

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2013-2014 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

DISTRICT INFORMATION	SCHOOL INFORMATION
District: CITY OF ORANGE TOWNSHIP BOE	School: FOREST STREET SCHOOL (Pre-K-7)
Chief School Administrator: MR. RONALD C. LEE	Principal: MS. YANCISCA COOKE
Chief School Administrator's E-mail: leeronal@mail.orange.k12.nj.us	Principal's E-mail: cookeyan@mail.orange.k12.nj.us
Title I Contact: FAY S. POLEFKA	Principal's Phone Number: 973-677-4000 EXT.2000
Title I Contact E-mail: polefkfa@mail.orange.k12.nj.us	

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.

Principal's Name

Principal's Signature

Date

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
SHARMAINE WILLIAMS	Parent	Yes	Yes	Yes	
YANCISCA COOKE	School Staff- Administrator	Yes	Yes	Yes	
ADRIANA HERNANDEZ	School Staff-Teacher	Yes	Yes	Yes	
GIANNA PASCERI	School Staff- LAL Specialist	Yes	Yes	Yes	
CHRISTAL WHITE	School Staff- Special Education	Yes	Yes	Yes	
QUIYON PETERS	School Staff- Guidance	Yes	Yes	Yes	
BITENGO KIAGE	School Staff-Paraprofessional	Yes	Yes	Yes	
OMAR VELOZ	School Staff- Technology	Yes	Yes	Yes	
EFRON NELKEN	School Staff-Math	Yes	Yes	Yes	
LAUREN SABOL	School Staff- ELL	Yes	Yes	Yes	

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.

List the dates of the meetings when the Stakeholder/Schoolwide Committee discussed the needs assessment and Schoolwide Plan development. *Add rows as necessary.

Date	Location	Topic	Agenda on File		Minutes on File	
August 14, 15 & 30 2012	Media Center	-NJASK Data Analysis - Strategic pre-planning for academic gains	X		X	
September 24, 2012	Media Center	-Committee reports - 25 Book Challenge - Student Council	X		X	
October 22, 2012	Media Center	-Committee reports -District Initiatives -Afterschool programs	X		X	
November 27, 2012	Media Center	-Committee reports -Black History Month Presentation -Holiday Bazaar	X		X	
December 17, 2012	Media Center	-Committee reports -Black History Month Presentation -Review of Scholars	X		X	
January 7, 2013	Media Center	-Committee reports	X		X	
February 11, 2013	Media Center	-Committee reports -Black History Month Presentation -HIB Updates -NJASK Schedule -Review of spring events	X		X	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

March 18, 2013	Media Center	-Committee reports -Black History Month Presentation Feedback -SMT Restructure for 2013-2014	X		X	
April 19, 2013	Media Center	-Committee reports -SMT Restructure for 2013-2014 -HIB Updates	X		X	
May 6, 2013	Media Center	-Committee reports -SMT Restructure for 2013-2014 -HIB Updates -United Nations Event -2013-2014 Calendar	X		X	
June 10, 2013	Media Center	-Committee reports - Close-out meeting	X		X	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

School's Vision

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 vision statement?</p>	<p>To ensure that Forest Street School produces lifelong learners and leaders, we must educate the mind, motivate the body, cultivate the spirit, and teach with the heart.</p> <p>Shared Beliefs</p> <ul style="list-style-type: none">• All children can and will learn through collaboration, enthusiasm, and motivation.• Learning never ends.• Teachers must be creative, flexible, motivated and capable to meet all students' levels of learning abilities.• Each child has special abilities. As educators it is our responsibility to ascertain and intensify each student's talents.
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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 2012-2013 Schoolwide Program

1. Was the program implemented as planned?

The academic program at Forest Street School was implemented as planned. Various styles of professional development was provided in all core program areas, inclusive of unpacking the Common Core State Standards, analyzing Study Island data, Model Curriculum, as well as Best Instructional Practices. Additionally, teacher schedules were developed to ensure that common planning and grade level collaboration occurred to support each teacher with delivering effective instruction. In addition, forty-five minute intervention periods were provided once a week for every 1-7 grade teacher.

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 provided by out of district consultants and Master Teachers. The process also allowed teachers to collaborate and articulate with grade level counterparts across the district and receive embedded professional development.

