

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: NEPTUNE TOWNSHIP SCHOOL DISTRICT	School: GREEN GROVE
Chief School Administrator: DR. MICHAEL LAKE (INTERIM)	Address: 909 GREEN GROVE ROAD
Chief School Administrator's E-mail: superintendent@neptune.k12.nj.us	Grade Levels: PK-5
Title I Contact: AUDRA GUTRIDGE	Principal: JAMES M. NULLE
Title I Contact E-mail: agutridge@neptune.k12.nj.us	Principal's E-mail: jmnulle@neptune.k12.nj.us
Title I Contact Phone Number: 732-776-2200 x 7805	Principal's Phone Number: 732-776-2200

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.

James M. Nulle



6/26/15

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Principal's Name (Print)

Principal's Signature

Date

Critical Overview Elements

- The School held _____ 4 _____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 3,093,900, which comprised 93.47 % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 3,272,900, which will comprise 97.3 % 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
Elementary ELA Supplies	1,3	Individualized Learning Instruction	100 – 300	\$5,250.00
DRA and Data & Assessment Training	1,2,3	Data Analysis	200 – 300	\$5,400.00
Family Engagement Activities	1, 2	Parental Involvement	100 – 100 200 – 600	\$1,656.00
Technology	1,2,3	Technology Integration	200-300	\$6,000.00

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
James M. Nulle	Principal	X	X	X	On File
Jessica Wakula	ScIP Member	X	X	X	On File
Jen Cottrell	ScIP Member/Parent	X	X	X	On File
Kelly Ford	ScIP Member	X	X	X	On File
Tina DeChiara	PAC Chairperson/Teacher	X	X	X	On File
Melinda Swartz	Parent	X	X	X	On File
					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
12/10/15	GG School	Comprehensive Needs Assessment	YES		YES	
5/6/15 & 5/12/15	GG School	Schoolwide Plan Development	YES		YES	
5/29/14	GG School	Program Evaluation	YES		YES	

**Add rows as necessary.*

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

School's Mission

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

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

<p>What is the school's mission statement?</p>	<p>GREEN GROVE SCHOOL... INSPIRING LEARNERS TO GROW IN A SAFE AND RESPECTFUL ENVIRONMENT.</p> <p>(This Mission statement was created during the 2013-2014 school year with cooperation from the students of Green Grove and the Staff of Green Grove. The stakeholders felt that our Mission Statement should be one that is meaningful to all students and staff and one that can be recited/memorized easily. We believe that long Mission Statements are simple words on paper with no "heart". The Mission Statement above has a picture component that is a visual to all students along with several grade specific words in the image).</p>
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

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

Evaluation of 2014-2015 Schoolwide Program *

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

1. Did the school implement the program as planned?

The district of Neptune as well as the Green Grove Elementary school spent a great amount of time during the 2014-2015 school to educate staff members about the needs of the Green Grove students. LAL & Mathematics Benchmarks were evaluated to pin point areas of weaknesses in the student's abilities and the district curriculums. In addition, the continuation of the Readers/Writers Program allowed for a more deep focus in the area of student reading and writing abilities. Also the implementation of the EDM4 in Grades K-2 assisted with mathematics

2. What were the strengths of the implementation process?

Through the use of weekly Professional Learning Community sessions as well as district Half & Full Day in-services, teachers and staff were able to expand their knowledge in district curriculums, programs, evaluation systems and student needs. It is also noteworthy to mention that the new teacher evaluation system and SGO development allowed teacher to delve more deeply into specific areas of improvement as recommended by district personnel and state/local assessments.

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

During the 2014-2015 school year various challenges were raised as it related to next steps with the needs of students. The district has developed comprehensive and appropriate assessments as well as curriculums, but much time was spent on the process of teacher/staff evaluation. In addition, an exorbitant amount of time was spent on PARCC preparation and implementation. It is hopeful that now that the system has been in place for a full year, teachers and administration will be better able to address direct student needs.

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

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

Through the use of a Full-Time Math Facilitator and Reading Teacher, students had the opportunity to meet with both to increase students over Math and Reading skills. Both individuals used a variety of models to educate the students including, but not limited to in-class support, direct LLI instruction, small group sessions, large group demo lessons, etc. Both individuals are highly trained in their subjects and spend a great amount of time dissecting the needs of the Green Grove students.

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

Green Grove has been fortunate to have a great level of buy-in as it relates to the 2012 Everyday Math Program and EDM4 and the Readers/Writers Program. Teachers meet several times during the year with district and program based specialists to build their overall skills in both programs. During the upcoming year additional time will be spent with these specialists to further enhance teacher skills. In addition a consultant will continue to work with all staff members on the writing component of Readers/Writers Workshop.

