

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

DISTRICT INFORMATION	SCHOOL INFORMATION
District: ORANGE	School: OAKWOOD AVENUE COMMUNITY SCHOOL
Chief School Administrator: RONALD LEE	Address: 135 OAKWOOD AVENUE
Chief School Administrator's E-mail: LEERONAL@ORANGE.K12.NJ.US	Grade Levels: K-7
Title I Contact: FAY POLEFKA	Principal: MR. ROBERT PETTIT
Title I Contact E-mail: POLEFKFA@ORANGE.K12.NJ.US	Principal's E-mail: PETTITRO@ORANGE.K12.NJ.US
Title I Contact Phone Number: 973-677-4000	Principal's Phone Number: 973-677-4095 X 3650

Principal's Certification

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

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

Mr. Robert Pettit _____

Principal's Name

Robert Pettit

Principal's Signature

6-20-14 _____

Date

SCHOOLWIDE SUMMARY INFORMATION

Critical Overview Elements

- The School had 10 (number) of stakeholder engagement meetings.
- State/local funds comprised % of the school’s budget in 2013-2014.
- State/local funds will comprise \$ of the school’s budget in 2014-2015.
- Title I funded programs/interventions/strategies/activities in 2014-2015 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Math 180	3	Extended Day Intervention		\$5,250.00
Spelling/Vocabulary City	1 and 2	Intervention		\$1,500.00
Parent Participation	1, 2 and 3	Parental Involvement		\$950.00

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

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

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

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

Name	Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Mr. Robert Pettit	Principal	X	x	X	
Ms. Pamela Venable	Guidance Counselor	X	X	X	
Mrs. Linda Lloyd	Technology Coordinator	X	X	X	
Ms. Roxanne Beckles	Math	X	X	X	
Mr. Jonathan Gonzalez	Middle School Science	X	X	X	
Ms. Melissa Hunt	Special Ed / ELA	X	X	X	
Mrs. Karen Miola	Primary Teacher	X	X	X	
Ms. Vicki Wright	Paraprofessional	X	X	X	
Mrs. Annmarie Guenther	VPA Teacher	X	X	X	
Ms. Rachel Bland	Community Room Coordinator	x	X	X	
Mr. Alphonse Waldens	ESL Teacher	X	X	X	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

Stakeholder/Schoolwide Committee Meetings

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

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

Date	Location	Topic	Agenda on File		Minutes on File	
August 15, 2014	Technology Lab	School Retreat – Global School Community	Yes		Yes	
September 22, 2014	Technology Lab	Plan & Needs Assessment Committee Assignments	Yes		Yes	
October 20, 2014	Technology Lab	Plan & Needs Assessment Committee Reports	Yes		Yes	
November 17, 2014	Technology Lab	Plan & Needs Assessment Committee Reports	Yes		Yes	
December 22, 2013	Technology Lab	Plan & Needs Assessment Committee Reports	Yes		Yes	
January 19, 2015	Technology Lab	Plan & Needs Assessment Committee Reports	Yes		Yes	
March 23, 2015	Library/Media Center	Plan & Needs Assessment Committee Reports	Yes		Yes	
April 27, 2017	Technology Lab	Plan & Needs Assessment	Yes		Yes	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

		Committee Reports				
May 18, 2015	Technology Lab	Plan & Needs Assessment	Yes		Yes	
June 17, 2015	Technology Lab	Plan & Needs Assessment	Yes		Yes	

*Add rows as necessary.

School's Mission

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

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

<p>What is the school's mission statement?</p>	<p style="text-align: center;">PLC Collaborative Mission</p> <p>With a results-driven focus on improving student achievement, Oakwood Avenue Community School will ensure that students, parents, teachers and the community receives rigorous, robust and rewarding learning experiences by way of:</p> <ol style="list-style-type: none"> 1. Professional collaboration 2. An ongoing commitment to explore and implement new instructional best practices 3. Mutual trust and respect 4. Sharing and acknowledging successes
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SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

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SCHOOLWIDE COMPONENT: EVALUATION

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

Evaluation of 2013-2014 Schoolwide Program (For schools approved to operate a schoolwide program prior to 2014-2015)

1. Did the school implement the program as planned?

The academic program at Oakwood Avenue Community School was implemented as planned. High-quality professional development was provided in all core program areas, including unpacking the Common Core State Standards, Benchmark Assessments, District Curriculum, as well as Best Instructional Practices (Danielson). Additionally, teacher schedules were developed to ensure that common planning and grade level practices occurred to support each teacher with delivering instruction and programs effectively.

2. What were the strengths of the implementation process?

The overall strength in the implementation process was the ability to provide each teacher with common planning and high-quality professional development in the priority areas. This allowed each individual teacher and classroom to establish common procedures and plans that met the needs of all learners. The process also allowed teachers to collaborate and articulate with grade level counterparts across the district.

3. What implementation challenges and barriers did the school encounter?? Some challenges include 90% of teachers in a tested content area have less than two years of teaching experience. There was poor student attendance during our zero period Math180 intervention program, that provided enhanced support in one of the priority areas. There is only one grade level/content area teacher per grade level 3-7, making common planning difficult. This year we have five teachers out for extended medical and or family leave. Additionally the implementation of Student Growth Objectives in correlation with the new legislative mandates of Achieve NJ held certificated staff to higher levels of standardization.

SCHOOLWIDE COMPONENT: EVALUATION

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

An apparent strength in the implementation of the program was the consistency in unpacking the Common Core State Standards, the Standardized Curriculum and Pacing, and the continued standardization of assessments across the district. This allowed for common language across grade levels and standardization of the required assessments. A weakness in the program implementation were the essential elements needed to deliver instruction effectively (differentiation of instruction, choice menus, and engaging students in learning).

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

The buy-in from all stakeholders continues to be an on-going task within the school. Much support is needed in having a clear understanding of the Common Core State Standards and how they each impact every part of the school program. Stakeholders must have a clear understanding of the Danielson Framework for Walkthroughs and Observation Evaluations, and how they relate to improved teaching and learning.

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

Staff perceptions of the program continue to be positive and geared towards student success and achievement. Online and paper surveys were used to measure these perceptions.

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

Community perceptions continue to be positive and also geared towards student success, achievement, and the strengthening of the home-school connection. Online and paper surveys were used for the community as well. The full implementation of our Community School and Health Clinic were major successes. They assisted re-establishing the school's PTO, and provided parents with additional resources, which they did not have access to before.

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

SCHOOLWIDE COMPONENT: EVALUATION

All (whole group, small group and one-on-one, etc.) learning and instructional structures were used to deliver each program with mixed results.

9. How did the school structure the interventions?

Interventions were structured by the classroom teacher, as needed, based on a review of data from teacher, school, and district assessments. Additionally, the use of differentiated instruction, a 45 minute zero-period Math 180, iRead classroom centers and a 45 min Read 180 period for struggling students allowed teachers to scaffold learning and activities.

10. How frequently did students receive instructional interventions?

Instructional interventions were a part of the daily routine of teachers, as differentiation of instruction is a required delivery method in classrooms.

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

Technology is a vital part of the academic program. The use of different software and internet-based programs, Study Island, Readorium, Microsoft Office Suite Products, Read 180, Math 180, SRI, Genesis Lesson Planner, My Learning Plan, Genesis Gradebook, , SMART Technologies, etc. and more, has allowed teachers to expand learning beyond the textbook and has allowed students to interact with different learning structures. Additionally, the use of devices – Desktop Computer Stations, ChromeBooks, MacBook Air, and Smartboards has also expanded learning into the virtual world.

