aligned strategy to improve student learning in Reading and Math Grades K-6	Directly aligned strategy to improve student learning in Reading and Math Grades K-6

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

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

	#3	#4
Name of priority problem	Use of Data/ Assessment to Improve Learning	
Describe the priority problem using at least two data sources	The staff was given professional development to successfully analyze and interpret multiple forms of student data. Ultimately this is a priority as staff members need to make informed decisions regarding the implementation of best practices and individual student needs. Not only has staff expressed their desire during staff surveys, but it continues to be evident within both our summative and formative assessment tools.	
Describe the root causes of the problem	Staff was data rich but information poor. Over the past few years, we utilized a number of benchmark assessments such Study Island and Running Records to name a few. However, there has been minimal data utilized effectively by staff. As we move forward we need to ensure that all staff is using our new benchmark data.	
Subgroups or populations addressed	All students, teachers	
Related content area missed (i.e., ELA, Mathematics)	Language Arts and Math	
Name of scientifically research based intervention to address priority problems	Study Island Benchmarking, Achieve 3000, Fountas and Pinnell Benchmark Assessment, Writer’s Workshop	
How does the intervention align with the Common Core State Standards?	Directly aligned strategy to improve student learning in Reading and Math Grades K-6	

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

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

2015-2016 Interventions to Address Student Achievement

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Study Island Benchmarking, Fountas and Pinnell Running Records, Achieve 3000, Moby Max, Wilson Program*	Administration, Teachers	Benchmarking results	Armstrong, J., & Anthes, K. (2001). How data can help: Putting information to work to raise student achievement. American School Board Journal, 188(11), 38–41.
Math	Students with Disabilities	Study Island Benchmarking, iXL,	Administration, Teachers	Benchmarking results	Armstrong, J., & Anthes, K. (2001). How data can help: Putting information to work to raise student achievement. American School Board Journal, 188(11), 38–41.
ELA	Homeless	Study Island Benchmarking, Fountas and Pinnell Running Records, Achieve 3000, Moby Max, Wilson Program*	Administration, Teachers	Benchmarking results	Armstrong, J., & Anthes, K. (2001). How data can help: Putting information to work to raise student achievement. American School Board Journal, 188(11), 38–41.
Math	Homeless	Study Island Benchmarking, iXL,	Administration, Teachers	Benchmarking results	Armstrong, J., & Anthes, K. (2001). How data can help: Putting information to work to raise student achievement. American School Board Journal, 188(11), 38–41.

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Migrant	n/a	n/a	n/a	n/a
Math	Migrant	n/a	n/a	n/a	n/a
ELA	ELLs	Study Island Benchmarking, Fountas and Pinnell Running Records, Achieve 3000, Moby Max, Wilson Program	Administration, Teachers	Benchmarking results	Armstrong, J., & Anthes, K. (2001). How data can help: Putting information to work to raise student achievement. American School Board Journal, 188(11), 38–41.
Math	ELLs	Study Island Benchmarking, iXL,	Administration, Teachers	Benchmarking results	Armstrong, J., & Anthes, K. (2001). How data can help: Putting information to work to raise student achievement. American School Board Journal, 188(11), 38–41.
ELA	Economically Disadvantaged	Study Island Benchmarking, Fountas and Pinnell Running Records, Achieve 3000, Moby Max, Wilson Program*	Administration, Teachers	Benchmarking results	Armstrong, J., & Anthes, K. (2001). How data can help: Putting information to work to raise student achievement. American School Board Journal, 188(11), 38–41.
Math	Economically Disadvantaged	Study Island Benchmarking, iXL,	Administration, Teachers	Benchmarking results	Armstrong, J., & Anthes, K. (2001). How data can help: Putting information to work to raise student achievement. American School Board Journal, 188(11), 38–41.

**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	Students with Disabilities	Winter Learning Academy Afterschool Enrichment Club, Summer Learning Academy	Administration, Teachers	Benchmarking results	Enhanced Academic Instruction, Black et al. (2008)
Math	Students with Disabilities	Winter Learning Academy Afterschool Enrichment Club, Summer Learning Academy	Administration, Teachers	Benchmarking results	Enhanced Academic Instruction, Black et al. (2008)
ELA	Homeless	Winter Learning Academy Afterschool Enrichment Club, Summer Learning Academy	Administration, Teachers	Benchmarking results	Enhanced Academic Instruction, Black et al. (2008)
Math	Homeless	Winter Learning Academy Afterschool Enrichment Club, Summer Learning Academy	Administration, Teachers	Benchmarking results	Enhanced Academic Instruction, Black et al. (2008)
ELA	Migrant	n/a	n/a	n/a	n/a
Math	Migrant	n/a	n/a	n/a	n/a