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

The staff at the Green Grove School recognizes the needs of the students and is working hard to develop programs and activities to further enhance the skills of the students. A great activity implemented and well received by Green Grove teachers as shown by a Survey Money questionnaire was our past Share Fair program. Though due to PARCC and weather conditions, this program was unable to be held again. Teachers and staff members during this 1 day event were able to turn key great activities and strategies to build student, staff and community skills in all areas of instruction.

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

The community is informed about the programs and activities implemented in the school and district through a variety of methods (School Scene, District Website, Board of Education school presentations, etc.). The BOE Education Committee meets with district administration regularly to discuss the thoughts of the community.

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

Green Grove uses a variety of methods to educate the students which includes, but limited to In-Class Support by the Reading Teacher, Math Facilitator, Special Education Resource Teachers, etc. In addition Small Group and one-on-one sessions are offered

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to students who are far below grade level. In addition, added during the past 2 school years is the increase in “Demo Lesson” by trained professionals both in from the Neptune district and outside.

9. How did the school structure the interventions?

Interventions were structured in a variety of ways, based solely on the needs of the students and recommendations made by teachers and stakeholders. Mathematic interventions varied from small-group instruction to co-teaching methods. Services were offered on a daily and weekly basis based on the needs of the students. In the area of Language Arts Literacy, the LLI Program was utilized with our most at risk population in the 1st-3rd Grade in a small group fashion. Demo lessons and co-teaching opportunities was also used to build student and teacher skills in the areas of the Readers/Writers program.

10. How frequently did students receive instructional interventions?

Students received services at various intervals throughout the year. The majority of students in the area of Mathematics met on a weekly basis in small group for 30 minutes with another 30 minute co-teaching lesson with classroom staff. In the area of Reading, students in the 1st-3rd Grade met in small group sessions 3-5 days as well as an additional 30-60 minute co-teaching lesson with classroom staff.

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

The use of Smartboards, Laptop Cart, PC Lab, Reading Eggs, EDM Suite, Study Island, etc. were utilized to build student overall skills.

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

It is the impression of this individual as well as the staff at the Green Grove School that when technology and its many components are implemented properly with support, all students advance to their maximum ability.

**Provide a separate response for each question.*

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Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

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

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	26	Not available	Readers & Writers Program, Reading Teacher, Leah Mermalstein sessions, NASA Program, BSI Program, Teacher Coaching	Through the listed services, focused instruction was offered to our most at risk population. For the past 2 years the R/W Program has been implemented that looks at the whole student population. It is hopeful that this will enhance student skills in the coming years and our scores will increase on the PARCC assessment.
Grade 5	30	Not available	Readers & Writers Program, Reading Teacher, Leah Mermalstein sessions, NASA Program, BSI Program, Teacher Coaching	Through the listed services, focused instruction was offered to our most at risk population. For the past 2 years the R/W Program has been implemented that looks at the whole student population. It is hopeful that this will enhance student skills in the coming years and our scores will increase on the PARCC assessment.
Grade 6	N/A	N/A	N/A	N/A
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

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).
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Grade 4	15	Not available	Everyday Math, EDM Esuite, NASA Program, In-class sessions, Teacher coaching.	Through the listed services, focused instruction was offered to small groups and concept building was offered to whole class through in a co-teaching model.
Grade 5	20	Not available	Everyday Math, EDM Esuite, NASA Program, In-class sessions, Teacher coaching.	Through the listed services, focused instruction was offered to small groups and concept building was offered to whole class through in a co-teaching model.
Grade 6	N/A	N/A	N/A	N/A
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

**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	N/A	N/A	NASA Program, Tools of the Mind Demo Lessons	Through the listed services, focused instruction is offered to struggling learners in a small-group fashion. Green Grove is continuing to address the needs of the students most at risk.
Grade 1	15	24(as of 6/4/15)	NASA Program, LLI Small Group sessions, Reading Teacher, Leah Mermalstein sessions	Through the listed services, focused instruction is offered to struggling learners in a small-group fashion. Green Grove is continuing to address the needs of the students most at risk.
Grade 2	48	36(as of 6/4/15)	NASA Program, LLI Small Group sessions, Reading Teacher, Leah Mermalstein sessions	Through the listed services, focused instruction is offered to struggling learners in a small-group fashion. Green Grove is continuing to address the needs of the students most at risk.

