

# 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: ELIZABETH 39-1320	School: Mabel G. Holmes School 5
Chief School Administrator: OLGA HUGELMEYER	Address: 850 Bayway Avenue, Elizabeth, N.J. 07202
Chief School Administrator's E-mail: hugelmo@elizabeth.k12.nj.us	Grade Levels: Pre K – 8 <sup>th</sup>
Title I Contact: Rosa Carbone	Principal: Manuel E. González
Title I Contact E-mail: carbonro@elizabeth.k12.nj.us	Principal's E-mail: <a href="mailto:gonzalma@elizabeth.k12.nj.us">gonzalma@elizabeth.k12.nj.us</a>
Title I Contact Phone Number: 908 436-5267	Principal's Phone Number: (908) 436-6252

### 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.

\_\_\_\_\_  
Manuel E. González  
Principal's Name (Print)

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
June 29, 2015  
Date

**SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114**

**Critical Overview Elements**

- The School held \_\_\_\_4\_\_\_\_ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ \_\_\_\_\_, which comprised \_\_\_\_\_% of the school’s budget in 2014-2015.
- State/local funds to support the school will be \$ \_\_\_\_\_, which will comprise \_\_\_\_\_% 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
LEADS				
READ 180				
Sonday				
MAP				
Moving with Math				
Carnegie/Nuefeld				
After School				

## 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
Alvarez, Catherine	2 <sup>nd</sup> Bilingual Teacher	Y	Y	Y	
Azriel, Robyn	Vice Principal	Y	Y	Y	
Calzolari, Anne Marie	8 <sup>th</sup> Grade LAL Teacher	Y	Y	Y	
Gonzalez, Manuel E.	Principal	Y	Y	Y	
Klimerman, Annette	Librarian	Y	Y	Y	
Lichtenstein, Cindy	Guidance Counselor	Y	Y	Y	
Silveira, Christina	Vice Principal	Y	Y	Y	
Stewart, Alina	Vice Principal	Y	Y	Y	

## 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
May 14, 2015	Dr. Martin Luther King ECC School No. 52	NCLB/ESEA Title I Schoolwide Plan		No		
May 15, 2015	Principal’s Office	Comprehensive Needs Assessment		X		X
May 27, 2015	Principal’s Office	Schoolwide Plan Development		X		X
June 2, 2015	Principal’s Office	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?

<b>What is the school's mission statement?</b>	Mabel G. Holmes School 5 will be one of the best Pre k-8 schools in the state of New Jersey. The school will provide excellent educational experiences and servides to inspire every student to think, to learn, to achieve and to care.
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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?

**Yes, it did.**

2. What were the strengths of the implementation process?

**Programs like READ 180, Moving with Math and Carnegie/Neufeld Learning proved to be beneficial for the academic advancement of the students performing below grade level.**

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

**District's modifications to the READ 180 program created an initial confusion. Once clarified, the program was implemented properly.**

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

**Strength: Immediate assistance provided to facilitate the implementation of programs.**

**Weakness: the implementation of strategies like Differentiated Instruction need additional refinements.**

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

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

Stakeholders are familiar with the different components of the program and have previously experienced the benefits that can be derived from their use. Professional development activities were offered to ensure full understanding and good implementation of each component.

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

**The staff perceives that the school is moving forward in both areas: discipline and academic performance. This information was gathered through formal and informal conversations with faculty members.**

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

**Parents and other members of the community acknowledged the improvements achieved by the school in the areas mentioned above. They noticed the yearly increment in the number of Superintendent, Principal and, Teacher Scholars.**

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

**The programs were delivered during group sessions but, individualized when needed.**

9. How did the school structure the interventions?

**Interventions were built into the daily schedule of the students.**

10. How frequently did students receive instructional interventions?

**On a daily basis.**

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

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

School 5 has a computer laboratory and, in addition to that, every child received a lap top this school year.