3. What were the barriers or challenges during the implementation process?

A barrier during the implementation process was:

- Additional intervention period were scheduled but were not effectively utilized.
- Shift from NJCCCS TO CCS required additional professional development to ensure effective implementation of model curriculum
- Read 180 required more embedded professional development as a newly implemented program.

SCHOOLWIDE COMPONENT: EVALUATION

- Prentice Hall for sixth and seventh grade were newly implemented programs and required additional PD.
- Teachers did not utilize Study Island data to support planning appropriately.

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 NJDOE Model Curriculum and Assessments, the embedded professional development provided for Read 180 common planning time, and the professional development provided for the Danielson framework. This allowed for common language across grade levels, content and standardization of the required assessments.

A weakness was the rush to implement Read 180 without providing a clear presentation of how the program functions.

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. An understanding of the Common Core State Standards and how they each impact every part of the school program. As well as having a better understanding of the Danielson Framework.

6. What were the perceptions of the staff?

Staff perceptions of the program continue to be positive and geared towards student success and achievement. Workshop feedback forms are completed after most professional development opportunities.

7. What were the perceptions of the community?

SCHOOLWIDE COMPONENT: EVALUATION

Community perceptions continue to be positive and also geared towards student success, achievement, and the strengthening of the home-school connection. There has been a higher level of interest from the community as per feedback forms.

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

All learning and instructional structures were used to deliver each program in an effective manner.

9. How were the interventions structured?

Interventions periods were assigned for each instructional staff (K-7). A review of data from benchmarks, and district writing assessments was conducted to identify targeted skills. Additionally, the use of differentiated instruction and the Sheltered English Instruction method, allowed teachers to scaffold learning and activities. Our After School Academy also provided opportunities for intervention and recommendations were implemented during Intervention & Referral Service meetings.

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. More intensive interventions were also provided in Afterschool Academy, through small group and one-to-one tutoring.

11. What technologies were utilized to support the program?

The use of different software and internet-based programs, Study Island, Read 180, Star Fall, Discovery Education, Genesis Lesson Planner, Genesis Grade book, School wires, SMART Technologies, Skype, etc. and more, has allowed teachers to expand learning beyond the textbook. Additionally, the use of devices – Laptop Computer Stations, Flip Cameras, Ipads, Smartboards and classroom responders has also expanded learning into the virtual world.

SCHOOLWIDE COMPONENT: EVALUATION

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

Technology has contributed to the success of the program as it has provided the students with additional educational experiences. It allows teachers to enhance and to 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.

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2012-2013 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	2011-2012	2012-2013	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency.
Grade 4			I&R Services Parent Workshops SIOP Differentiated Instruction Read 180 Study Island	<ul style="list-style-type: none"> -I&R Services were effective when referrals were made in enough time to allow for recommended interventions to occur. -Parent workshops were not effective due to low attendance. -SIOP training needed to be ongoing throughout the year with embedded coaching -Differentiated Instruction PD needed. -Read 180 newly implemented program -Study Island program was not utilized to its fullest potential.
Grade 5			IR& S Services Parent Workshops SIOP Differentiated Instruction Read 180 Study Island	<ul style="list-style-type: none"> -I&R Services were effective when referrals were made in enough time to allow for recommended interventions to occur. -Parent workshops were not effective due to low attendance. -SIOP training needed to be ongoing throughout the year with embedded coaching -Differentiated Instruction PD needed. -Read 180 newly implemented program -Study Island program was not utilized to its fullest potential.
Grade 6			IR& S Services Parent Workshops SIOP Differentiated Instruction Read 180	<ul style="list-style-type: none"> -I&R Services were effective when referrals were made in enough time to allow for recommended interventions to occur. -Parent workshops were not effective due to low attendance. -SIOP training needed to be ongoing throughout the year

SCHOOLWIDE COMPONENT: EVALUATION

			Study Island	<ul style="list-style-type: none"> with embedded coaching -Differentiated Instruction PD needed. -Read 180 newly implemented program -Study Island program was not utilized to its fullest potential.
Grade 7			IR& S Services Parent Workshops SIOP Differentiated Instruction Read 180 Study Island	<ul style="list-style-type: none"> -I&R Services were effective when referrals where made in enough time to allow for recommended interventions to occur. -Parent workshops were not effective due to low attendance. -SIOP training needed to be ongoing throughout the year with embedded coaching -Differentiated Instruction PD needed. -Read 180 newly implemented program -Study Island program was not utilized to its fullest potential.