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Grade 9	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A	N/A	N/A
Kindergarten	0	0 (as of 6/4/15)	New EDM4, In-Class coaching, NASA Program, Small-Group instruction, Co-teaching model	Through the listed services, focused instruction is offered to struggling learners in a small-group and whole group fashion. Green Grove is continuing to address the needs of the students most at risk.
Grade 1	4	0 (as of 6/4/15)	New EDM4, In-Class coaching, NASA Program, Small-Group instruction, Co-teaching model	Through the listed services, focused instruction is offered to struggling learners in a small-group and whole group fashion. Green Grove is continuing to address the needs of the students most at risk.
Grade 2	18	6(as of 6/4/15)	New EDM4, In-Class coaching, NASA Program, Small-Group instruction, Co-teaching model	Through the listed services, focused instruction is offered to struggling learners in a small-group and whole group fashion. Green Grove is continuing to address the needs of the students most at risk.
Grade 9	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A

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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	DRA-2, STAR, Reading Eggs, Study Island, Accelerated Reader, Local benchmarks, staff professional development, , In-class, small group sessions with classroom teacher, Speech services	Yes	Targeted instruction by Special Education teachers to build students overall skills in all areas of instruction. Benchmarks, STAR/AR as well as IEP Goals and objectives evaluated for success. NJASK Results	IEP Goals and Objectives are evaluated regularly to see where areas of improvement are needed and next steps.
Math	Students with Disabilities	Local benchmarks, staff professional development, EDM ESuite & EDM4, In-class, small group sessions with classroom	Yes	Targeted instruction by Special Education teachers to build students overall skills in all areas of instruction. Benchmarks, IEP Goals and objectives evaluated for success. NJASK Results	IEP Goals and Objectives are evaluated regularly to see where areas of improvement are needed and next steps.
ELA	Homeless	DRA-2, STAR, Reading Eggs, Study Island, Accelerated Reader, Local benchmarks, staff professional development, , In-class, small group sessions with Reading teacher.	Yes	NJASK, Benchmark assessments	Regardless of individual student’s home circumstances, a great amount of time is spent on evaluating the needs of all the Green Grove students. If a student in need is found to be in this Content/Group services will be offered.
Math	Homeless	Local benchmarks, staff	Yes	NJASK Results, Benchmark	Regardless of individual student’s home

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		professional development, EDM ESuite & EDM4, In-class, small group sessions with Math Facilitator		assessments	circumstances, a great amount of time is spent on evaluating the needs of all the Green Grove students. If a student in need is found to be in this Content/Group services will be offered.
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	DRA-2, STAR, Reading Eggs, Study Island, Accelerated Reader, Local benchmarks, staff professional development, , In-class, small group sessions with Reading teacher.	Yes	NJASK Results, Benchmark assessments	Regardless of individual student’s home circumstances, a great amount of time is spent on evaluating the needs of all the Green Grove students. If a student in need is found to be in this Content/Group services will be offered.
Math	Economically Disadvantaged	Local benchmarks, staff professional development, EDM ESuite & EDM4, In-class, small group sessions with Math Facilitator	Yes	NJASK Results, Benchmark assessments	Regardless of individual student’s home circumstances, a great amount of time is spent on evaluating the needs of all the Green Grove students. If a student in need is found to be in this Content/Group services will be offered.
ELA	All K-5 students	DRA-2, STAR, Reading Eggs, Study Island,	Yes	Targeted instruction by Reading teacher followed by	Flexible groups of students and interventions were offered based on results of local and

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Accelerated Reader, Local benchmarks, staff professional development.		tri-annual Progress Reports. Targeted instruction by classroom teachers followed by quarterly STAR/AR Progress Reports	state assessments. Groups changed regularly as students advanced their skills.
Math	All K-5 students	Local benchmarks, staff professional development, EDM ESuite & EDM4, In-class, small group sessions with Math Facilitator	Yes	Benchmark data evaluated and reviewed	Flexible groups of students and interventions were offered based on results of local and state assessments. Groups changed regularly as students advanced their skills.

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	Extended School Year Program	Yes	Teacher & Student Assessments. IEP Goals and Objectives	The 8 week program is offered to all students who are in a self-contained environment. Summer IEP Goals and Objectives are created for sustainability of knowledge. Once the students finish the program an exit assessment will be given to determine effectiveness.
Math	Students with Disabilities	Extended School Year Program	Yes	Teacher & Student Assessments. IEP Goals and Objectives	The 8 week program is offered to all students who are in a self-contained environment. Summer IEP Goals and Objectives are created for sustainability of knowledge. Once the students finish the program an exit assessment will be given to determine