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

Technology has contributed to the success of the program. It allows teachers to enhance and differentiate instruction in all academic areas. It allows students to interact with different elements of classroom content, by using different learning software and technological devices. It prepared them to successfully navigate the testing tools for the PARCC Assessment.

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2013-2014 Student Performance

State Assessments-Partially Proficient

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

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency.
Grade 4	10	State Testing Results not available	Differentiated Instruction District Curriculum (Reteach/ReTest) Guided Reading/Learning Stations (Centers) Read 180/Sys 44 MicroSociety I&RS /Action Plan	<p>Action plans were put into effect and implemented by the classroom teacher.</p> <p>This year the school day was extended and extra hour for all students in grades 4-7 to implement the MicroSociety Program. This was MANDATORY for all students. The program reinforces CCSS and higher order problem solving skills</p> <p>Re-teaching /re-testing students allowed teachers to focus in on specific deficits to improve student's level(s) of mastery.</p> <p>Although students made gains in Read180 SRI scores, many of them are still not meeting the standards for proficiency based on the district benchmark assessment however; many of those same students are out performing students who are not in the program, based on the same district assessments.</p>
Grade 5	10	State Testing Results not	Differentiated Instruction District Curriculum (Reteach/ReTest) Guided Reading/Learning Stations (Centers) Read 180/Sys 44	<p>Action plans were put into effect and implemented by the classroom teacher.</p> <p>This year the school day was extended and extra hour for</p>

SCHOOLWIDE COMPONENT: EVALUATION

		available	<p>ELL – Rosetta Stone MicroSociety I&RS /Action Plan</p>	<p>all students in grades 4-7 to implement the MicroSociety Program. This was MANDATORY for all students. The program reinforces CCSS and higher order problem solving skills</p> <p>Re-teaching /re-testing students allowed teachers to focus in on specific deficits to improve student’s level(s) of mastery.</p> <p>Although students made gains in Read180 SRI scores, many of them are still not meeting the standards for proficiency based on the district benchmark assessment however; many of those same students are out performing students who are not in the program, based on the same district assessments.</p>
Grade 6	8	State Testing Results not available	<p>Differentiated Instruction District Curriculum (Reteach/ReTest) Guided Reading/Learning Stations (Centers) Read 180/Sys 44 MicroSociety I&RS /Action Plan</p>	<p>Action plans were put into effect and implemented by the classroom teacher.</p> <p>This year the school day was extended and extra hour for all students in grades 4-7 to implement the MicroSociety Program. This was MANDATORY for all students. The program reinforces CCSS and higher order problem solving skills</p> <p>Re-teaching /re-testing students allowed teachers to focus in on specific deficits to improve student’s level(s) of mastery.</p> <p>Although students made gains in Read180 SRI scores, many of them are still not meeting the standards for proficiency based on the district benchmark assessment however; many of those same students are out performing students who are not in the program, based on the same</p>

SCHOOLWIDE COMPONENT: EVALUATION

				district assessments.
Grade 7	0	State Testing Results not available	<p>Differentiated Instruction District Curriculum (Reteach/ReTest) Guided Reading/Learning Stations (Centers) Read 180/Sys 44 ELL – Rosetta Stone MicroSociety I&RS /Action Plan</p>	<p>Action plans were put into effect and implemented by the classroom teacher.</p> <p>This year the school day was extended and extra hour for all students in grades 4-7 to implement the MicroSociety Program. This was MANDATORY for all students. The program reinforces CCSS and higher order problem solving skills</p> <p>Re-teaching /re-testing students allowed teachers to focus in on specific deficits to improve student’s level(s) of mastery.</p> <p>Although students made gains in Read180 SRI scores, many of them are still not meeting the standards for proficiency based on the district benchmark assessment however; many of those same students are out performing students who are not in the program, based on the same district assessments.</p>

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency.
Grade 4	1		<p>Differentiated Instruction District Curriculum (Reteach/ReTest) Math Centers MicroSociety I&RS /Action Plan</p>	<p>Action plans were put into effect and implemented by the classroom teacher.</p> <p>This year the school day was extended and extra hour for all students in grades 4-7 to implement the MicroSociety Program. This was MANDATORY for all students. The program reinforces CCSS and higher order problem solving skills</p>

SCHOOLWIDE COMPONENT: EVALUATION

				<p>Re-teaching /re-testing students allowed teachers to focus in on specific deficits to improve student's level(s) of mastery.</p>
Grade 5	4		<p>Differentiated Instruction District Curriculum (Retech/ReTest) Math Centers MicroSociety I&RS /Action Plan</p>	<p>Action plans were put into effect and implemented by the classroom teacher.</p> <p>This year the school day was extended and extra hour for all students in grades 4-7 to implement the MicroSociety Program. This was MANDATORY for all students. The program reinforces CCSS and higher order problem solving skills</p> <p>Re-teaching /re-testing students allowed teachers to focus in on specific deficits to improve student's level(s) of mastery.</p>
Grade 6	1		<p>Differentiated Instruction District Curriculum (Retech/ReTest) Math 180 Math Centers MicroSociety I&RS /Action Plan</p>	<p>Action plans were put into effect and implemented by the classroom teacher.</p> <p>This year the school day was extended and extra hour for all students in grades 4-7 to implement the MicroSociety Program. This was MANDATORY for all students. The program reinforces CCSS and higher order problem solving skills</p> <p>Re-teaching /re-testing students allowed teachers to focus in on specific deficits to improve student's level(s) of mastery.</p> <p>Although students made gains in Math180 SMI scores, many of them are still not meeting the standards for proficiency based on the district benchmark assessment</p>

SCHOOLWIDE COMPONENT: EVALUATION

				however; many of those same students are out performing students who are not in the program, based on the same district assessments..
Grade 7	0		<p>Differentiated Instruction District Curriculum (Retech/ReTest) Math 180 Math Centers MicroSociety I&RS /Action Plan</p>	<p>Action plans were put into effect and implemented by the classroom teacher.</p> <p>This year the school day was extended and extra hour for all students in grades 4-7 to implement the MicroSociety Program. This was MANDATORY for all students. The program reinforces CCSS and higher order problem solving skills</p> <p>Re-teaching /re-testing students allowed teachers to focus in on specific deficits to improve student's level(s) of mastery.</p> <p>Although students made gains in Math180 SMI scores, many of them are still not meeting the standards for proficiency based on the district benchmark assessment however; many of those same students are out performing students who are not in the program, based on the same district assessments..</p>

Evaluation of 2013-2014 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

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

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency.
Kindergarten	7	Unit 4 - Benchmark	Differentiated Instruction District Curriculum (Retech/ReTest) Guided Reading / Learning Stations (Centers)	The iRead program was used to supplement our Language Arts curriculum. The program was used in conjunction with the Journeys reading program during