Mathematics	2011-2012	2012-2013	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency.
Grade 4			IR& S Services Parent Workshops SIOP Differentiated Instruction Read 180 Study Island	<ul style="list-style-type: none"> -I&R Services were effective when referrals where made in enough time to allow for recommended interventions to occur. -Parent workshops were not effective due to low attendance. -SIOP training needed to be ongoing throughout the year with embedded coaching -Differentiated Instruction PD needed. -Read 180 newly implemented program -Study Island program was not utilized to its fullest potential.

SCHOOLWIDE COMPONENT: EVALUATION

Grade 5			<p style="text-align: center;">IR& S Services Parent Workshops SIOP Differentiated Instruction Read 180 Study Island</p>	<p>-I&R Services were effective when referrals were made in enough time to allow for recommended interventions to occur. -Parent workshops were not effective due to low attendance. -SIOP training needed to be ongoing throughout the year with embedded coaching -Differentiated Instruction PD needed. -Read 180 newly implemented program -Study Island program was not utilized to its fullest potential.</p>
Grade 6			<p style="text-align: center;">IR& S Services Parent Workshops SIOP Differentiated Instruction Read 180 Study Island</p>	<p>-I&R Services were effective when referrals were made in enough time to allow for recommended interventions to occur. -Parent workshops were not effective due to low attendance. -SIOP training needed to be ongoing throughout the year with embedded coaching -Differentiated Instruction PD needed. -Read 180 newly implemented program -Study Island program was not utilized to its fullest potential.</p>
Grade 7			<p style="text-align: center;">IR& S Services Parent Workshops SIOP Differentiated Instruction Read 180 Study Island</p>	<p>-I&R Services were effective when referrals were made in enough time to allow for recommended interventions to occur. -Parent workshops were not effective due to low attendance. -SIOP training needed to be ongoing throughout the year with embedded coaching -Differentiated Instruction PD needed. -Read 180 newly implemented program -Study Island program was not utilized to its fullest potential.</p>

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2012-2013 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	2011- 2012	2012- 2013	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency.
Pre-Kindergarten			IR& S Services Parent Workshops SIOP Differentiated Instruction	<ul style="list-style-type: none"> -I&R Services were effective when referrals where made in enough time to allow for recommended interventions to occur. -Parent workshops were not effective due to low attendance. -SIOP training needed to be ongoing throughout the year with embedded coaching -Differentiated Instruction PD needed.
Kindergarten			IR& S Services Parent Workshops SIOP Differentiated Instruction	<ul style="list-style-type: none"> -I&R Services were effective when referrals where made in enough time to allow for recommended interventions to occur. -Parent workshops were not effective due to low attendance. -SIOP training needed to be ongoing throughout the year with embedded coaching -Differentiated Instruction PD needed.
Grade 1			IR& S Services Parent Workshops SIOP Differentiated Instruction	<ul style="list-style-type: none"> -I&R Services were effective when referrals where made in enough time to allow for recommended interventions to occur. -Parent workshops were not effective due to low attendance. -SIOP training needed to be ongoing throughout the year with embedded coaching -Differentiated Instruction PD needed.
Grade 2			IR& S Services	-I&R Services were effective when referrals where

SCHOOLWIDE COMPONENT: EVALUATION

			Parent Workshops SIOP Differentiated Instruction Study Island	made in enough time to allow for recommended interventions to occur. -Parent workshops were not effective due to low attendance. -SIOP training needed to be ongoing throughout the year with embedded coaching -Differentiated Instruction PD needed. -Study Island program was not utilized to its fullest potential.
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Mathematics	2011-2012	2012-2013	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency.
Pre-Kindergarten			IR& S Services Parent Workshops SIOP Differentiated Instruction	-I&R Services were effective when referrals were made in enough time to allow for recommended interventions to occur. -Parent workshops were not effective due to low attendance. -SIOP training needed to be ongoing throughout the year with embedded coaching -Differentiated Instruction PD needed.
Kindergarten			IR& S Services Parent Workshops SIOP Differentiated Instruction	-I&R Services were effective when referrals were made in enough time to allow for recommended interventions to occur. -Parent workshops were not effective due to low attendance. -SIOP training needed to be ongoing throughout the year with embedded coaching -Differentiated Instruction PD needed.
Grade 1			IR& S Services Parent Workshops SIOP Differentiated Instruction	-I&R Services were effective when referrals were made in enough time to allow for recommended interventions to occur. -Parent workshops were not effective due to low attendance.