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)
					effectiveness.
ELA	Homeless	Neptune Academic Summer Academy (NASA)	The district is currently designing a tool to evaluate the effectiveness of the program	Teacher & Student Assessments	The 5 week program is offered to students who were determined to be at risk based on a district created matrix. Once the students finish the program an exit assessment will be given to determine effectiveness.
Math	Homeless	Neptune Academic Summer Academy (NASA)	The district is currently designing a tool to evaluate the effectiveness of the program	Teacher & Student Assessments	The 5 week program is offered to students who were determined to be at risk based on a district created matrix. Once the students finish the program an exit assessment will be given to determine effectiveness.
ELA	Economically Disadvantaged	Neptune Academic Summer Academy (NASA)	The district is currently designing a tool to evaluate the effectiveness of the program	Teacher & Student Assessments	The 5 week program is offered to students who were determined to be at risk based on a district created matrix. Once the students finish the program an exit assessment will be given to determine effectiveness.
Math	Economically Disadvantaged	Neptune Academic Summer Academy (NASA)	The district is currently designing a tool to evaluate the	Teacher & Student Assessments	The 5 week program is offered to students who were determined to be at risk based on a district created matrix. Once the students finish the program an exit assessment will be

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
			effectiveness of the program		given to determine effectiveness.
ELA	All K-5 Eligible students	Neptune Academic Summer Academy (NASA)	The district is currently designing a tool to evaluate the effectiveness of the program	Teacher & Student Assessments	The 5 week program is offered to students who were determined to be at risk based on a district created matrix. Once the students finish the program an exit assessment will be given to determine effectiveness.
Math	All K-5 Eligible students	Neptune Academic Summer Academy (NASA)	The district is currently designing a tool to evaluate the effectiveness of the program	Teacher & Student Assessments	The 5 week program is offered to students who were determined to be at risk based on a district created matrix. Once the students finish the program an exit assessment will be given to determine effectiveness.

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	PLC Sessions, Danielson Framework for Teaching, SGO sessions, Leah Mermalstein Sessions (3 times), Grade-Level Meetings, In-class coaching	Yes	Teacher Feedback, Survey Monkey, PLC Agendas	This past year a great amount of time was spent on SGO development and the Readers/Writers Program. Various times during the year Survey Monkeys were sent out to gain staff feedback. PLCs proved to be effective and well-liked by district staff. It was recommended that teachers would like additional opportunities to observe teachers doing the R/W Program as well as best practices in the area of reading.
Math	Students with Disabilities	PLC Sessions, Danielson Framework for Teaching, SGO sessions, Grade-Level Meetings, In-class coaching, ESuite training	Yes	Teacher Feedback, Survey Monkey, PLC Agendas	This past year a great amount of time was spent on, SGO development and the EDM4 Program in K-2. Various times during the year Survey Monkeys were sent out to gain staff feedback. PLCs proved to be effective and well-liked by district staff. It was recommended that teachers would like additional opportunities to observe colleagues.
ELA	Homeless	PLC Sessions, Danielson Framework for Teaching, SGO sessions, Leah Mermalstein Sessions (3 times), Grade-Level Meetings, In-class coaching	Yes	Teacher Feedback, Survey Monkey, PLC Agendas	This past year a great amount of time was spent on SGO development and the Readers/Writers Program. Various times during the year Survey Monkeys were sent out to gain staff feedback. PLCs proved to be effective and well-liked by district staff. It was recommended that teachers would like additional opportunities to observe teachers doing the R/W Program as well as best

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					practices in the area of reading.
Math	Homeless	PLC Sessions, SciP Sessions, Danielson Framework for Teaching, ESuite training, Share Fair	Yes	Teacher Feedback, Survey Monkey, PLC Agendas	This past year a great amount of time was spent on, SGO development and the EDM4 Program in K-2. Various times during the year Survey Monkeys were sent out to gain staff feedback. PLCs proved to be effective and well-liked by district staff. It was recommended that teachers would like additional opportunities to observe colleagues.
ELA	Economically Disadvantaged	PLC Sessions, Danielson Framework for Teaching, SGO sessions, Leah Mermalstein Sessions (3 times), Grade-Level Meetings, In-class coaching	Yes	Teacher Feedback, Survey Monkey, PLC Agendas	This past year a great amount of time was spent on SGO development and the Readers/Writers Program. Various times during the year Survey Monkeys were sent out to gain staff feedback. PLCs proved to be effective and well-liked by district staff. It was recommended that teachers would like additional opportunities to observe teachers doing the R/W Program as well as best practices in the area of reading.
Math	Economically Disadvantaged	PLC Sessions, Danielson Framework for Teaching, ESuite training	Yes	Teacher Feedback, Survey Monkey, PLC Agendas	This past year a great amount of time was spent on, SGO development and the EDM4 Program in K-2. Various times during the year Survey Monkeys were sent out to gain staff feedback. PLCs proved to be effective and well-liked by district staff. It was recommended that teachers would like additional opportunities to observe colleagues.