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	ELLs	Winter Learning Academy Afterschool Enrichment Club, Summer Learning Academy	Administration, Teachers	Benchmarking results, ACCESS for ELLs results	Enhanced Academic Instruction, Black et al. (2008)
Math	ELLs	Winter Learning Academy Afterschool Enrichment Club, Summer Learning Academy	Administration, Teachers	Benchmarking results, ACCESS for ELLs results	Enhanced Academic Instruction, Black et al. (2008)
ELA	Economically Disadvantaged	Winter Learning Academy Afterschool Enrichment Club, Summer Learning Academy	Administration, Teachers	Benchmarking results	Enhanced Academic Instruction, Black et al. (2008)
Math	Economically Disadvantaged	Winter Learning Academy Afterschool Enrichment Club, Summer Learning Academy	Administration, Teachers	Benchmarking results	Enhanced Academic Instruction, Black et al. (2008)

****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)
ELA	Students with Disabilities	Writer's Workshop, Guided Reading, Achieve 3000, Wilson Reading Program*	Principal, Teachers, Administration	Increased student achievement	Armstrong, J., & Anthes, K. (2001). How data can help: Putting information to work to raise student achievement. American School Board Journal, 188(11), 38–41.
Math	Students with Disabilities	Study Island Testing, Go Math program	Principal, Teachers, Administration	Increased student achievement	Armstrong, J., & Anthes, K. (2001). How data can help: Putting information to work to raise student achievement. American School Board Journal, 188(11), 38–41.
ELA	Homeless	Writer's Workshop, Guided Reading, Achieve 3000	Principal, Teachers, Administration	Increased student achievement	Armstrong, J., & Anthes, K. (2001). How data can help: Putting information to work to raise student achievement. American School Board Journal, 188(11), 38–41.
Math	Homeless	Study Island Testing, Go Math program	Principal, Teachers, Administration	Increased student achievement	Armstrong, J., & Anthes, K. (2001). How data can help: Putting information to work to raise student achievement. American School Board Journal, 188(11), 38–41.
ELA	Migrant	n/a	n/a	n/a	n/a
Math	Migrant	n/a	n/a	n/a	n/a
ELA	ELLs	Writer's Workshop,	Principal,	Increased student achievement	Armstrong, J., & Anthes, K. (2001).

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)
		Guided Reading, Achieve 3000, SIOP Training*	Teachers, Administration		How data can help: Putting information to work to raise student achievement. American School Board Journal, 188(11), 38–41.
Math	ELLs	Writer's Workshop, Guided Reading, Achieve 3000, SIOP Training*	Principal, Teachers, Administration	Increased student achievement	Armstrong, J., & Anthes, K. (2001). How data can help: Putting information to work to raise student achievement. American School Board Journal, 188(11), 38–41.
ELA	Economically Disadvantaged	Writer's Workshop, Guided Reading, Achieve 3000, Wilson Reading Program*	Principal, Teachers, Administration	Increased student achievement	Armstrong, J., & Anthes, K. (2001). How data can help: Putting information to work to raise student achievement. American School Board Journal, 188(11), 38–41.
Math	Economically Disadvantaged	Study Island Testing, Go Math program	Principal, Teachers, Administration	Increased student achievement	Armstrong, J., & Anthes, K. (2001). How data can help: Putting information to work to raise student achievement. American School Board Journal, 188(11), 38–41.

****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?
2. What barriers or challenges does the school anticipate during the implementation process?
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
4. What measurement tool(s) will the school use to gauge the perceptions of the staff?
5. What measurement tool(s) will the school use to gauge the perceptions of the community?
6. How will the school structure interventions?
7. How frequently will students receive instructional interventions?
8. What resources/technologies will the school use to support the schoolwide program?
9. What quantitative data will the school use to measure the effectiveness of each intervention provided?
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

**Provide a separate response for each question.*

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

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Parent Involvement Nights, Parent Resource Center	NCLB Coordinator, Principals	Attendance Sheets, Increase in Attendance	Fan, X. & Chen, M. (2001). Parental Involvement and Students' Academic Achievements: A Meta-Analysis. Educational Psychology Review. 13(1), 1-22.
Math	Students with Disabilities	Parent Involvement Nights, Parent Resource Center	NCLB Coordinator, Principals	Attendance Sheets, Increase in Attendance	Fan, X. & Chen, M. (2001). Parental Involvement and Students' Academic Achievements: A Meta-Analysis. Educational Psychology Review. 13(1), 1-22.
ELA	Homeless	Parent Involvement Nights, Parent Resource Center	NCLB Coordinator, Principals	Attendance Sheets, Increase in Attendance	Fan, X. & Chen, M. (2001). Parental Involvement and Students' Academic Achievements: A Meta-Analysis. Educational Psychology Review. 13(1), 1-22.
Math	Homeless	Parent Involvement Nights, Parent Resource Center	NCLB Coordinator, Principals	Attendance Sheets, Increase in Attendance	Fan, X. & Chen, M. (2001). Parental Involvement and Students' Academic Achievements: A Meta-Analysis. Educational Psychology Review. 13(1), 1-22.
ELA	Migrant	n/a	n/a	n/a	n/a
Math	Migrant	n/a	n/a	n/a	n/a