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

**Yes, it did.**

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

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

**Evaluation of 2014-2015 Student Performance**

***State Assessments-Partially Proficient***

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

<b>English Language Arts</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>Interventions Provided</b>	<b>Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).</b>
Grade 4	20	23	READ 180, Sonday, Horizon, After School Programs, Differentiated instruction, Leveled Libraries	The benefits of the interventions were seen in Pre/Post SGO's comparisons.
Grade 5	20	25	READ 180, Sonday, Horizon, After School Programs, Differentiated instruction, Leveled Libraries	The benefits of the interventions were seen in Pre/Post SGO's comparisons.
Grade 6	24	23	READ 180, Sonday, Horizon, After School Programs, Differentiated instruction, Leveled Libraries	The benefits of the interventions were seen in Pre/Post SGO's comparisons.
Grade 7	35	28	READ 180, Sonday, Horizon, After School Programs, Differentiated instruction, Leveled Libraries	The benefits of the interventions were seen in Pre/Post SGO's comparisons.
Grade 8	22	24	READ 180, Sonday, Horizon, After School Programs, Differentiated instruction, Leveled Libraries	The benefits of the interventions were seen in Pre/Post SGO's comparisons.
Grade 11				
Grade 12				

<b>Mathematics</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>Interventions Provided</b>	<b>Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).</b>
Grade 4	15	18	After School Program, Differentiated Instruction, Carnegie/Neufeld Programs, Moving with Math.	The benefits of the interventions were seen in Pre/Post SGO's comparisons.
Grade 5	13	14	After School Program, Differentiated	The benefits of the interventions were seen in Pre/Post

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

			Instruction, Carnegie/Neufeld Programs, Moving with Math.	SGO's comparisons.
Grade 6	18	20	After School Program, Differentiated Instruction, Carnegie/Neufeld Programs, Moving with Math.	The benefits of the interventions were seen in Pre/Post SGO's comparisons.
Grade 7	27	29	After School Program, Differentiated Instruction, Carnegie/Neufeld Programs, Moving with Math.	The benefits of the interventions were seen in Pre/Post SGO's comparisons.
Grade 8	12	14	After School Program, Differentiated Instruction, Carnegie/Neufeld Programs, Moving with Math.	The benefits of the interventions were seen in Pre/Post SGO's comparisons.
Grade 11				
Grade 12				

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

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

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

<b>English Language Arts</b>	<b>2013 - 2014</b>	<b>2014 - 2015</b>	<b>Interventions Provided</b>	<b>Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).</b>
Pre-Kindergarten				
Kindergarten			Differentiated Instruction, Leveled Libraries, centers, Individualized Tutoring.	The benefits of the interventions were seen in Pre/Post SGO's comparisons
Grade 1			Differentiated Instruction, Leveled Libraries, centers, Individualized Tutoring.	The benefits of the interventions were seen in Pre/Post SGO's comparisons
Grade 2			Differentiated Instruction, Leveled Libraries, centers, Individualized Tutoring.	The benefits of the interventions were seen in Pre/Post SGO's comparisons
Grade 9				
Grade 10				

<b>Mathematics</b>	<b>2013 - 2014</b>	<b>2014 - 2015</b>	<b>Interventions Provided</b>	<b>Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).</b>
Pre-Kindergarten				
Kindergarten			Differentiated Instruction, Moving with Math, Individualized Tutoring.	The benefits of the interventions were seen in Pre/Post SGO's comparisons
Grade 1			Differentiated Instruction, Moving with Math, Individualized Tutoring.	The benefits of the interventions were seen in Pre/Post SGO's comparisons
Grade 2			Differentiated Instruction, Moving with Math, Individualized Tutoring.	The benefits of the interventions were seen in Pre/Post SGO's comparisons
Grade 9				
Grade 10				

**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

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
ELA	Students with Disabilities	Sonday	Yes	Benchmarks	Pre/Post SGO's
Math	Students with Disabilities	Moving with Math Carnegie/Nuefeld	Yes	Benchmarks	Pre/Post SGO's
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	System 44	Yes	Benchmarks	Pre/Post SGO's
Math	ELLs	Moving with Math Carnegie/Nuefeld	Yes	Benchmarks	Pre/Post SGO's
ELA	Economically Disadvantaged	READ 180	Yes	Benchmarks	Pre/Post SGO's
Math	Economically Disadvantaged	Moving with Math Carnegie/Nuefeld	Yes	Benchmarks	Pre/Post SGO's
ELA					
Math					