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	All K-5 Staff	PLC Sessions, Danielson Framework for Teaching, SGO sessions, Leah Mermalstein Sessions (3 times), Grade-Level Meetings, In-class coaching	Yes	Teacher Feedback, Survey Monkey, PLC Agendas	This past year a great amount of time was spent on SGO development and the Readers/Writers Program. Various times during the year Survey Monkeys were sent out to gain staff feedback. PLCs proved to be effective and well-liked by district staff. It was recommended that teachers would like additional opportunities to observe teachers doing the R/W Program as well as best practices in the area of reading.
Math	All K-5 Staff	PLC Sessions, Danielson Framework for Teaching, ESuite training	Yes	Teacher Feedback, Survey Monkey, PLC Agendas	This past year a great amount of time was spent on, SGO development and the EDM4 Program in K-2. Various times during the year Survey Monkeys were sent out to gain staff feedback. PLCs proved to be effective and well-liked by district staff. It was recommended that teachers would like additional opportunities to observe colleagues.

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	All Green Grove Families	Reading Strategies for you and your Child Workshop	Yes	Parent verbal and written feedback and Sign-In	Parents that attended this evening workshop had the opportunity to meet with the GG Reading Teacher to learn about reading strategies and best practices. Parents were educated on ZPD, STAR and AR Levels
Math	All Green Grove	Everyday Math Game	Yes	Parent verbal and written	Parents and students that attended this

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)
	Families	Night		feedback and Sign-In	evening workshop had the opportunity to learn about the EDM Program, Games and ways to build their child's math skills.
STEM	All Green Grove Families	Lego Robotics Workshop	Yes	Parent verbal and written feedback and Sign-In	Parents and students that attended this evening workshop had the opportunity to meet with the Technology teacher and learn about the GG Lego Robotics Program. Students and parents learned how to problem solve and think more complexly.
Fitness/ Health Body	All Green Grove Families	Zumba/Nutrition Workshop	Yes	Parent verbal and written feedback and Sign-In	Parents had the opportunity to learn how to stay fit and ways to keep healthy. Food choice was discussed as it relates to super markets.

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.

James N. Nulle

Principal's Name (Print)

James N. Nulle

Principal's Signature

6/26/2015

Date

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

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

2015-2016 Comprehensive Needs Assessment Process Data Collection and Analysis

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	Local Benchmarks, DRA-2 Results, STAR Results, AR levels, Past NJASK trends.	Students in the Green Grove school continue to struggle in the area of Reading, A great amount of time was spent during the 14-15 school year building classroom libraries, teachers mentor texts and skills as it related to the R/W Program. Though the 2015 PBA & EOY PARCC scores have not come in, it is hopeful that the time students have had with the R/W program, growth will be observed.
Academic Achievement - Writing	Local Benchmarks, Writing Folders, Past NJASK trends	Students in the Green Grove school have shown in recent years to struggle in the area of writing. The Readers/Writers Program is continuing to be implemented as well as coaching sessions with Leah Mermalstein. Though the 2015 PBA & EOY PARCC scores have not come in, it is hopeful that in the time students have had working with the R/W Program, their writing skills will grow.
Academic Achievement - Mathematics	Local Benchmarks, Past NJASK trends	Green Grove has continued to show growth in the area of mathematics as evident by local benchmarks and past NJASK scores. The offering of the EDM ESuite allowed teachers to offer other strategies for students struggling. In addition the implementation of the EDM4 in grades K-2 has increased exposure on some key math concepts.
Family and Community Engagement	Parent Surveys, Parent Portal, Reading Workshop, Math Game Night, Lego Robotics, Zumba Night, Back to School,	Green Grove has a great amount of parent participation at the various school events. The school understands that parents have busy schedules and is looking for ways to vary times that sessions are offered.

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Parent/Teacher Conferences, etc.	
Professional Development	Survey Monkey	PD topics are offered based on state mandates, teacher survey feedback and SciP Team discussions. A strong amount of time was and will continue to be spent on the Readers /Writers Program, EDM4 in Grades 3-5 as well as the PARCC assessment.
Leadership	Administrative Council Meetings and Principal Meetings	Administrators meet on a monthly basis to share success and challenges as it relates to school ad student productivity.
School Climate and Culture	Student and Staff Attendance, PLC sessions	Students ADA is above the state norm of 95%
School-Based Youth Services	N/A	N/A
Students with Disabilities	Local Benchmarks, DRA-2 Results, STAR Results, AR levels, Past NJASK trends, writing folders	It has been seen through recent NJASK scores and local benchmarks that the students with disabilities struggle in all subjects. Gains are being made, but not at the pace of non-disabled students.
Homeless Students	Local Benchmarks, DRA-2 Results, STAR Results, AR levels, Past NJASK trends, writing folders.	Students in the Green Grove school continue to struggle in the area of Reading and Writing, Math is making steady gains A great amount of time was spent during the 14-15 school year continuing to build classroom libraries, teachers mentor texts and skills as it related to the R/W Program. Though the 2015 PBA & EOY PARCC scores have not come in, it is hopeful that the time students have had with the R/W and EDM4 (K-2) program growth will be made.
Migrant Students	N/A	N/A
English Language Learners	N/A	N/A
Economically Disadvantaged	Local Benchmarks, DRA-2 Results, STAR Results, AR levels, Past NJASK trends, writing folders.	Students in the Green Grove school continue to struggle in the area of Reading and Writing, Math is making steady gains A great amount of time was spent during the 14-15 school year continuing to build classroom libraries, teachers mentor texts and skills as it related to the R/W Program. Though the 2015 PBA & EOY PARCC scores have not come in, it is hopeful that the time students have had with the R/W and EDM4 (K-2) program