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	ELLs	Parent Involvement Nights, Parent Resource Center, Parent Literacy Nights	NCLB Coordinator, Principals	Attendance Sheets, Increase in Attendance	Fan, X. & Chen, M. (2001). Parental Involvement and Students' Academic Achievements: A Meta-Analysis. Educational Psychology Review. 13(1), 1-22.
Math	ELLs	Parent Involvement Nights, Parent Resource Center, Parent Literacy Nights	NCLB Coordinator, Principals	Attendance Sheets, Increase in Attendance	Fan, X. & Chen, M. (2001). Parental Involvement and Students' Academic Achievements: A Meta-Analysis. Educational Psychology Review. 13(1), 1-22.
ELA	Economically Disadvantaged	Parent Involvement Nights, Parent Resource Center	NCLB Coordinator, Principals	Attendance Sheets, Increase in Attendance	Fan, X. & Chen, M. (2001). Parental Involvement and Students' Academic Achievements: A Meta-Analysis. Educational Psychology Review. 13(1), 1-22.
Math	Economically Disadvantaged	Parent Involvement Nights, Parent Resource Center	NCLB Coordinator, Principals	Attendance Sheets, Increase in Attendance	Fan, X. & Chen, M. (2001). Parental Involvement and Students' Academic Achievements: A Meta-Analysis. Educational Psychology Review. 13(1), 1-22.

**Use an asterisk to denote new programs.*

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

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? Parent involvement has increased from last year. The Title I program, along with administrators, is working to increase parent involvement, in an effort to increase overall student achievement. Low parent involvement impacts student performance and ultimately standardized test scores.
2. How will the school engage parents in the development of the written parent involvement policy? Parents have been asked to be on the committee to develop and re-evaluate the policy.
3. How will the school distribute its written parent involvement policy? The parent involvement policy is distributed at the beginning of the year to all students in the school, during Parent Involvement nights, at Back to School Night, and is available online through the district's website.
4. How will the school engage parents in the development of the school-parent compact? Parents have been asked to be on the committee to develop and re-evaluate the compact.
5. How will the school ensure that parents receive and review the school-parent compact? Students are asked to sign the compact, have their parents sign the compact, and then teachers sign the compact when returned to school.
6. How will the school report its student achievement data to families and the community? School achievement data is reported to the public via the school report card, Parent Involvement Activities, Board Meetings and notifications are sent home.
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? Parents and the community are notified via the school report card, Parent Involvement Activities, Board Meetings and notifications are sent home.
8. How will the school inform families and the community of the school's disaggregated assessment results? Disaggregated results are presented at a Board of Education Meeting as well as online through the school's report card.

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

- 9.** How will the school involve families and the community in the development of the Title I Schoolwide Plan? The NCLB committee has parent representation. Parent representatives will attend PAC meetings and contribute valuable feedback and ideas which are infused in our school wide plan.
- 10.** How will the school inform families about the academic achievement of their child/children? State test results are sent home with a letter from the principal. Parent are also informed 3 times a year of district benchmarking results. Report cards are distributed 4 times a year. Test results are discussed at parent conferences.
- 11.** On what specific strategies will the school use its 2015-2016 parent involvement funds? Funds will be used to provide Parent Involvement Days/Nights including light refreshments and academic handouts. A parent resource center will be set-up in the office of the school that includes an English/Spanish “Family Engagement Library”. A Parent Newsletter will be distributed in both English and Spanish nine times throughout the school year

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	24	Provide meaningful professional development. Create positive work environment.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	6	Provide meaningful professional development. Create positive work environment.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*		

* 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
<ul style="list-style-type: none"> • The Eatontown Public Schools Collective Bargaining Agreement offers a highly competitive salary and benefits. • Staff follow the mandates and procedures in the District Mentoring Plan. • New Teacher Orientation is offered in August. • Staff is offered at least 2 professional development workshops of their choosing outside the district's 3 professional development days and 3 afternoon in-service days. • Staff is offered online training through of new teacher evaluation system. • Every teacher is given a laptop. • Teachers are offered training in best practices such as Guided Reading, Running records, Writer's Workshop, CCSS, PARCC, and responsive Classroom. • The district maintains consistent and reasonable class sizes. 	<p>Superintendent, Administrators, Teachers, Paraprofessionals</p>