SCHOOLWIDE COMPONENT: EVALUATION

			<p>iRead El Sistema Afterschool Academy Learning Centers I&RS Services</p>	<p>learning centers and computer lab time. The iRead program began to address the deficiencies for letter, sound, and word recognition. The results and evaluation are too soon to indicate the progress of the program with student achievement; however, students are still manipulating the program to address fluency issues. Small group instruction and differentiated instruction were part of the instructional interventions that assisted with the increase in achievement.</p> <p>Re-teaching /re-testing students allowed teachers to focus in on specific deficits to improve student’s level(s) of mastery.</p> <p>80 students in grades K-3 participated in our El Sistema music program, and includes an academic component, which focuses on remediating, reinforcing and enhancing student’s levels of mastery on targeted skills.</p> <p>We will continue to reach out to our parents to encourage them to participate more consistently in the education them to participate more consistently in the education of their children. We do, however, understand the many variables that hinder our progress.</p> <p>The I&RS process was successful with students as their needs were identified, parental support was demonstrated, and student areas of concerns were able to be addressed through the appropriate process with adequate support. In the rare cases where parental support was not evident, an action plan was still put into effect and implemented.</p>
Grade 1	8	Unit 4 - Benchmark	<p>Differentiated Instruction District Curriculum (Retech/ReTest) iRead Study Island Spelling City</p>	<p>Spelling/Vocabulary City and the iRead programs were used to supplement our Language Arts curriculum. The program was used in conjunction with the Journeys reading program during learning centers and computer lab time. The iRead program began to address the deficiencies for letter, sound, and word recognition.</p>

SCHOOLWIDE COMPONENT: EVALUATION

			<p>El Sistema Guided Reading/Learning Stations (Centers) I&RS Services</p>	<p>The results and evaluation are too soon to indicate the progress of the program with student achievement; however, students are still manipulating the program to address fluency issues. Small group instruction and differentiated instruction were part of the instructional interventions that assisted with the increase in achievement.</p> <p>Re-teaching /re-testing students allowed teachers to focus in on specific deficits to improve student’s level(s) of mastery.</p> <p>80 students in grades K-3 participated in our El Sistema music program, and includes an academic component, which focuses on remediating, reinforcing and enhancing student’s levels of mastery on targeted skills.</p> <p>We will continue to reach out to our parents to encourage them to participate more consistently in the education them to participate more consistently in the education of their children. We do, however, understand the many variables that hinder our progress.</p> <p>The I&RS process was successful with students as their needs were identified, parental support was demonstrated, and student areas of concerns were able to be addressed through the appropriate process with adequate support. In the rare cases where parental support was not evident, an action plan was still put into effect and implemented.</p>
Grade 2	6	Unit 4 - Benchmark	<p>Differentiated Instruction District Curriculum (Retech/ReTest) iRead Study Island El Sistema Spelling City Guided Reading/Learning Stations (Centers) I&RS Services</p>	<p>Spelling/Vocabulary City and the iRead programs were used to supplement our Language Arts curriculum. The program was used in conjunction with the Journeys reading program during learning centers and computer lab time. The iRead program began to address the deficiencies for letter, sound, and word recognition.</p> <p>The results and evaluation are too soon to indicate the progress of the program with student achievement; however, students are still manipulating the program to</p>

SCHOOLWIDE COMPONENT: EVALUATION

				<p>address fluency issues. Small group instruction and differentiated instruction were part of the instructional interventions that assisted with the increase in achievement.</p> <p>Re-teaching /re-testing students allowed teachers to focus in on specific deficits to improve student’s level(s) of mastery.</p> <p>80 students in grades K-3 participated in our El Sistema music program, and includes an academic component, which focuses on remediating, reinforcing and enhancing student’s levels of mastery on targeted skills.</p> <p>We will continue to reach out to our parents to encourage them to participate more consistently in the education them to participate more consistently in the education of their children. We do, however, understand the many variables that hinder our progress.</p> <p>The I&RS process was successful with students as their needs were identified, parental support was demonstrated, and student areas of concerns were able to be addressed through the appropriate process with adequate support. In the rare cases where parental support was not evident, an action plan was still put into effect and implemented.</p>
Grade 3	Unit 4 - Benchmark	<p>Differentiated Instruction</p> <p>District Curriculum (Reteach/ReTest)</p> <p>Guided Reading Learning Stations (Centers)</p> <p>Read 180</p> <p>Study Island</p> <p>ELL support</p> <p>El Sistema</p> <p>I&RS Services</p>	<p>Spelling/Vocabulary City and the iRead programs were used to supplement our Language Arts curriculum. The program was used in conjunction with the Journeys reading program during learning centers and computer lab time. The iRead program began to address the deficiencies for letter, sound, and word recognition. The results and evaluation are too soon to indicate the progress of the program with student achievement; however, students are still manipulating the program to address fluency issues. Small group instruction and differentiated instruction were part of the instructional interventions that assisted with the increase in</p>	

SCHOOLWIDE COMPONENT: EVALUATION

				<p>achievement.</p> <p>Re-teaching /re-testing students allowed teachers to focus in on specific deficits to improve student's level(s) of mastery.</p> <p>80 students in grades K-3 participated in our El Sistema music program, and includes an academic component, which focuses on remediating, reinforcing and enhancing student's levels of mastery on targeted skills.</p> <p>We will continue to reach out to our parents to encourage them to participate more consistently in the education them to participate more consistently in the education of their children. We do, however, understand the many variables that hinder our progress.</p> <p>The I&RS process was successful with students as their needs were identified, parental support was demonstrated, and student areas of concerns were able to be addressed through the appropriate process with adequate support. In the rare cases where parental support was not evident, an action plan was still put into effect and implemented.</p>
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Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency.
Kindergarten	5	Unit 4 - Benchmark	Differentiated Instruction District Curriculum (Retech/ReTest) Learning Stations El Sistema Math Centers/Games I&RS Services	<p>Small group instruction and differentiated instruction were part of the instructional interventions that assisted with the increase in achievement. Increasing the usage of Math Centers/Games provided the hands on manipulative and concrete experience for students to grasp abstract ideas and concepts.</p> <p>Re-teaching /re-testing students allowed teachers to focus in on specific deficits to improve</p>

SCHOOLWIDE COMPONENT: EVALUATION

				<p>student's level(s) of mastery.</p> <p>80 students in grades K-3 participated in our El Sistema music program, and includes an academic component, which focuses on remediating, reinforcing and enhancing student's levels of mastery on targeted skills.</p> <p>The I&RS process was successful with students as their needs were identified, parental support was demonstrated, and student areas of concerns were able to be addressed through the appropriate process with adequate support. In the rare cases where parental support was not evident, an action plan was still put into effect and implemented.</p> <p>We will continue to reach out to our parents to encourage them to participate more consistently in the education them to participate more consistently in the education of their children. We do, however, understand the many variables that hinder our progress.</p>
Grade 1	6	Unit 4 - Benchmark	<p>Differentiated Instruction</p> <p>District Curriculum (Reteach/ReTest)</p> <p>Learning Stations</p> <p>Math Centers/Games</p> <p>El Sistema</p> <p>I&RS Services</p>	<p>Small group instruction and differentiated instruction were part of the instructional interventions that assisted with the increase in achievement. Increasing the usage of Math Centers/Games provided the hands on manipulative and concrete experience for students to grasp abstract ideas and concepts.</p> <p>Re-teaching /re-testing students allowed teachers to focus in on specific deficits to improve student's level(s) of mastery.</p> <p>80 students in grades K-3 participated in our El Sistema music program, and includes an academic component, which focuses on remediating, reinforcing and enhancing student's levels of mastery on targeted skills.</p> <p>The I&RS process was successful with students as their needs were identified, parental support was demonstrated, and student areas of concerns were able</p>