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

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

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
ELA	Students with Disabilities	After School Program	Yes	Benchmarks	Pre'Post SGO's
Math	Students with Disabilities	After School Program	Yes	Benchmarks	Pre'Post SGO's
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	After School Program	Yes	Benchmarks	Pre'Post SGO's
Math	ELLs	After School Program	Yes	Benchmarks	Pre'Post SGO's
ELA	Economically Disadvantaged	After School Program	Yes	Benchmarks	Pre'Post SGO's
Math	Economically Disadvantaged	After School Program	Yes	Benchmarks	Pre'Post SGO's
ELA					
Math					

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

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

***Professional Development – Implemented in 2014-2015***

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

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

***Family and Community Engagement* Implemented in 2014-2015**

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

**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.

\_\_\_\_\_  
**Principal's Name (Print)**

\_\_\_\_\_  
**Principal's Signature**

\_\_\_\_\_  
**Date**

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

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

### 2015-2016 Comprehensive Needs Assessment Process Data Collection and Analysis

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	Benchmarks, DRA2	Better performance in Post SGO’s in comparison to Pre SGO’s
Academic Achievement - Writing	Benchmarks, DRA2	Better performance in Post SGO’s in comparison to Pre SGO’s
Academic Achievement - Mathematics	Benchmarks, Teachers’ Assessments	Better performance in Post SGO’s in comparison to Pre SGO’s
Family and Community Engagement	I&RS process and follow ups	Better performance in Post SGO’s in comparison to Pre SGO’s 4% reduction in the number of suspensions.
Professional Development	Quality and Attendance	Better performance in Post SGO’s in comparison to Pre SGO’s 4% reduction in the number of suspensions.
Leadership	Effectiveness, and Consistence Instructional Leadership Team Grade Level Meetings Professional Learning Communities	Better performance in Post SGO’s in comparison to Pre SGO’s 4% reduction in the number of suspensions.
School Climate and Culture	Attendance Rate Professional Learning Communities Academic Performance Committee participation	Better performance in Post SGO’s in comparison to Pre SGO’s 4% reduction in the number of suspensions.

**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)
School-Based Youth Services	Guidance Counselors, Social Workers, Psychologist	Individual attention provided to 100% of the students in need of assistance.
Students with Disabilities	Benchmarks, DRA2, MAP	Better performance in Post SGO's in comparison to Pre SGO's 4% reduction in the number of suspensions.
Homeless Students	Benchmarks, DRA2, MAP	Better performance in Post SGO's in comparison to Pre SGO's 4% reduction in the number of suspensions.
Migrant Students		
English Language Learners	Benchmarks, DRA2, MAP	Better performance in Post SGO's in comparison to Pre SGO's 4% reduction in the number of suspensions.
Economically Disadvantaged	Benchmarks, DRA2, MAP	Better performance in Post SGO's in comparison to Pre SGO's 4% reduction in the number of suspensions.

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

### 2015-2016 Comprehensive Needs Assessment Process\*

#### *Narrative*

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

**Teachers discussed the issues affecting our school and offered possible solutions.**

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

**Data and other pertinent information are gathered and compiled at both, the school and the district levels. The Elizabeth Public Schools' Division of Research, Evaluation and Assessment is the venue by which all data is obtained and partially analyzed. Data is provided to schools where groups of stakeholders conduct deeper analyses to make sound decisions regarding the achievement of targeted performance goals.**

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

**Data is compiled and sent to the districts by the NJDOE. The Division of Research, Evaluation and Assessment compiles and analyzes the data before it is provided to the schools. At the school level, deeper analyses are conducted to formulate plans of action.**

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

**Classroom instruction must be modified to satisfy the needs of individual students. Specific areas of concern for each particular subgroup must guide daily instruction. Professional development opportunities must be offered to teacher to ensure the optimal use of research-based teaching strategies.**