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		growth will be made.

2015-2016 Comprehensive Needs Assessment Process*
Narrative

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

A variety of techniques were used to gain insight on the needs of the students and staff. Through PLC discussions, Survey Moneys, SCIP meetings, Faculty meetings and Grade level meetings, Benchmark review, administration gained knowledge on the need of the school.

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

Survey Monkey and the Link It system was used to compile district and school data.

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

All Benchmarks are aligned with district curriculum and the Common Core Standards. In addition all Benchmarks have 3 questions for each standard to increase validity.

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

We need to increase small group instruction for students.

Teachers need additional training in the area of Readers and Writers Workshop.

There is a need to increase the level of questioning with students as well as students opportunity to more clearly express their thoughts.

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

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

Staff feels that too much time is spent on mandated state PD sessions and not enough on local needs. It is hopeful that in the coming year's state mandated PD will be minimized or done electronically rather than during Full/Half day PD sessions.

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

The SSST is utilized to target students at need and offer strategies to teachers.

DRA, STAR & AR reports

Local Benchmark results

PBA/EOY PARCC results

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

Through the use of the Math Facilitator and Reading Teacher, students at risk are worked with individually and in a small group. In addition the Basic Skills Improvement program is utilized to increase skills in Mathematics and Language Arts.

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

N/A

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

Periodically students who are homeless are identified. The services provided to all the other students of Green Grove are also provided to our homeless students. Individual counseling is offered by the Guidance Counselor on a need basis as well as a weekend food program.

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 sit on a variety of paid committees to dissect and discuss local and state assessments as well as changes needed in our local curriculums and assessments.

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

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

The majority of students who attend the Green Grove School participated in the preschool program. Both Kindergarten and Preschool utilize the Tools of the Mind curriculum. This has proven to be a successful transition tool. In addition, various sessions are offered to the preschool students to sample the Kindergarten environment (lunch, specials, etc.). With regards to Elementary to Middle School, sessions are held with the 5th grade and the incoming 6th Grade Guidance Counselor as well as a summer orientation program.

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

The goals were formulated with the SciP committee and mimic many of the goals set there. Evaluation of our local benchmarks was dissected in the areas of Language Arts and Mathematics. It is noted though that many of the goals and objectives of the 2014/2015 GG PD Plan was unable to be implemented because of PARCC training and state mandated PD sessions, so many items will be revisited.

**Provide a separate response for each question.*

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

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

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

	#1	#2
Name of priority problem	English Language Arts Literacy	Mathematics
Describe the priority problem using at least two data sources	Utilizing past NJ ASK & PBA/EOY PARCC scores and review of student DRA-2 results, there is a need to increase proficiency in LAL, and see consistency between local assessments and state tests.	Utilizing past NJ ASK & PBA/EOY PARCC scores and review of mathematics student benchmark results, there is a need to increase proficiency in math, and see consistency between local assessments and state tests.
Describe the root causes of the problem	Staff for the past 2 years has implemented the Readers/Writers Workshop model in their classrooms. Much time has been spent on learning the foundation skills to build student reading and writing skills. This year the focus was on Reading in 2015/2016 Writing will be the primary focus. Classroom Libraries are being increased to offer additional DRA/AR appropriate texts.	Students have difficulty seeing how mathematical concepts build on and connect with other mathematical content and processes. They have a difficult time on how to build a more refined understanding of mathematics. Students and teachers must learn to focus on depth of descriptive answers and on essential ideas and processes in mathematics. The implementation of the EDM4 in 3-5 will assist with this goal
Subgroups or populations addressed	All students, including Special Education, African American Students, and Economically Disadvantaged Students.	Special Education, Economically Disadvantaged, and Racial/Ethnic categories, including African American Students
Related content area missed (i.e., ELA, Mathematics)	Language Arts Literacy, Reading	Mathematics
Name of scientifically research based intervention to address priority problems	Readers/Writers Program, LLI	Everyday Mathematics