SCHOOLWIDE COMPONENT: EVALUATION

				<p>to be addressed through the appropriate process with adequate support. In the rare cases where parental support was not evident, an action plan was still put into effect and implemented.</p> <p>We will continue to reach out to our parents to encourage them to participate more consistently in the education them to participate more consistently in the education of their children. We do, however, understand the many variables that hinder our progress.</p>
Grade 2	3	Unit 4 - Benchmark	<p>Differentiated Instruction District Curriculum (Retech/ReTest) Learning Stations Math Centers/Games El Sistema I&RS Services</p>	<p>Small group instruction and differentiated instruction were part of the instructional interventions that assisted with the increase in achievement. Increasing the usage of Math Centers/Games provided the hands on manipulative and concrete experience for students to grasp abstract ideas and concepts.</p> <p>Re-teaching /re-testing students allowed teachers to focus in on specific deficits to improve student’s level(s) of mastery.</p> <p>80 students in grades K-3 participated in our El Sistema music program, and includes an academic component, which focuses on remediating, reinforcing and enhancing student’s levels of mastery on targeted skills.</p> <p>The I&RS process was successful with students as their needs were identified, parental support was demonstrated, and student areas of concerns were able to be addressed through the appropriate process with adequate support. In the rare cases where parental support was not evident, an action plan was still put into effect and implemented.</p> <p>We will continue to reach out to our parents to encourage them to participate more consistently in the education them to participate more consistently in the education of their children. We do, however, understand the many variables that hinder our progress.</p>

SCHOOLWIDE COMPONENT: EVALUATION

Grade 3		Unit 4 - Benchmark	<p>Differentiated Instruction District Curriculum (Retech/ReTest) Learning Stations Math Games Study Island El Sistema I&RS Services</p>	<p>Small group instruction and differentiated instruction were part of the instructional interventions that assisted with the increase in achievement. Increasing the usage of Math Centers/Games provided the hands on manipulative and concrete experience for students to grasp abstract ideas and concepts.</p> <p>Re-teaching /re-testing students allowed teachers to focus in on specific deficits to improve student’s level(s) of mastery.</p> <p>80 students in grades K-3 participated in our El Sistema music program, and includes an academic component, which focuses on remediating, reinforcing and enhancing student’s levels of mastery on targeted skills.</p> <p>We will continue to reach out to our parents to encourage them to participate more consistently in the education them to participate more consistently in the education of their children. We do, however, understand the many variables that hinder our progress.</p> <p>The I&RS process was successful with students as their needs were identified, parental support was demonstrated, and student areas of concerns were able to be addressed through the appropriate process with adequate support. In the rare cases where parental support was not evident, an action plan was still put into effect and implemented.</p>

SCHOOLWIDE COMPONENT: EVALUATION

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 Math	K-2	Grade Level Common Planning Schedule	YES	Benchmark Assessments;, Common Planning Minutes	A 10% increase in student engagement, achievement and classroom performance as measured by district-developed assessments. A review of Grade Level and Common Planning Minutes identified student interventions leading towards mastery of Common Core.
ELA Math	3-7	Grade Level Common Planning Schedule	No	Benchmark Assessments;, Common Planning Minutes	Being there is only one content area / grade level on each of the grades 3-7, teachers had no one to common plan with. Teachers had to plan vertically, and the results were not quantifiable
ELA	4-7	Read 180	YES	SRI	10% Increase in student achievement on classroom performance and benchmark assessments. Read 180 Reports reviewed monthly by administration.
ELA Math	ALL	El Sistema and MicroSociety	YES	Benchmark Assessments;, Attendance Sheets	A 10% increase in student engagement, achievement and classroom performance as measured by district-developed assessments. Daily Attendance reviewed.
ELA Math	ALL	Learning Centers/Stations	YES	Benchmark Assessments;, Lesson Plans	10% Increase in student achievement on classroom performance and benchmark assessments. 100% of Lesson Plans acknowledged the use of stations/centers to enrich/remediate skills and strategies aligned to common core.
ELA	ALL	Writer's Workshop	YES	Student Portfolios/Writer's Journals, Lesson Plans	Students improved at least one rubric score from the initial baseline as measured by the NJ PARCC Rubric.
ELA	K-5	Guided Reading	YES	Benchmark Assessments;	Guided Reading levels increased at least two Fountas and Pinnell Levels from the Baseline Assessment.

SCHOOLWIDE COMPONENT: EVALUATION

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	ALL	Math Do Nows	YES	Benchmark Assessments;	10% Increase in student achievement on classroom performance and benchmark assessments. 100% of Lesson Plans acknowledged the use of Math Do Nows to enrich/remediate skills and strategies aligned to common core.
ELA	ALL	Do Nows	YES	Benchmark Assessments; Lesson Plans	100% of Lesson Plans acknowledged the use of Daily Capsules/Do Nows to enrich/remediate skills and strategies aligned to common core.
Math	ALL	Math 180	YES	Assessments	10% Increase in student achievement on classroom performance and benchmark assessments.
ELA	ELLS, ALL	Rosetta Stone	YES	Benchmark Assessments; Writing Portfolios, Pre-and Post-Tests	10% Increase in student achievement on classroom performance and benchmark assessments.
ELA	K-2	iRead	Yes	Assessment/Growth Reports	Guided Reading levels increased at least two Fountas and Pinnell Levels from the Baseline Assessment.

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 Math	Special Education	Extended YEAR Academic Academy	Yes	Pre/Post Tests	10% Increase in student achievement on classroom performance and benchmark assessments and documented Daily Attendance.

SCHOOLWIDE COMPONENT: EVALUATION

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	ALL	SGOs	YES	Observations/Evaluations Walkthroughs/Teacher SGO Data	A 10% growth in student achievement on SGO assessments. 85% of staff achieved an SGO rating of 3 or better. http://www.state.nj.us/education/AchieveNJ/
Math	ALL	SGOs	YES	Observations/Evaluations Walkthroughs/Teacher SGO Data	A 10% growth in student achievement on SGO assessments. 85% of staff achieved an SGO rating of 3 or better. http://www.state.nj.us/education/AchieveNJ/
ELA	ALL	Smart Learning Objectives	YES	Lesson Plans in Genesis/Memorandums	85% of staff mastered writing smart learning objectives as measured by language and rigor within classroom environments as documented in observations/walkthroughs.
Math	ALL	Smart Learning Objectives	YES	Lesson Plans in Genesis/Memorandums	80% of staff mastered writing smart learning objectives as measured by language and rigor within classroom environments as documented in observations/walkthroughs.
ELA	All	Communication and Questioning in Instruction to Raise Student Engagement Through the Universal Design for	YES	Observations and Evaluations/Staff Agendas/Learning Stations	At least 50% of staff have a clear understanding of the use of questioning in the learning environment as measured by the Walkthrough Results of Teachscape.
Math	All	Communication and Questioning in Instruction to Raise Student Engagement	YES	Observations and Evaluations/Staff Agendas/Learning Stations	At least 50% of staff have a clear understanding of the use of questioning in the learning environment as measured by the Walkthrough Results of Teachscape.
ELA	ALL	Raising Classroom	YES	Observations and	At least 50% of staff have a clear

SCHOOLWIDE COMPONENT: EVALUATION

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Rigor & Differentiated Instruction		Evaluations Pre/Post Test Assessments	understanding of the use of differentiation of instruction as measured by the Walkthrough Results of Teachscape.
Math	ALL	Raising Classroom Rigor & Differentiated Instruction	YES	Observations and Evaluations Pre/Post Test Assessments Exit Tickets from Staff Meetings	At least 50% of staff have a clear understanding of the use of differentiation of instruction as measured by the Walkthrough Results of Teachscape.
ELA	ALL	Teachscape Domain 2 & 3	YES	Observations and Evaluations Pre/Post Test Assessments	85% of Teachers will achieve a rubric score of at least a 3 on observations/evaluations in Domain 2/3.
Math	ALL	Teachscape Domain 2 & 3	YES	Observations and Evaluations Pre/Post Test Assessments	85% Teachers will achieve a rubric score of at least a 3 on observations/evaluations in Domain 2/3.
ELA	ALL	Content Area PD	YES	Observations and Evaluations Pre/Post Test Assessments	100% of staff completed the required 20 hours of professional development as measured by documentation in My Learning Plan.
Math	ALL	Content Area PD	YES	Observations and Evaluations Pre/Post Test Assessments My Learning Plan	100% of staff completed the required 20 hours of professional development as measured by documentation in My Learning Plan.