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

**More training in Differentiated Instruction, Formative Assessment and, components of the Instructional Core are needed.**

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

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

**Assessment results and teachers' observations lead to I&RS meetings and Child Study Team interventions.**

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

**In accordance with N.J.A.C. 6A:10A, the Elizabeth School District Central Office and schools collaborate to ensure that all students continue to be provided with instruction that moves them toward mastery of the New Jersey Core Curriculum Content Standards. At risk students are identified early and coupled with individualized plans that are carefully followed.**

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

**The Managed Instruction Theory of the district facilitates the transitions. Every school is teaching the same at the same time.**

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

**Homeless students are kept and serviced in our school.**

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 meet at Grade Level and Professional Learning Communities meetings to analyze the results of quizzes, tests and, benchmarks. Comparisons are made and conclusions are drawn as a result of those analyses.**

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

**Transition Plan:**

- **Ongoing communication between preschool and kindergarten teachers to discuss the impact of transition on the child and his/her family and to develop transition activities.**
- **Results from the ELAS (Early Learning Assessment System) is shared and discussed between Pre K and Kindergarten teachers.**

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

Transition activities conducted for families:

- Visits to Kindergarten classrooms
- Distributing home learning activities over the summer
- Disseminating information to parents about the kindergarten program
- Kindergarten orientation provided to parents
- Back to school night provided to parents.

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

**At Faculty, Grade Level and ILT meetings, the results of formative and summative assessments are discussed. The lack of attainment to grade level proficiency triggers grade level interventions. Assessment tools used in a more formative manner include DRA2, portfolio assessment and progress monitoring in the area of literacy. The needs of ELL and students identified with learning disabilities are provided with specialized research-based programs like Horizon Reading. Performance benchmarks in Language Arts Literacy and Mathematics in grades K-8 are in place. These are measured on a quarterly basis. Teachers differentiate their instructional practices based on the results of these quarterly benchmark assessments.**

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

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

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

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

	<b>#1</b>	<b>#2</b>
Name of priority problem	Instructional Skills and Strategies	Reading at Grade Level
Describe the priority problem using at least two data sources	Benchmarks Teachers’ Assessments	Benchmarks Teachers’ Assessments
Describe the root causes of the problem	Teachers’ preparation and knowledge	Students’ poor vocabulary
Subgroups or populations addressed	All students	All students
Related content area missed (i.e., ELA, Mathematics)	ELA and Math	ELA
Name of scientifically research based intervention to address priority problems	Charlotte Danielson Teacher Assessment Framework, classroom walkthroughs, Instructional Rounds, Bloom’s Taxonomy	Charlotte Danielson Teacher Assessment Framework, classroom walkthroughs, Instructional Rounds, Bloom’s Taxonomy
How does the intervention align with the Common Core State Standards?	Aligned with NJCCCS	Aligned with NJCCCS

**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	Students' performance in Mathematics	Students' performance in Science
Describe the priority problem using at least two data sources	Benchmarks Teachers' Assessments	Benchmarks Teachers' Assessments
Describe the root causes of the problem	Underdeveloped mathematical thinking skills	Insufficient understanding and poor application of scientific concepts.
Subgroups or populations addressed	All students	All Students
Related content area missed (i.e., ELA, Mathematics)	Mathematics	Science
Name of scientifically research based intervention to address priority problems	Charlotte Danielson Teacher Assessment Framework, classroom walkthroughs, Instructional Rounds, Bloom's Taxonomy	Charlotte Danielson Teacher Assessment Framework, classroom walkthroughs, Instructional Rounds, Bloom's Taxonomy
How does the intervention align with the Common Core State Standards?	Aligned with NJCCCS	Aligned with NJCCS