SCHOOLWIDE COMPONENT: EVALUATION

				<ul style="list-style-type: none"> -SIOP training needed to be ongoing throughout the year with embedded coaching -Differentiated Instruction PD needed.
Grade 2			<p>IR& S Services Parent Workshops SIOP Differentiated Instruction Study Island</p>	<ul style="list-style-type: none"> -I&R Services were effective when referrals were made in enough time to allow for recommended interventions to occur. -Parent workshops were not effective due to low attendance. -SIOP training needed to be ongoing throughout the year with embedded coaching -Differentiated Instruction PD needed. -Study Island program was not utilized to its fullest potential.

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2012-2013 Interventions and Strategies

Interventions to Increase Student Achievement Implemented in 2012-2013

1 Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes
Job embedded Professional Development from LAL Master Teacher	LAL	Yes	Positive Evaluation by Teachers; Coaching Log Increase on Benchmark Assessment and NJASK	Increase in student achievement in all areas of language arts as measured by pre- and post-Study Island tests. Increased use of “Best Practices” Instructional Techniques. Increase in use of data used to drive instruction. Cycle 2 data not available
Job embedded Professional Development from Mathematics Master Teacher	Mathematics	Yes	Positive Evaluation by Teachers; Coaching Log Increase on Benchmark Assessment and NJASK	Increase in student achievement in all areas of mathematics as measured by pre- and post-Study Island tests. Increased use of “Best Practices” Instructional Techniques. Increase in use of data used to drive instruction. Cycle 2 data not available
Grade Level Common Planning Schedule	All Content Areas	Yes	Benchmark Assessments; Study Island; Model Assessments; Qwizdom	Increased student achievement on classroom performance and benchmark assessments.
After Hours Academies	Priority Areas: LAL & Mathematics	No	Benchmark results NJASK results	No measurable increases due to the implementation of the program.
Learning Centers	All Content Areas	Yes	Benchmark Assessments; Study Island; Model Assessments; Qwizdom	Increased student achievement on classroom performance and benchmark assessments.
Daily Journal Writing, and Read Alouds	LAL Mathematics	Yes	Benchmark Assessments; Study Island; Model Assessments; Journals	Increased student achievement on classroom performance and benchmark assessments.
Guided Reading and Literature Circles	LAL	Yes	Benchmark Assessments; Study Island; Model Assessments; Running Records, Literature Circle Projects	Increased student achievement on classroom performance and benchmark assessments.

SCHOOLWIDE COMPONENT: EVALUATION

Extended Day/Year Interventions Implemented in 2012-2013 to Address Academic Deficiencies

Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes
Summer Academy	All Content Areas	Yes	Passing scores for summer academy	Passing scores for summer academy
Read 180 /SRI	LAL General Ed & Spec. Ed students at a lower proficiency level ELL	Yes	Teacher/ Staff Feedback SRI Pre and Post WIDA	SRI Lexile level increase.
	ELLs			

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2012-2013 Interventions and Strategies

Professional Development Implemented in 2012-2013

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes
Curriculum Writing	Language Arts Mathematics	Yes	Evaluation Sheets, Teacher/ Staff Feedback	Alignment of state mandated and district initiative.
Every Day Math Training	Mathematics General Education students ELL	Yes	Evaluation Sheets, Teacher/ Staff Feedback, unit assessments. Lesson plans	Extensive use of high-quality mathematics techniques across grade levels. Increased reading level, reading engagement, fluency and comprehension. Met goals and objectives of Individual Education Plans (IEPs), Increase in NJASK grades 5-7.
Literacy Workshops Readers and Writers Workshop	General Education & Spec. Ed. Students ELL	Yes	Evaluation Sheets, Teacher/ Staff Feedback, Study Island Benchmarks, Lesson plans	Extensive use of high-quality language arts techniques across grade levels. 15% increase in pre and post study island assessment
Webinars – Discovery Education	All Content Areas	Yes	Evaluation Sheets, Teacher/Staff Feedback	Increased cross-curricular instructional repertoires of teachers
Reading Comprehension Strategies	All Content Areas	Yes	Teacher / Staff Feedback, Evidence of implementation in instruction through Teacher Lesson Plans and Observations	Increased student achievement on benchmark assessments, Model Curriculum Assessments and Study Island.
Metamorphosis	5 th and 6 th grade All subgroups	Yes	Teacher / Staff Feedback Implementation in Instruction as Evidenced through teacher lesson plans and observations	Increased student achievement on Summative assessments (Grades 1-7), Study Island, Project-Based Assessments, and in classroom participation. Improvement in idea development, organization, and word choice. Increase in NJASK results.
Teachscape-Danielson	All Content Areas	Yes	Evaluations Sheets Teacher/Staff Feedback	Extensive use of professional development terminology and the use of best practices instruction within classrooms.
Unpacking the Common Core	All Content Areas	Yes	Implementation in Instruction as evidenced	Extensive use of high-quality cross-curricular techniques across grade levels.