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)
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SCHOOLWIDE COMPONENT: EVALUATION

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	ALL	Parent Academy	YES	Agendas/Minutes	A 10% growth in parent involvement across the grade level and community as measured by parent attendance at school events.
Math	ALL	Parent Academy	YES	Agendas/Minutes	A 10% growth in parent involvement across the grade level and community as measured by parent attendance at school events.
ELA	Students with Disabilities ELLs Economically Disadvantaged	PTO	All stakeholders	Agendas/Minutes	A 10% growth in parent involvement across the grade level and community as measured by parent attendance at school events.
ALL	ALL	Quarterly Newsletter	Yes	Parent Survey Feedback	A 100% of parents kept informed on instructional program and resources to support parents.
ALL	ALL	Awards Assemblies	Yes	Parent Survey Feedback	A 100% of honor roll parents kept informed on instructional program, student success in academic achievement.
Science	ALL	Science Fair	Yes	Sign in sheets/evaluations	A 10% growth in parent involvement across the grade level and community as measured by parent attendance at school events.
Math	Students with Disabilities ELLs Economically Disadvantaged	PTO	YES	Agendas/Minutes	A 10% growth in parent involvement across the grade level and community as measured by parent attendance at school events.
ELA	Students with Disabilities ELLs	Family Literacy	YES	Agendas/Minutes	A 10% growth in parent involvement across the grade level and community as measured by parent attendance at school events.

SCHOOLWIDE COMPONENT: EVALUATION

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
	Economically Disadvantaged				
Math	Students with Disabilities ELLs Economically Disadvantaged	Family Math	YES	Agendas/Minutes	A 10% growth in parent involvement across the grade level and community as measured by parent attendance at school events.
ELA	ELLs	Latino Literacy	YES	Agendas/Minutes	A 10% growth in parent involvement across the grade level and community as measured by parent attendance at school events.
ELA	Students with Disabilities Homeless Economically Disadvantaged	Celebrity Read/Read Across America	YES	Agenda/Minutes	A 10% growth in parent involvement across the grade level and community as measured by parent attendance at school events.
ELA Math	Students with Disabilities ELLs Economically Disadvantaged	Open House & Parent Teacher Conferences	YES	Agendas/Sign In Sheets/Minutes	A 10% growth in parent involvement across the grade level and community as measured by parent attendance at school events.
ELA Math	Students with Disabilities ELLs Economically Disadvantaged	Winter & Spring Concerts/Science Fair/Community Events	YES	Agendas/Sign In/Minutes	A 10% growth in parent involvement across the grade level and community as measured by parent attendance at school events.

SCHOOLWIDE COMPONENT: EVALUATION

Principal's Certification

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

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

Mr. Robert Pettit, Principal
Principal's Name

Robert Pettit
Principal's Signature

6-26-2015
Date

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

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

2015-2016 Needs Assessment Process Data Collection and Analysis

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	NJASK 3-7, PARCC (when received) Journeys Assessment, Benchmark Assessments, Written Assessments & Projects	A 10% growth in student achievement is expected in the proficiency areas (Proficient and Advanced Proficient).
Academic Achievement - Writing	Lucy Cualkins, Rubric, PARCC Rubric, District Summative Writing Assessment, Portfolios, Pride Essay Contest, Benchmark Assessments	A 10% growth in student achievement is expected in the proficiency areas (Proficient and Advanced Proficient).
Academic Achievement - Mathematics	NJASK 3-7, PARCC (when received) ,Benchmark Assessments, Math in Focus, Connected Math	A 10% growth in student achievement is expected in the proficiency areas (Proficient and Advanced Proficient).
Family and Community Engagement	Attendance at: Open House, PT Conferences, Bring Your Parent to School Day, PTO Meetings, Honor Roll Assemblies, Social Activities, etc., Family Math Night	A 10% growth in family/parental involvement. An Open-Door Policy for parents to visit with the administrator and teachers ensure continued communication and an opportunity for parents to become involved and volunteer their services more easily thereby improving academic performance. Parents sign in at the security desk and at school activities.
Professional Development	Surveys related to 2014-2015 job embedded and workshop staff development	Both ongoing job-embedded professional development and specific workshops have been instrumental in providing teachers with assistance in delivering instruction. Results are measured through teacher discourse during grade level meetings, through lesson plans that include elements of the

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		Professional Development, through observations of teachers infusing the new information into instruction, and student scores on benchmark assessments in the particular content areas. The 14-15 survey revealed more than 75% of staff indicated that differentiation and student created assessments are areas of PD needs among certificated staff.
Homeless	N/A	No homeless children attend Oakwood Avenue Community School.
Students with Disabilities	READ 180, DLM, After El Sistema, MicroSociety, Extended School Year Summer, Benchmark Assessments	Using multiple measures, teachers will work to increase student Fountas and Pinnell guided reading levels by three from the baseline assessment by increasing reading engagement, fluency and comprehension at rates commensurate with expectations in IEPs.
English Language Learners	ACCESS, DLM, Benchmark Assessments, Model Assessments	Using multiple measures, teachers will work to increase student Fountas and Pinnell guided reading levels by three from the baseline assessment by increasing reading engagement, fluency and comprehension at rates commensurate with the WIDA standards.
Economically Disadvantaged	After School, and Benchmark Assessments	10% of the students gained at least one year in reading, writing, and math levels as a result of participation in the extended day programs. Growth is measured via Journey's Assessments, Benchmark Assessments and Summative Writing Samples. Attendance is taken by teachers.
School Climate and Culture	Retention Rate, Collaboration, Sisterhood, boys mentoring, Community Room Balance Center, health clinic and Home/School connection	The retention rates remain low which indicates that students are progressing from grade level to grade level at a higher rate. 30 teaching staff and stakeholders work together to create and sustain a positive, interactive, positive school environment. Retention rates are part of the school demographics.
Leadership	Surveys, Feedback, Communication with faculty, observations and informal evaluations	Increased 25 % of the staff's understanding and instructional delivery of Domains 2&3 in the Danielson Observation Model.
Data Team	NJASK 3-7, PARCC (when received) Journeys Assessment, Benchmark Assessments, Written Assessments & Projects	Score at least a 3.0 on the rubric for Quarterly Data Reviews.

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
SCiP	Surveys, Feedback, Corrective Action Plans, SGOs, Observations & Evaluations, Mentor Logs	Increased 25 % of the staff’s understanding and instructional delivery of Domains 2&3 in the Danielson Observation Model.