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

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

### 2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Sonday,Horizon	Teachers	10% reduction in the number of students failing.	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008
Math	Students with Disabilities	Moving with Math	Teachers	10% reduction in the number of students failing.	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008
ELA	Homeless	Tutoring Small Groups	Teachers	10% reduction in the number of students failing.	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008
Math	Homeless	Tutoring Small Groups	Teachers	10% reduction in the number of students failing.	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008
ELA	Migrant	Tutoring Small Groups	Teachers	10% reduction in the number of students failing.	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008
Math	Migrant	Tutoring Small Groups	Teachers	10% reduction in the number of students failing.	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008
ELA	ELLs	Bilingual classrooms, ESL, System 44	Teachers	10% reduction in the number of students failing.	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008
Math	ELLs	Moving with Math MAP	Teachers	10% reduction in the number of students failing.	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008

## 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	Economically Disadvantaged	LEADS, READ 180	Teachers	10% reduction in the number of students failing.	NJDOE: Report of the NJ Task Force on Middle Grade Literacy Education (2004)
Math	Economically Disadvantaged	Moving with Math, Carnegie/Nuefeld	Teachers	10% reduction in the number of students failing.	REL and IES Practice Guide: "Turning Around Chronically Low-Performing Schools" May 2008
ELA	All Students	LEADS, READ 180	Teachers	10% reduction in the number of students failing.	NJDOE: Report of the NJ Task Force on Middle Grade Literacy Education (2004)
Math	All Students	Moving with Math, Carnegie/Nuefeld	Teachers	10% reduction in the number of students failing.	REL and IES Practice Guide: "Turning Around Chronically Low-Performing Schools" May 2008

*\*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	After School	Teacher	10% reduction in the number of students failing	First Year Evaluation of an After School Program for Middle School Youth: Educational Research Services; Beth M. Miller, April 2001
Math	Students with Disabilities	After School	Teacher	10% reduction in the number of students failing	First Year Evaluation of an After School Program for Middle School Youth: Educational Research Services; Beth M. Miller, April 2001
ELA	Homeless	After School	Teacher	10% reduction in the number of students failing	First Year Evaluation of an After School Program for Middle School Youth: Educational Research Services; Beth M. Miller, April 2001
Math	Homeless	After School	Teacher	10% reduction in the number of students failing	First Year Evaluation of an After School Program for Middle School Youth: Educational Research Services; Beth M. Miller, April 2001
ELA	Migrant	After School	Teacher	10% reduction in the number of students failing	First Year Evaluation of an After School Program for Middle School Youth: Educational Research Services; Beth M. Miller, April 2001
Math	Migrant	After School	Teacher	10% reduction in the number of students failing	First Year Evaluation of an After School Program for Middle School Youth: Educational Research Services; Beth M. Miller, April 2001
ELA	ELLs	After School	Teacher	10% reduction in the number of students failing	First Year Evaluation of an After School Program for Middle School Youth: Educational Research

## 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)
					Services; Beth M. Miller, April 2001
Math	ELLs	After School	Teacher	10% reduction in the number of students failing	First Year Evaluation of an After School Program for Middle School Youth: Educational Research Services; Beth M. Miller, April 2001
ELA	Economically Disadvantaged	After School	Teacher	10% reduction in the number of students failing	First Year Evaluation of an After School Program for Middle School Youth: Educational Research Services; Beth M. Miller, April 2001
Math	Economically Disadvantaged	After School	Teacher	10% reduction in the number of students failing	First Year Evaluation of an After School Program for Middle School Youth: Educational Research Services; Beth M. Miller, April 2001
ELA		After School	Teacher	10% reduction in the number of students failing	First Year Evaluation of an After School Program for Middle School Youth: Educational Research Services; Beth M. Miller, April 2001
Math		After School	Teacher	10% reduction in the number of students failing	First Year Evaluation of an After School Program for Middle School Youth: Educational Research Services; Beth M. Miller, April 2001