SCHOOLWIDE COMPONENT: EVALUATION

			through teacher lesson plans and observations	

Family and Community Engagement Implemented in 2012-2013

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes
Back to School Night	All Content Areas/All Families	Yes	Sign-In Sheets/Evaluations	75% participation parental involvement.
Parent/Teacher Conferences	All Content Areas/All Families	Yes	Sign-In Sheets/Evaluations	Decrease of parental involvement approx. 30%
Communications: webpage, monthly newsletter, phone blasts	All Content Areas/All Families	Yes		95% Increased parental involvement.
PTO	All Content Areas/All Families	No	Sign-In Sheets/Evaluations	5% parental involvement.
Principal's Chat	All Content Areas/All Families	No	Sign-In Sheets/Evaluations	5% parental involvement
Shadow Day	All Content Areas/All Families	Yes	Sign-In Sheets/Evaluations	10% parental involvement.
Awards Assemblies	All Content Areas/All Families	No	Sign-In Sheets/Evaluations	5% parental involvement.
Vocal and Instrumental Music Concerts	All Content Areas/All Families	Yes	Sign-In Sheets/Evaluations	40 % parental involvement.
Science Fair	All Content Areas/All Families	Yes	Sign-In Sheets/Evaluations	40 % parental involvement.
Art Show	All Content Areas/All Families	Yes	Sign-In Sheets/Evaluations	40 % parental involvement.
Parent Workshops	All Content Areas/All Families	No	Sign-In Sheets/Evaluations	5% parental involvement
Career Day	All Content Areas/All Families	No	Sign-In Sheets/Evaluations	5% parental involvement

SCHOOLWIDE COMPONENT: EVALUATION

Grandparents' Day	All Content Areas/All Families	Yes	Sign-In Sheets/Evaluations	75% participation parental involvement

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.

Principal's Name

Principal's Signature

Date

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

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 . . ."

2013-2014 Needs Assessment Process *Data Collection and Analysis*

Multiple Measures Analyzed by the School in the Needs Assessment Process for 2013-2014 Interventions and Strategies (Results and outcomes must be measurable.)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
Academic Achievement – Reading	NJASK 3-7, Journeys Assessment, Model Curriculum Assessments, Study Island, Written Assessments & SRI, 30 Book challenges	A 10% growth in student achievement is expected in the proficiency areas (Proficient and Advanced Proficient) as per benchmark assessments, unit assessments and NJASK assessments.
Academic Achievement - Writing	NJ Holistic Scoring Rubric, District Summative Writing Assessment, Portfolios, Pride Essay Contest, Model Curriculum Assessments	A 10% growth in student achievement is expected in the proficiency areas (Proficient and Advanced Proficient) as per benchmark assessments, district writing assessment, unit assessments and NJASK assessments
Academic Achievement - Mathematics	NJASK 3-7, Model Curriculum Assessments, Study Island, Every Day Math, Connected Math unit assessment	A 10% growth in student achievement is expected in the proficiency areas (Proficient and Advanced Proficient) as per benchmark assessments, unit assessments and NJASK assessments.
Family and Community Engagement	Attendance at: Back to School night, PT Conferences, Shadow Day, PTO Meetings, Honor Roll Assemblies, Social Activities, etc., Family Math and Literacy Night	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 2012-2013 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: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
		Professional Development, through observations of teachers infusing the new information into instruction, A 10% growth in student achievement is expected in the proficiency areas (Proficient and Advanced Proficient) as per benchmark assessments, unit assessments and NJASK assessments.
Homeless	N/A	No homeless children attend Forest Street School
Students with Disabilities	READ 180, Extended Instructional Day, Summer School Academy, and Clubs, Benchmark Assessments, Model Assessments	Increased reading levels, reading engagement, fluency and comprehension at rates commensurate with expectations in IEPs. A 10% growth in student achievement is expected in the proficiency areas (Proficient and Advanced Proficient) as per benchmark assessments, unit assessments and NJASK assessments.
English Language Learners	ACCESS, WIDA, READ 180, Extended Instructional Day Summer School Academy, and Clubs, Benchmark Assessments, Model Assessments	Increased reading levels, reading engagement, fluency and comprehension at rates commensurate with learning expectations with the WIDA standards. A 10% growth in student achievement is expected in the proficiency areas (Proficient and Advanced Proficient) as per benchmark assessments, unit assessments and NJASK assessments.
Economically Disadvantaged	READ 180, Extended Instructional Day, Summer School Academy, and Club Assessment, Model Assessments	Most 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, Model Curriculum Assessments, Summative Writing Samples and Study Island. Attendance is taken by teachers. A 10% growth in student achievement is expected in the proficiency areas (Proficient and Advanced Proficient) as per benchmark assessments, unit assessments and NJASK assessments.
	Retention Rate, Comer School Model, Home/School connection	The retention rates remain low which indicates that students are progressing from grade level to grade level at a higher rate. Current stakeholders work together to create and sustain a positive, interactive, no-fault school environment. Retention rates are part of the school demographics.
Leadership	Surveys, Feedback, Communication with faculty, students and families, observations and evaluations	Formal and Informal observation meetings End of the year survey