**2014-2015 Needs Assessment Process
Narrative**

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

During the 2014-2015 school year, Oakwood Avenue Community School administrators, teachers, support staff, students, and parents completed comprehensive needs assessment surveys in the areas of school climate, time on task, facilities and resources, empowerment, leadership, community engagement, professional development, new teacher support, mentoring, curriculum, instruction, and formative and summative assessments. The summary of the results clearly identified the priority areas of the school.

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

The principal, technology coordinator, school social worker, district coach/supervisor and a grade level teacher analyzed the data from the NJASK subgroup reports. Grade Level Teams and Data Teams reviewed individual student data to make informed decisions about instructional processes. Each subgroup either had its own report, or the report was disaggregated in a section of a report. Subgroup results, as well as Study Island, SRI, System 44, and District Assessment results, were compared to prior years and analyzed for areas of weaknesses and strengths.

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)?¹

¹ Definitions taken from Understanding Research Methods” by Mildred Patten

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

The collection methods for Study Island and District Assessment were statistically sound because they were inclusive.

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

The data was compiled by taking the raw scores and responses from the surveys and converting them into percentages. A comparison of test data from previous years was generated and reviewed by staff members at the start and end of the school year to establish specific instructional goals for teachers to follow as well as ways to facilitate the delivery of such goals. The data analysis revealed that students continue to fall behind in ELA and Math and further professional development in the priority areas is needed for the instructional staff to make strides in demonstrating student growth.

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

Professional Learning at Oakwood Avenue Community School took place as a combination of job embedded and out of district learning opportunities. Job embedded opportunities were provided at the building level through professional consultants, district level workshops, workshops provided by the Oakwood Avenue Community School Principal, District Supervisors, Classroom Teachers and the Technology Coordinator. These learning opportunities were successfully implemented in teachers' classrooms as evidenced by teacher observations conducted by the principal. However, 75% of teachers have identified a need continuous support to assist with differentiating instruction for all students' styles of learning, as well as for the subgroup populations and designing student generated assessments.

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

At-risk students are identified through a variety of methods early in the school year. Newly enrolled students who enter after the start of the school year are given an assessment of skills to determine placement by classroom teachers –Running Records, Math Assessments, Etc. Oakwood Avenue Community School staff review student standardized test data at the beginning of the school year and as needed throughout the school year for newly enrolled students. Extended Day Programs are designed around assisting the students with high order thinking skills and problem solving and in meeting the CCSS.

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

Newly enrolled students are given an assessment of skills and placed in the appropriate educational setting by their classroom teacher. Oakwood Avenue Community School staff review student standardized test data at the beginning of the school year to determine areas of strengths and

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

weaknesses for effective planning. In addition we have a mandatory extended school day to assist students in meeting and achieving the CCSS. Additionally, students who continue to struggle after receiving extended services are referred to the I&RS team for additional recommendations.

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

After providing the assessment results, articulation occurred at both staff and grade level common planning meetings. Staff Members were charged with determining cross curricular teaching strategies that would improve the instructional program in their grade level for their particular students. Also, articulation occurred at grade level meetings between kindergarten through fourth grade teachers to determine the appropriateness of the scope and sequence based on the assessment results. Teachers in Grades 3 and 4 utilize formative assessments from the district to provide information to each other. Kindergarten through second grade teachers utilize unit assessments, iRead reports and data from the Benchmark Assessments to provide information to each other.

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

Preschools in the Township of Orange visit the school's kindergarten class at the beginning of May. The kindergarten teachers are provided with the tools of the Five-Year Preschool Curriculum, High Scope and Work Sampling Data to transition children from the pre-school to kindergarten with the appropriate professional development and materials. Kindergarten Orientation is provided for the parents of students entering kindergarten. Parents are introduced to the teachers and the curriculum. They are given a tour of the school and are shown the kindergarten classrooms. Grade 7 participate in an orientation session at OPA scheduled with the support of Guidance Counselors/Social Workers.

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

The Needs Assessment for the 2014-2015 Title 1 Unified Plan was a year-long collaborative effort. After reviewing the data from the school surveys, assessments, and professional development surveys, the School Management Team reached consensus about the priority areas. Teacher checklists were compiled and a summary of the results clearly identified the priority areas of instruction.

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

2015-2016 Needs Assessment Process

Description of Priority Problems and Interventions to Address Them

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

	#1	#2
Name of priority problem	Closing the Achievement Gap – Grades 3-5 English Language Arts, All Subgroups	Closing the Achievement Gap – Grades 6-7 English Language Arts, All Subgroups
Describe the priority problem using at least two data sources	50% or more of the students are not mastering the CCSS in LAL in Grade 3-5 as measured by NJASK, Benchmark Assessments.	50% or more of the students are not mastering the CCSS in LAL in Grade 6 & 7 NJASK and Benchmark Assessments.
Describe the root causes of the problem	Continuous need for job-embedded coaching, professional development (Teachscape Learn), demonstration, and mentoring in best practices language arts instructional techniques.	Continuous need for job-embedded coaching, professional development (Teachscape Learn), demonstration, and mentoring in best practices language arts instructional techniques.
Subgroups or populations addressed	Partially Proficient – General Education, Special Education Students, ELL	Partially Proficient – General Education, Special Education Students, ELL
Related content area missed	Language Arts	Language Arts
Name of scientifically research based intervention to address priority problems	Balanced Literacy (Reader's Workshop, Word Study, Writer's Workshop) Learning Centers Differentiated Instruction Literacy Workshops Reading Comprehension Strategies Guided Reading Study Island Read 180 ReTeach/ReTest Sheltered English	Balanced Literacy (Reader's Workshop, Word Study, Writer's Workshop) Learning Centers Differentiated Instruction (UDL) Literacy Workshops Reading Comprehension Strategies Guided Reading Study Island Read 180 ReTeach/ReTest Sheltered English
How does the intervention align with the Common Core State Standards?	All programs and strategies are directly aligned with CCSS indicators.	All programs and strategies are directly aligned with CCSS indicators.

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

2014-2015 Needs Assessment Process

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

	#3	#4
Name of priority problem	Infuse rigor in Mathematics to increase student achievement and engagement to close the achievement gap in all subgroups.	
Describe the priority problem using at least two data sources	70% or more of the students are not mastering the CCSS as measured by district developed Benchmark Assessments. 80%-85% of students in Grades 4-7 scored partially proficient on NJASK 2014.	
Describe the root causes of the problem	Instructional practices need to see a major paradigm shift from teaching to learning with outcomes being clearly identified. Instructional methodologies must align with current best practices, and must be infused with the skills and content necessary to meet the state standards.	
Subgroups or populations addressed	Partially Proficient – General Education, Special Education Students, ELL	
Related content area missed	Mathematics	
Name of scientifically research based intervention to address priority problems	Connected Mathematics Differentiated Instruction Learning Centers Pre/Post Assessments Study Island GoMath (Self Contained) Sheltered English Math 180 Everyday Counts Calendar Math	
How does the intervention align with the Common Core State Standards?	All programs and strategies are directly aligned with CCSS indicators.	