***\*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	Formative Assessment Differentiated Instruction, Data-Driven Instruction,	Teachers	10% reduction in the number of students failing.	Jennifer Davis, National Center for Time and Learning, August 2010. REL and IES Practice Guide: "Turning Around Chronically Low-Performing Schools" May 2008
Math	Students with Disabilities	Formative Assessment, Differentiated Instruction, Data-driven Instruction.	Teachers	10% reduction in the number of students failing	Jennifer Davis, National Center for Time and Learning, August 2010. REL and IES Practice Guide: "Turning Around Chronically Low-Performing Schools" May 2008
ELA	Homeless	Formative Assessment, Differentiated Instruction, Data-driven Instruction.	Teachers	10% reduction in the number of students failing	Jennifer Davis, National Center for Time and Learning, August 2010. REL and IES Practice Guide: "Turning Around Chronically Low-Performing Schools" May 2008
Math	Homeless	Formative Assessment, Differentiated Instruction, Data-driven Instruction.	Teachers	10% reduction in the number of students failing	Jennifer Davis, National Center for Time and Learning, August 2010. REL and IES Practice Guide: "Turning Around Chronically Low-Performing Schools" May 2008
ELA	Migrant	Formative Assessment, Differentiated Instruction, Data-	Teachers	10% reduction in the number of students failing	Jennifer Davis, National Center for Time and Learning, August 2010. REL and IES Practice Guide: "Turning Around Chronically Low-Performing

## 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)
		driven Instruction.			Schools" May 2008
Math	Migrant	Formative Assessment, Differentiated Instruction, Data-driven Instruction.	Teachers	10% reduction in the number of students failing	Jennifer Davis, National Center for Time and Learning, August 2010. REL and IES Practice Guide: "Turning Around Chronically Low-Performing Schools" May 2008
ELA	ELLs	Formative Assessment, Differentiated Instruction, Data-driven Instruction.	Teachers	10% reduction in the number of students failing	Jennifer Davis, National Center for Time and Learning, August 2010. REL and IES Practice Guide: "Turning Around Chronically Low-Performing Schools" May 2008
Math	ELLs	Formative Assessment, Differentiated Instruction, Data-driven Instruction.	Teachers	10% reduction in the number of students failing	Jennifer Davis, National Center for Time and Learning, August 2010. REL and IES Practice Guide: "Turning Around Chronically Low-Performing Schools" May 2008
ELA	Economically Disadvantaged	Formative Assessment, Differentiated Instruction, Data-driven Instruction.	Teachers	10% reduction in the number of students failing	Jennifer Davis, National Center for Time and Learning, August 2010. REL and IES Practice Guide: "Turning Around Chronically Low-Performing Schools" May 2008
Math	Economically Disadvantaged	Formative Assessment, Differentiated Instruction, Data-	Teachers	10% reduction in the number of students failing	Jennifer Davis, National Center for Time and Learning, August 2010. REL and IES Practice Guide: "Turning Around Chronically Low-Performing

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

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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)
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ELA		Formative Assessment, Differentiated Instruction, Data-driven Instruction.	Teachers	10% reduction in the number of students failing	Jennifer Davis, National Center for Time and Learning, August 2010. REL and IES Practice Guide: "Turning Around Chronically Low-Performing Schools" May 2008
Math		Formative Assessment, Differentiated Instruction, Data-driven Instruction.	Teachers	10% reduction in the number of students failing	Jennifer Davis, National Center for Time and Learning, August 2010. REL and IES Practice Guide: "Turning Around Chronically Low-Performing Schools" May 2008

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

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

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

### Evaluation of Schoolwide Program\*

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

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

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

**The success of the 2015-2016 school wide programs will be evaluated internally by the ILT and externally by the District.**

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

**The effective implementation of strategies like “Differentiated Instruction” and “Interventions” will be closely monitored.**

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

**Stakeholders were active participants in the selection of programs and are familiar with their components. Professional development activities will be offered to ensure full understanding and proper implementation.**