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2013-2014 Needs Assessment Process

Narrative

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

During the 2012-2013 school year, Forest Street 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, guidance counselor and master teachers analyzed the data from the NJASK subgroup reports. 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 and Model Curriculum Assessment results, were compared to prior years benchmark assessments 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

The collection methods for Study Island and Model Curriculum Assessment were statistically sound because they were inclusive. On the other hand, the NJASK data is not statistically sound as it includes students who are not currently enrolled in a specific educational program based on need (Special Education or ELL) at Forest Street School, yet the results for these students are factored into the school's final AYP.

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

¹ Definitions taken from Understanding Research Methods" by Mildred Patten

Patten, M. L. (2012). Understanding Research Methods. Glendale, California: Pycszak Publishing

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

The data revealed that there has been a slight increase in student achievement on certain grade levels as a result of the professional development received. However, additional embedded professional development would provide the instructional staff with practical experiences and the necessary feedback to maintain and increase student achievement.

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

Professional Learning at Forest Street 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 Park Avenue School Principal, Language Arts Literacy Master Teacher, 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, teachers need continuous support to assist with differentiating instruction and technology integration for all students' styles of learning, as well as for the subgroup populations (Special Education and ELL).

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(grades 2-7) who enter after the start of the school year are given an assessment of skills to determine placement. The assessment tool used is Study Island and is administered by the Technology Coordinator. Forest Street 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 and Summer Programs are designed around assisting the students in meeting the CCSS.

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

At-risk students are identified through a variety of methods. Early in the school year or upon enrollment in the school, newly enrolled students with IEP's are placed in the appropriate educational setting. Mandated instructional programs as per the students IEP are implemented. Forest Street School staff review student standardized test data at the beginning of the school year to determine areas of strengths and weaknesses for effective planning. The Read 180 Literacy program has been implemented. Extended Day Programs are designed around assisting the students in meeting and achieving the CCSS. Additionally, students who continue to struggle after receiving extended services are referred to the Intervention & Referral Services team for additional recommendations.

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

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

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 receiving the assessment results, articulation occurred during common planning time meetings. Strengths and weaknesses were identified and well as a comparison between classes. Strategies for reteaching were developed and a plan of action for implementation was created. The data team also met during the year to discuss the school wide challenges and proposed plans of action.

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 High/Scope curriculum 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.