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

How does the intervention align with the Common Core State Standards?	ELA is an area that is currently tested on the new PARCC system, aligned with CCSS.	Math is an area that is currently tested on the new PARCC system, aligned with CCSS
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SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

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

	#3	#4
Name of priority problem	Closing the achievement gap	
Describe the priority problem using at least two data sources	Utilizing past NJ ASK & PBA/EOY PARCC scores and review of student DRA-2 results and Math Benchmarks, there is a need to increase proficiency in ELA and Mathematics, and see consistency between local assessments and state tests. In addition, once the 2015 PARCC scores are received a more comprehensive view of levels will be determined	
Describe the root causes of the problem	Reorganization of teaching assignments resulting in teachers without elementary experience or knowledge of Common Core, NJ PARCC expectations and teacher absent for medical reasons.	
Subgroups or populations addressed	Special Education Students	
Related content area missed (i.e., ELA, Mathematics)	Language Arts Literacy/Mathematics	
Name of scientifically research based intervention to address priority problems	Readers/Writers Program & Everyday Mathematics	
How does the intervention align with the Common Core State Standards?	LAL and math are areas that are currently tested and will continue to be tested on the PARCC Assessment	

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)
All Areas	All Staff	PLC Sessions (1hr a week)	Principal, DC, Teachers	Schedule of PLC time, meeting agendas, sign-in	Professional Development Strategies That Improve Instruction (The Annenberg Institute for School Reform)
All Areas	All Staff	Teacher Evaluation System	Principal, DC, Teachers	Agenda, Sign-In Sheet, Teacher Feedback	Charlotte Danielson Framework for Teaching
All Areas	Parents	Bi-Monthly Parent Workshops on Various topics	Principal, Select Teachers	Agenda, Sign-In Sheet, Parent Evaluation	The Power of Parents (EdSource)
ELA	Teachers	* 4 Leah Mermalstein Sessions (Writing)	Principal, ELA DC, Teachers	Agenda, Classroom instruction, PARCC scores, Benchmark scores	http://readingandwritingproject.org/
ELA	Teachers	Folder Review Sessions	Principal, ELA DC, Teachers	Agenda, Increase in writing samples in Writing Folder	Research in Writing Instruction: What We Know and What We Need to Know (Gary A. Troia Michigan State University)
Math	Teachers	* Summer EDM4 Training (3-5)	Principal, Math DC, Teachers	Agenda, Classroom instruction, PARCC scores, Benchmark scores	http://www.everydaymath.com/research-and-success/

**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	Summer Reading Program and Extended School Year Program	Summer Coordinator	Accelerated Reader scores, STAR scores, PARCC, ELA Benchmark scores, and DRA scores.	Summer Learning Loss: The Problem and Some Solutions By: Harris Cooper
Math	Students with Disabilities	Extended School Year Program	Summer Coordinator	PARCC and Math Benchmark scores.	Summer Learning Loss: The Problem and Some Solutions By: Harris Cooper
ELA	All Students	Summer Reading Program and Neptune Academic Summer Academy	Summer Coordinator	Accelerated Reader scores, STAR scores, PARCC, ELA Benchmark scores, and DRA scores.	Summer Reading Programs Boost Student Achievement, Study says. By: Carole Fiore & Susan Roman
Math	All Students	Summer Reading Program and Neptune Academic Summer Academy	Summer Coordinator	PARCC and Math Benchmark scores.	Summer Reading Programs Boost Student Achievement, Study says. By: Carole Fiore & Susan Roman

**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	1 st -5 th Grade students/teachers ELA	*Readers/Writers Workshop (Writing Focus)	Principal, ELA Department Chair	ELA Benchmark Results, Link-It data, Increased AR scores, increased DRA-2/STAR results	http://readingandwritingproject.org/
Math	KD-2 nd Teachers	*Everyday Math EDM4 (3-5 th Grade)	Math DC	Math Benchmarks, NJASK, Link-It Data	http://www.everydaymath.com/research-and-success/
Mathematics	Kindergarten-5 th Grade teachers/students	Everyday Math E-Suite	Principal, Math Department Chair	Math Benchmark results, Link-It Data, E-Suite logs	http://www.everydaymath.com/research-and-success/

**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 school wide program for 2015-2016? Will the review be conducted internally (by school staff), or externally?