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

**Surveys and formal/informal conversations.**

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

**Surveys and formal/informal conversations.**

6. How will the school structure interventions?

**Intervention periods are built into the daily schedule of the students.**

7. How frequently will students receive instructional interventions?

**Daily, during the first period of class.**

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

**School computer lab and students’ laptops.**

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

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

**Pre vs. Post SGO's. MAP test, Benchmarks, Teachers' assessments.**

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

**The result of the school wide program evaluation will be disseminated through GLM, faculty, ILT and parents 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 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	REL and IES Practice Guide: "Turning Around Chronically Low-Performing Schools" May 2008	REL and IES Practice Guide: "Turning Around Chronically Low-Performing Schools" May 2008	REL and IES Practice Guide: "Turning Around Chronically Low-Performing Schools" May 2008	REL and IES Practice Guide: "Turning Around Chronically Low-Performing Schools" May 2008
Math	Students with Disabilities	REL and IES Practice Guide: "Turning Around Chronically Low-Performing Schools" May 2008	REL and IES Practice Guide: "Turning Around Chronically Low-Performing Schools" May 2008	REL and IES Practice Guide: "Turning Around Chronically Low-Performing Schools" May 2008	REL and IES Practice Guide: "Turning Around Chronically Low-Performing Schools" May 2008
ELA	Homeless	REL and IES Practice Guide: "Turning Around Chronically Low-Performing Schools" May 2008	REL and IES Practice Guide: "Turning Around	REL and IES Practice Guide: "Turning Around Chronically Low-Performing Schools" May 2008	REL and IES Practice Guide: "Turning Around Chronically Low-Performing Schools" May 2008

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

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
			Chronically Low-Performing Schools” May 2008		
Math	Homeless	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008
ELA	Migrant	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008
Math	Migrant	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008	REL and IES Practice Guide: “Turning Around Chronically Low-	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008

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

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
			Performing Schools” May 2008		
ELA	ELLs	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008
Math	ELLs	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008
ELA	Economically Disadvantaged	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008	REL and IES Practice Guide: “Turning Around Chronically Low-Performing	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008

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

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
			Schools” May 2008		
Math	Economically Disadvantaged	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008
ELA		REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008
Math		REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008	REL and IES Practice Guide: “Turning Around Chronically Low-Performing Schools” May 2008

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

*\*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?

**The greater the parental involvement, the better their understanding of the school goals and their assistance is going to be.**

**Throughout the year, parents have had access to their children's academic performance through the District's Power School website. They also receive Progress and Quarterly Reports via mail. Guidance counselors arrange quarterly meetings for parents of students in need of improvement as measured by benchmark results and report card grades.**

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

**The expectations in behaviors and academic performance are sent home for the parents to read and to discuss with their children. A receipt must be returned to school signed by both.**

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

**The school-parent compact is mailed to parents. The forms have to be signed by all parties and returned to school for record-keeping purposes.**

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

**The administration and teachers meet with parents to explain their roles. Letters are sent home to inform parent of the meeting.**

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

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

**Parents are responsible for signing and returning the compact to school once they review it with their children. Classroom teachers are responsible for collecting one from every student and keeping them on file.**

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

**Progress reports and report cards are mailed home each marking period. In addition to that, teachers sent notes to parents on a regular basis and meet with them as frequently as necessary.**

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?

**Adequate Yearly Progress for each school reported in local newspapers. Parent meetings, Parent Newsletter, Superintendent Meetings, Board of Education meetings and, NJDOE reports.**

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

9. **Adequate Yearly Progress for each school reported in local newspapers. Parent meetings, Parent Newsletter, Superintendent Meetings, Board of Education meetings and, NJDOE reports.**

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

**Invitations will be sent to parents to make them active participant of the Plan.**

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

**Power School, Parent newsletters, Parent meetings, Parent Data Bulleting Boards, I&RS meetings and Scholars' ceremonies.**

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

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

**Social Skills, Conflict Resolution, Positive Discipline.**

*\*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	87	<b>Ongoing professional development opportunities.</b> <b>Teacher's participation in the decision making process.</b>
	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)	36	<b>Ongoing professional development opportunities.</b> <b>Participation in the decision making process.</b>
	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
<ul style="list-style-type: none"><li>• Partnerships with Universities</li><li>• Ongoing Junior and Senior field experiences</li><li>• Demo lessons and teacher portfolio as components of the interview process.</li><li>• Job embedded professional development workshops</li><li>• Leadership opportunities</li></ul>	<b>Central Administration Principal/Vice Principal(s)</b>