12. How did the school select the priority problems and root causes for the 2013-2014 schoolwide plan?
13. **The Needs Assessment for the 2013-2014 Title 1 Unified Plan was a year long collaborative effort. After receiving NJDOE Technical Assistance for completing the plan, the School Leadership Committee (SLC) and Small Learning Community – Middle School (SLC-MS) 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: NEEDS ASSESSMENT

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2013-2014 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 Language Arts Literacy (Gen. Ed., Spec. Ed. And ELL)	Closing the achievement gap-Grades 6-7 Language Arts Literacy (Gen. Ed., Spec. Ed. And ELL)
Describe the priority problem using at least two data sources	Students are not mastering the CCSS in ELA in Grade 3-5 as measured by NJASK and Benchmarks.	Students are not mastering the CCSS in ELA in Grade 6 & 7 as measured by NJASK and Benchmarks.
Describe the root causes of the problem	Continuous need for job-embedded coaching, demonstration, and mentoring in best practices language arts instructional techniques.	Continuous need for job-embedded coaching, 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 6+1 Traits of Writing Study Island Read 180 Model Curriculum Assessments SIOP	Balanced Literacy (Reader’s Workshop, Word Study, Writer’s Workshop) Learning Centers Differentiated Instruction Literacy Workshops Reading Comprehension Strategies 6+1 Traits of Writing Study Island Read 180 Model Curriculum Assessments SIOP
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: NEEDS ASSESSMENT

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2013-2014 Needs Assessment Process

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

	#3	#4
Name of priority problem	Increase mathematical rigor to increase student achievement and close the achievement gap in mathematics.	
Describe the priority problem using at least two data sources	Not all students mastered the grade level CCSS mathematics.	
Describe the root causes of the problem	<p>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.</p> <p>Writing must be infused across the curriculum and all genres must be practiced regularly. All content teachers need further professional development in content, as well as comprehension strategies.</p>	
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 Investigative Mathematics Everyday Mathematics Differentiated Instruction Learning Centers Study Island SIOP Extended instructional day	

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

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

2013-2014 Interventions to Address Student Achievement

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

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
Journey’s Reading (Balanced Literacy Program)	LAL	K-5	K-5 Teachers, LAL Master Teacher	Teacher Evaluations, Teacher Assessments, Project-based Learning Opportunities	What Works Clearinghouse Database http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf
Prentice Hall Reading Program	LAL	6-7	Grade 6-7 Teachers, LAL Master Teacher	Teacher Evaluations, Teacher Assessments, Project-based Learning Opportunities	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=14 What Works Clearinghouse Database
Connected Mathematics	Math	6-7	Grade 6-7 Teachers, Math Master Teacher	Benchmark Assessments	What Works Clearinghouse Research Database http://ies.ed.gov/ncee/wwc/reports/middle_math/cmp/
Every Day Mathematics	Math	K & 5	Kindergarten and Gr. 5 Teachers	Text and Benchmark Assessments	What Works Clearinghouse Research Database http://ies.ed.gov/ncee/wwc/reports/elementary_math/eday_math/index.asp
NJDOE Model Curriculum Assessments	NJDOE Model Assessments Math	LAL Math	K-7	Grade K-7 Teachers, Technology Coordinator	Aligned to Model Curriculum and Common Core Standards.

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

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

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
Learning Centers	All content areas	3-7	Teachers Coaches	Grade 3-7 Teachers Master Teachers	Master Teachers
Study Island	ELA & Math	K-7	Teachers Coaches Technology Coordinator	Kindergarten and Gr. 1-7 Teachers, Technology Coordinator	Aligned to the CCSS http://www.studyisland.com/web/results/research/
6+1 Writing Traits	ELA	K-7	Teachers Coaches Dist. Pers.	Grade K-7 Teachers	http://educationnorthwest.org/webfm_send/143 International Reading Association – Journal Publications, Principal Evaluation/Observation, Master Teachers
Data Analysis to Drive Instruction	All Content areas	All teachers	All teachers Coaches Dist. Pers.	By digging deeper into data, teachers will be able to develop authentic remediation and supplemental activities to address the individual needs of students in all programs.	“Digging Deeper into the Data: Tracey Severns (2009) “Data Analysis for Comprehensive Schoolwide Improvement: Victoria L. Bernhardt (1998)

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

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

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
Qwizdom Student Response Systems	All	K-7	Grade K-7 Teachers Technology Coordinator	Pre/Post Assessments Qwizdom Software Test Question Results	http://net.educause.edu/ir/library/pdf/ERB0710.pdf University of Wisconsin Study of Clickers
Read 180	LAL	Student with Disabilities	Special Education Teachers	APA, System 44, NJASK Pre/Post Assessments	http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=571 What Works Clearinghouse
Work Sampling Assessment	ALL	Early Childhood Students	Kindergarten & SE Teachers	Pre/Post Assessments	http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=375 http://www.ericdigests.org/1996-1/early.htm
Vocabulary/Spelling City	ALL	K-7	Grades K-7 Teachers	Pre/Post Assessments	http://www.spellingcity.com/training-videos-faq.html