The Principal as well as various Department Chairs, Central Office administrators and teachers will evaluate the curriculum throughout the school year to be sure students are learning the required Standards as per the Common Core. Years of time has been spent on aligning the Math & LAL curriculum to the new Common Core

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

The most difficult barrier that impacts the success of any program is teacher buy-in and commitment. The district is prepared to offer the required trainings, services and materials to support the curriculum, but teachers must be will to put the time and dedication into the programs.

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

The district and BOE is committed to the program. Teachers will gain a buy in through the use of Math and Language Art coaches/facilitators. More time will be spent with trained professions offering demo lessons and skills to build the curriculum and create teacher comfort as it relates the program.

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

Survey monkey, staff verbal feedback, classroom instruction.

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

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

Attendance at parent workshops, Survey monkey, parent verbal feedback at various sessions though out year (Back to School, PTA, etc.)

6. How will the school structure interventions?

Interventions will be offered to all teachers through in-class coaching and in-services on R/W and EDM4. Students will receive interventions through small-group instruction and the use of the LLI intervention system for our most at risk population.

7. How frequently will students receive instructional interventions?

The Green Grove schedule is going to offer weekly in-class coaching sessions and small group sessions. Students receiving Reading intervention with the use of the LLI program will receive daily interventions. Students requiring mathematics interventions will receive it through weekly small group sessions.

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

Link-It Data Tool, Smartboard, ESuite, DRA-2, Accelerated Reader, etc.

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

Link-It results, PARCC results.

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

Back to School Night, PTA Meetings, PAC sessions, Faculty Meetings,

**Provide a separate response for each question.*

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

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

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the communities, 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 & Mathematics	Parents	Parent Advisory Council	Principal Title 1 Department Chair	Calendar of meetings and agendas	Parent Involvement Self-Evaluation Tools, Parent Involvement Policy and School-Parent Compacts
All	All families	PTA	Principal/PTA President	School Based activities	The Effect of Parental Involvement in Parent Teacher Groups on Student Achievement By: Nestor M. Arguea

**Use an asterisk to denote new programs.*

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

2015-2016 Family and Community Engagement Narrative

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

Over the course of the past 4 years a great amount of time has been spent constructing a Parent Advisory Council that's vision is aligned with district goals and objectives. The role of the PAC is to offer activities and workshops that go beyond the tradition curriculum based topics, but topics that are infused with the goals of this school and the district.

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

Now that there is a strong PAC president, administration will work closely with her and her team of parents to create and devise a working blue-print for success as it relates to the increase of parent involvement. It has been a struggle of the GG School to increase overall parent's involvement over the past years, but I am confident growth will be made during the next academic school year.

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

The written plan will be distributed during the beginning of the school year with a signature section for parents. In addition, the use of the school webpage will be uploaded with the building based policy.

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

Our School-Parent Compact was drafted by our Parent Advisory Council with guidance from the principal.

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

The School-Parent Compact is sent home with each child at the beginning of the year. The parent, teacher, principal all sign off on the compact in September of each school year.

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

Individual student PARCC reports will be mailed home in the Fall or at a time given by the state of NJ to every third, fourth and fifth grader. A copy of each student's final DRA test is sent home on the last day of school with the final report card. Parents also have access to the Parent Portal throughout the year to monitor classroom achievement/performance.

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

- 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?**

A publication is sent out to all parents from the district to notify that the district has not met their annual measureable objectives for Title III.

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

Parents will be informed during their Title I event, as well as through their School Report Card on the NJDOE website.

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

The principal works closely with the Parent Advisory Council which has a strong presence in our school. The principal relies on their meetings and input from the parents to identify the needs.

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

Individual student NJASK reports are mailed home to every third, fourth and fifth grader. A copy of each student's final DRA test is sent home on the last day of school with the final report card. Parents also have access to the Parent Portal throughout the year to monitor classroom achievement/performance.

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

Green Grove will continue to provide workshops and targeted training to parents to best suit the needs of the students. In addition, Green Grove administration will collaborate with surrounding district schools to create and offer a variety of informative topics in a variety of venues. GG administration will work closely with the District Title 1 coordinator to formulate a cohesive funding model align with the needs of the school and district.

**Provide a separate response for each question.*

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

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

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

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	32	The district conducts an orientation for new teachers each summer. Additionally, teachers receive training in the core programs at each school and are supported through work with teachers during PLCs and grade level meetings.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	10	The district conducts an orientation for new teachers/staff each summer and PD offerings are given regularly throughout the year.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	
	0	

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

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

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
The district conducts an orientation for new teachers each summer. Additionally, teachers receive training in the core programs at each school and are supported through work with teachers during PLCs and grade level meetings. This past year we had a Professional Development Coordinator who has devised a series of mentor/new teacher meetings and trainings throughout the school year. It has been proven to be successful.	Assistant Superintendent of CIA & Assistant Superintendent of Human Resources.