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				
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**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Parent and Family home school connection workshop	NO	Survey and Participation sign in sheets	20% of invited parents in attendance – Needs to be supported by parent participation. Survey results indicated key factors to help us increase parent participation in the following year and area where parents need the most support.
Math	Students with Disabilities	Parent and Family home school connection workshop	NO	Survey and Participation sign in sheets	20% of invited parents in attendance – Needs to be supported by parent participation. Survey results indicated key factors to help us increase parent participation in the following year and area where parents need the most support.
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs		yes	Survey and Participation sign in sheets	60% of invited parents in attendance – Needs to be supported by parent participation. Survey results indicated key factors to help us increase parent participation in the following year and area where parents need the most support.
Math	ELLs				
ELA	Economically	Parent and Family	yes	Terra Nova Data and robust	Terra nova data indicates >50% of the

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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)
	Disadvantaged	home school connection workshop, materials to help support home support and increased learning		parent participation in reading programs and support workshops from general education population of eco disadvantage students	student population is over the 50 percentile rank
Math	Economically Disadvantaged	Parent and Family home school connection workshop, materials to help support home support and increased learning	no	Student data and Parent participation show decreased understanding of importance of Math concepts and understanding.	<30% of invited parents were at the various parent workshops offered.
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.

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

Kelly Convery		JUly 10
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 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	Terra Nova Data, Running Records, Term Data	Combined data indicated that 38% of all students gr 2-5 are beginning below the starting point of the next years grade
Academic Achievement - Writing	Writing Samples	Term average show decline in writing grade grades 1-3, NJASK data indicated a need to support increased writing programs.
Academic Achievement - Mathematics	Terra Nova Data, Mental Math, Term data school assessments	Combined data indicated that 43% of all students gr 2-5 are beginning below the starting point of the next years grade
Family and Community Engagement	Surveys and Sign- In documentation for offered programs and engagement activities	180 families participated in at least one family and community engagement activity focused on the areas of Title 1.
Professional Development	Mid year staff surveys	Survey results showed that teachers rank more approaches to writing and reading for multi- sensory learners as a prime objective. Increased math understanding regarding math facts and base ten.
Leadership	Mid Year teacher survey	Survey results show >75% of staff members who responded feel neutral to positively about going to school leaders with concerns . <75% of feel neutral to positively about being supported by school leaders.
School Climate and Culture	Mid Year Teacher Survey and Deans office referrals	Dean's office referrals monthly average ranged from 20-60 with very little indicators. 60% of referrals came from repeat offenders, The staff still indicate a need for support of classroom procedure and follow up with students who are having difficulty in the classroom and how it affect over all

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)
		class and school culture.
School-Based Youth Services	School Records	There are no programs
Students with Disabilities	School records, terra nova data, term data	20+ students with IEP's 15+ students receiving services 5 students identified and classified for the following year
Homeless Students	School Records	No record of homeless students
Migrant Students	School Records	No record of migrant students
English Language Learners	School Records, Terra Nova, Term Average, Access Data	Increased number of LEP students for upper grades, continued large number of entering kinder students classified ELL- 45 % of school ELL population comes from K-1, Access data indicates need to support increased vocabulary, listening and fluency skills.
Economically Disadvantaged	School Records	456 students were eligible for free and reduced lunch this year- this was a decrease from last year's 480 and percentage as we increased total student population by 120.

2015-2016 Comprehensive Needs Assessment Process*
Narrative

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

   Title 1 team used various data sources to compile information and discuss on our meeting regarding review of program . The team looked for data patterns and trends between Terra Nova Data, 3rd grade NJASK data, Term growth data of ELA and Math, parent surveys, nurse logs, deans office referrals, school records, and observations. Weekly grade level meetings and lead teacher meetings as well as I&RS engaged stakeholders and gave a broad representation of what areas of needs we have.

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

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

   Terra Nova and NJASK gr3 data were reviewed and looked for trends to see general population but also sub- populations. EOY discussion with special ED and ESL departments reveal targeted areas for the next year.

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)?

   Terra Nova data is a standardized test developed outside the school and taken by a broad spectrum of students in both public and private education. Formative assessments are created outside the school and invigilation and grading practices are reviewed for consistency and fairness.

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

   Classroom instruction for licensed curriculum is strong however teachers indicate a need for instructional practices and professional development in the area of reading and multi- sensory approaches, writers workshop and classroom management techniques to increase the value added learning time .

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

   Increased targeted Professional development and ability to track progress to have mid year refreshers to be sure that we are meeting student needs at those times.

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

   Each term at risk students are identified using educationally based uniform criteria: Terra Nova data, guided reading data, SRI levels, Term by Term Data for LAL, MATH, and teacher recommendations. Monitoring of student progress is reviewed periodically to see if interventions in place are supported. Teachers meet in weekly grade level meetings to discuss effectiveness of interventions and student achievement.

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

Students deemed educationally at risk according to our aforementioned criteria receive supports in many forms, In grade 1-3,teacher assistants provide support in classroom for various needs, specialist continue to support either group or one on one interventions. Those in danger of failing are receiving intensive pull out and extended day services to help identifiable instructional/learning gaps. educationally at risk students may also be referred to our intervention and referral Services team. Educationally at risk students who may also be displaying behavior issues receive group counseling by either the school social worker or dean office support staff.

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

We do not have any records of migrant students at the school

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

We do not have any records of homeless students at the 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?

Instructors are an integral part of the data collection process. As previously noted, weekly formative and periodic summative data are regularly analyzed during grade level meetings. At these meeting, teachers engage in discourse about overall trends and areas of strengths and weakness in order to drive instruction and interventions. Weekly grade 3-4 AMS data is analyzed to create targeted reteach lessons matching objectives to student understanding. Additionally, teachers are asked to turn in weekly class reports briefing administration on specific area of concerns, A Mid –Year and End of Year survey is also conducted in order for engage teacher feedback.

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