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/MA	ALL	Grade Level Common Planning Schedule	Teachers Administrators	Benchmark Assessments; Lesson Plans	What Works Clearinghouse http://www.nassp.org/tabid/3788/default.aspx?topic=Research in the Middle Common Planning Time
ELA	ALL	Read 180/ iRead	Teachers Administrators	SRI iRead Reports	What Works Clearinghouse http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_read180_102009.pdf http://teacher.scholastic.com/products/iread/pdfs/iRead_ResearchFoundation_2013.pdf
ELA/MA	ALL	Extended School Day - MicroSociety	Teachers Administrators	Benchmark Assessments; Lesson Plans	What Works Clearinghouse http://www.afterschoolalliance.org/documents/21stCCLC_Overview_030515.pdf
ELA/MA	ALL	Learning Centers/Stations	Teachers Administrators	Benchmark Assessments; Lesson Plans, Student Portfolios	What Works Clearinghouse http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=14
ELA	ALL	Writer’s Workshop	Teachers Administrators	Student Portfolios/Writer’s Journals, District Writing Assessment	What Works Clearinghouse http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=17 http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf
ELA	ALL	Guided Reading	Teachers	Benchmark Assessments;	What Works Clearinghouse

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)
			Administrators	Lesson Plans, Student Work Folders	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=14 http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf
Math	ALL	Math Do Nows	Teachers Administrators	Benchmark Assessments; Lesson Plans	What Works Clearinghouse http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=14
ELA	ALL	Do Nows	Teachers Administrators	Benchmark Assessments; Lesson Plans	What Works Clearinghouse http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=14 http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf
Math	ALL	Math 180	Teachers Administrators	SMI Assessments	What Works Clearinghouse http://teacher.scholastic.com/products/math180/research-results/math-intervention-validation.htm
ELA	ELLs, All	Sheltered English	Teachers Administrators	Benchmark Assessments; ACCESS, Writing Portfolios	What Works Clearinghouse http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_siop_022013.pdf
ELA/MA	ALL	Grade Level Common Planning Schedule	Teachers Administrators	Benchmark Assessments; Lesson Plans, Common/Grade Level Minutes	What Works Clearinghouse http://www.nassp.org/tabid/3788/default.aspx?topic=Research_in_the_Middle_Common_Planning_Time

**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/MA	Special Education	Extended YEAR Academic Academy	Yes	Pre/Post Tests, Lesson Plans	What Works Clearinghouse http://www.afterschoolalliance.org/documents/21stCCLC_Overview_030515.pdf
ELA	ALL	MicroSociety, El Sistema, Bridge Critical Thinking & Problem Solving	YES	Projects	What Works Clearinghouse http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=16
MA	ALL	MicroSociety, El Sistema, Bridge Critical Thinking & Problem Solving	YES	Projects	What Works Clearinghouse http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=16
ELA/MA	Special Education	Extended YEAR Academic Academy	Yes	Pre/Post Tests	What Works Clearinghouse http://www.afterschoolalliance.org/documents/21stCCLC_Overview_030515.pdf

****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/MA	Students with Disabilities	Co-Teaching	SE/GE Teachers	Observations and Evaluations Staff Surveys	What Works Clearinghouse http://ies.ed.gov/ncee/wwc/pdf/practice_guides/20074011.pdf http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf
Math	Students with Disabilities	Go Math	SE Teachers, SE Supervisor Administration	Observations and Evaluations Pre/Post Test Assessments Lesson Plans	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=18 What Works Clearinghouse http://www.hmhco.com/shop/education-curriculum/math/elementary-mathematics/go-math-k-8
ELA	All	Engaging Students in Learning Through the Universal Design for Learning	Administrators Teachers	Observations and Evaluations Staff Surveys	http://www.udlcenter.org/ https://www.teachingchannel.org/videos/questioning-in-the-classroom What Works Clearinghouse http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf df
Math	All	Engaging Students in Learning Through the Universal Design for Learning	Administrators Teachers	Observations and Evaluations Staff Surveys	http://www.udlcenter.org/ https://www.teachingchannel.org/videos/questioning-in-the-classroom

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)
ELA	ALL	Raising Classroom Rigor & Differentiated Instruction	Administrators Teachers	Observations and Evaluations Pre/Post Test Assessments	http://caroltomlinson.com/ http://www.edimprovement.org/rigor-in-the-classroom/ http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf
Math	ALL	Raising Classroom Rigor & Differentiated Instruction	Administrators Teachers	Observations and Evaluations Pre/Post Test Assessments	http://caroltomlinson.com/ http://www.edimprovement.org/rigor-in-the-classroom/ What Works Clearinghouse http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_math_pg_042109.pdf
ELA	ALL	Teachscape Domain 2 & 3	Administrators Teachers	Administration District	Observations and Evaluations www.teachscape.com Danielson Rubrics
Math	ALL	Teachscape Domain 2 & 3	Administrators Teachers	Administration District	Observations and Evaluations Pre/Post Test Assessments www.teachscape.com
ELA	ALL	Content Area PD	District Administrators, Teachers, Outside Consultants	Observations and Evaluations Pre/Post Test Assessments Staff Surveys	www.reading.org www.readwritethink.org What Works Clearinghouse http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf

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)
Math	ALL	Content Area PD	District Administrators, Teachers, Outside Consultants	Observations and Evaluations Pre/Post Test Assessments Staff Surveys	What Works Clearinghouse http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_math_pg_042109.pdf
ELA	ALL	SGOs	Teachers, Administrators	Observations/Evaluations Walkthroughs SGO Results	http://www.state.nj.us/education/AchieveNJ/
Math	ALL	SGOs	Teachers, Administrators	Observations/Evaluations Walkthroughs SGO Results	http://www.state.nj.us/education/AchieveNJ/
ELA	ELA Teachers	Balanced Literacy	Teachers, Administrators	Observations/Evaluations Walkthroughs	What Works Clearinghouse http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf

**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.

Evaluation of Schoolwide Program*

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

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

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? A combination of internal and external evaluations will be held to evaluate the schoolwide program in the form of Walkthroughs, Observations and Evaluation and a consistent review of data.
2. What barriers or challenges does the school anticipate during the implementation process? A challenge would be the amount of time needed in instructional blocks to ensure the CCSS are fully being taught.
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? The school will continuously provide professional development and workshops to ensure there is a clear buy in from all stakeholders.
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? Staff surveys, PLCs and consistent communication will be used to gauge the perceptions of staff.
5. What measurement tool(s) will the school use to gauge the perceptions of the community? Community surveys, parent/teacher conferences, PTO meetings, etc., will be used to gauge the perceptions of the community.
6. How will the school structure interventions? Interventions will be structured by the classroom teacher, as needed, based on a review of data from teacher, school, and district assessments. Additionally, the use of differentiated instruction and the Sheltered English method will allow teachers to scaffold learning and activities.
7. How frequently will students receive instructional interventions? Instructional interventions will be a part of the daily routine of teachers, as differentiation of instruction is a required delivery method in classrooms. .
8. What resources/ technologies will the school use to support the schoolwide program? Technology will be a vital part of the academic program. The use of different software and internet-based programs, Read 180, SRI, Schoolwires, SMART Technologies, etc. and more, will allow teachers to expand learning beyond the textbook and will allow students to interact with different learning structures. Additionally, the use of devices – Desktop Computer Stations, Chromebooks and Smartboards responders will also expand learning into the virtual world.

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? Data Trackers from assessments, NJASK/PARCC scores (once received in the Fall), observation/walkthrough reports from Teachscape will be used to measure the effectiveness of the interventions provided.
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? Information on program evaluation will be provided at monthly staff meetings, PTO meetings and the School Website.

**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 ELLs Economically Disadvantaged	PTO	All stakeholders	10% Increase in Parental Awareness and Student Achievement and Motivation in the Priority Areas.	National Association of PTOs http://www.ptoday.com/
Math	Students with Disabilities ELLs Economically Disadvantaged	PTO	All stakeholders	10% Increase in Parental Awareness and Student Achievement and Motivation in the Priority Areas.	National Association of PTOs http://www.ptoday.com/
ELA	Students with Disabilities ELLs Economically Disadvantaged	Open House & Parent Teacher Conferences	All Stakeholders	10% Increase in Parental Awareness and Student Achievement and Motivation in the Priority Areas.	What Works Clearing House http://ies.ed.gov/ncee/wwc/ReviewedStudies.aspx?q=sid=54%20ctid=1&f= Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
Math	Students with Disabilities ELLs Economically Disadvantaged	Open House & Parent Teacher Conferences	All Stakeholders	10% Increase in Parental Awareness and Student Achievement and Motivation in the Priority Areas.	What Works Clearing House http://ies.ed.gov/ncee/wwc/ReviewedStudies.aspx?q=sid=54%20ctid=1&f= Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf

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

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 ELLs Economically Disadvantaged	College Fair / Career Day	All Stakeholders	10% Increase in Parental Awareness and Student Achievement and Motivation in the Priority Areas.	What Works Clearing House http://ies.ed.gov/ncee/wwc/ReviewedStudies.aspx?q=sid=54%20ctid=1&f= Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
Math	Students with Disabilities ELLs Economically Disadvantaged	College Fair / Career Day	All Stakeholders	10% Increase in Parental Awareness and Student Achievement and Motivation in the Priority Areas.	What Works Clearing House http://ies.ed.gov/ncee/wwc/ReviewedStudies.aspx?q=sid=54%20ctid=1&f= Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
ELA	Students with Disabilities ELLs Economically Disadvantaged	Family Literacy Night	All Stakeholders	10% Increase in Parental Awareness and Student Achievement and Motivation in the Priority Areas.	What Works Clearing House http://ies.ed.gov/ncee/wwc/ReviewedStudies.aspx?q=sid=54%20ctid=1&f= Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
Math	Students with Disabilities ELLs Economically Disadvantaged	Family Math Night	All Stakeholders	10% Increase in Parental Awareness and Student Achievement and Motivation in the Priority Areas.	What Works Clearing House http://ies.ed.gov/ncee/wwc/ReviewedStudies.aspx?q=sid=54%20ctid=1&f= Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
ELA	Students with Disabilities ELLs Economically Disadvantaged	Kindergarten Orientation	All Stakeholders	10% Increase in Parental Awareness and Student Achievement and Motivation in the Priority Areas.	What Works Clearing House http://ies.ed.gov/ncee/wwc/ReviewedStudies.aspx?q=sid=54%20ctid=1&f= Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf

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

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)
Math	Students with Disabilities ELLs Economically Disadvantaged	Kindergarten Orientation	All Stakeholders	10% Increase in Parental Awareness and Student Achievement and Motivation in the Priority Areas.	What Works Clearing House http://ies.ed.gov/ncee/wwc/ReviewedStudies.aspx?q=sid=54%20ctid=1&f= Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
ELA	Students with Disabilities ELLs Economically Disadvantage	Honor Roll Ceremonies	All Stakeholders	10% Increase in Parental Awareness and Student Achievement and Motivation in the Priority Areas.	What Works Clearing House http://ies.ed.gov/ncee/wwc/ReviewedStudies.aspx?q=sid=54%20ctid=1&f= Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
Math	Students with Disabilities ELLs Economically Disadvantage	Honor Roll Ceremonies	All Stakeholders	10% Increase in Parental Awareness and Student Achievement and Motivation in the Priority Areas.	What Works Clearing House http://ies.ed.gov/ncee/wwc/ReviewedStudies.aspx?q=sid=54%20ctid=1&f= Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
ELA	Students with Disabilities ELLs Economically Disadvantage	Winter & Spring Concerts	All Stakeholders	10% Increase in Parental Awareness and Student Achievement and Motivation in the Priority Areas.	What Works Clearing House http://ies.ed.gov/ncee/wwc/ReviewedStudies.aspx?q=sid=54%20ctid=1&f= Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
Math	Students with Disabilities ELLs Economically Disadvantage	Winter & Spring Concerts	All Stakeholders	10% Increase in Parental Awareness and Student Achievement and Motivation in the Priority Areas.	What Works Clearing House http://ies.ed.gov/ncee/wwc/ReviewedStudies.aspx?q=sid=54%20ctid=1&f= Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf

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?

Research has shown that strong home-school collaboration results in higher grades, test scores, and graduation rates, better school attendance, increased motivation, and better self-esteem (University of Michigan). The research has also shown that having a clear link between the home and the school has increase engagement within the school to help address the deficiencies the priority areas.

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

A parent representative will be a member of the School Management Team and has the ability to share information with members of the community. PTO meetings as well as more night SMT Meetings will address the strengthening of the policy.

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

The school-parent compact is distributed the first day of school with emergency cards, lunch application forms, parent handbook, and student handbook. Homeroom teachers are responsible for collecting the signed forms and contacting parent who do not return them.

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

Parents are engaged through the PTO and other school events. A parent will be a member of the School Management Team.

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

The school-parent compact is distributed the first day of school with emergency cards, lunch application forms, parent handbook, and student handbook. Homeroom teachers are responsible for collecting the signed forms and contacting parent who do not return them. The school-parent compact is posted on the school website.

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

Back to School Night; Parent/Teacher Conferences; Oakwood Avenue Community School Parent Newsletter sent out monthly; Oakwood Avenue Community School website; Parent Notices sent out weekly; Orange Transcript/Star Ledger Newspaper articles; New Jersey School Report; Progress Reports; District Website; School and District phone blasts.

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 objectives for Title III?

A letter is sent home to notify parents when the district has not met their AMAO. However, the district has met its AMAO for the past three years; therefore, this notification has not been required of the district.

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

Oakwood Avenue Community School sends home individual student reports and cluster reports regarding student outcomes on the NJASK. The school also holds parent meetings to discuss the results and address questions. Many informative documents are placed on the school website for families to review.

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

A parent representative will serve on the School Planning and Management Team who disseminates information to the PTO members.

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

Individual student data is reported to parents via the child and at parent conferences. Additionally, parents have access to the Parent Portal in Genesis to review information daily about their child's progress.

11. On what specific strategies will the school use its 2014-2015 parent involvement funds?

Oakwood Avenue Community School will use their PI funds to purchase grade appropriate novels to build the home libraries of students. This has been successful in the past, as parents often spend many hours in the school's media center seeking information and assistance choosing appropriate literature for their child. In doing so, we hope that parents read with their children and this will lead to raising the LAL proficiency on all assessments.

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

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

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

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §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	36	Continuous PD to improve/maintain best practices. Mentoring will be provided to retain new staff members to the district in accordance with the district and state mentoring plan.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	N/A	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	10	Continuous PD to improve/maintain best practices.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	N/A	

* 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

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 Administrative Assistant to the Superintendent/Human Resources meets with each teacher to determine his/her status and ensures that all documentation is on record in Human Resources. Additionally, all new hires must have HQT documentation prior to interviews.	Building Principal District Directors District Assistant Directors Human Resources