2013-2014 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;

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
Extended Instructional Day	All Areas	K-7	Teachers Principal	Pre/Post Assessments	Anecdotal Records, Observations, Parent Evaluations, Student Assessment Data
Summer Academy	All Areas	K-7	Teachers	Pre/Post Assessments	Anecdotal Records, Observations,

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

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;

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
			Principal		Parent Evaluations, Student Assessment Data
After/Before School Clubs	All Areas	3-7	Teachers Principal	Pre/Post Assessments	Anecdotal Records, Observations, Parent Evaluations, Student Assessment Data
		Students with Disabilities			

*Use an asterisk to denote new programs.

2013-2014 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.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
SMART Board	All	Teachers	Technology Coordinator	Lesson Units, End of Unit Assessments	Supported by CCSS and NJECC
CLI	All	Kindergarten-2 Teachers	LAL Teachers	Increase in student's verbal communication and writing skills	http://www.sde.com/teacher-conferences/details.asp?id=1141 Staff Development for Educators
Read 180	LAL	Student with Disabilities	Special Education Teachers	APA, System 44, NJASK Pre/Post Assessments	http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=571 What Works Clearinghouse

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

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.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
		ELL			
		Students with Disabilities			

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

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

Research continues to demonstrate that successful schools have significant and sustained levels of family and community engagement. Therefore, it is important that schoolwide plans 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.

2013-2014 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
PTO	Priority Areas	Parents Guardians	All stakeholders	Increase in Parental Awareness and Student Achievement	National Association of PTOs http://www.ptoday.com/
Open House	Priority Areas	Parents Guardians	All stakeholders	Increase in Parental Awareness and Student Achievement	Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
Career Day	Priority Areas	Parents Guardians	All stakeholders	Increase in Parental Awareness and Student Achievement	Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
Honor Roll Ceremonies	Priority Areas	Parents Guardians	All stakeholders	Increase in Parental Awareness and Student Achievement	Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
Art Shows	Priority Areas	Parents Guardians	All stakeholders	Increase in Parental Awareness and Student Achievement	Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
Winter/Spring Concerts	Priority Areas	Parents Guardians	All stakeholders	Increase in Parental Awareness and Student Achievement	Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
Grandparents' Day	Priority Areas	Parents Guardians	All stakeholders	Increase in Parental Awareness and Student Achievement	Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
					Involvement Fact Sheet 14732_7.pdf
Family Literature Nights	Priority Areas	Parents Guardians	All stakeholders	Increase in Parental Awareness and Student Achievement	Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
P/T Conferences	Priority Areas	Parents Guardians	All stakeholders	Increase in Parental Awareness and Student Achievement	Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
Solo	Writing/ELA	Students	All stakeholders	Increase in Parental Awareness and Student Achievement	Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
Science Fair	Priority Areas	Parents Guardians	All stakeholders	Increase in Parental Awareness and Student Achievement	Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
Kindergarten Orientation	Priority Areas	Parents Guardians	All stakeholders	Increase in Parental Awareness and Student Achievement	Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
Family Math Night	Priority Areas	Parents Guardians	All Stakeholders	Increase in Parental Awareness and Student Achievement	Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
Extended Instructional Day	Priority Areas	Students	All Stakeholders	Increase Student Achievement	Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
READ 180 Math 180	ELA & Math	Students	All Stakeholders	Increase Student Achievement	Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

2013-2014 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 family engagement programs will allow for all stakeholders to be fully aware of our priority areas and provide them with strategies to assist in increasing student achievement.

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

A parent representative is 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 development of the policy. A parent workshop will be provided to assist parents in creating a 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?

A parent represented is a member of the SMT will be the leading force and voice for the development of the contract.

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.

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

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Back to School Night; Parent/Teacher Conferences; Forest Street School Parent Newsletter sent out monthly; Forest Street School website; Parent Notices sent out weekly; Orange Transcript/Star Ledger Newspaper articles; New Jersey School Report; Progress Reports; I & RS Meetings/ District Website; School and District phone blasts.

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?

Forest Street 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.

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

A parent representative serves 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 2013-2014 parent involvement funds?

Forest Street School will use their PI funds to purchase grade appropriate novels to build the home libraries of students. In doing so, we hope that parents read with their children and this will lead to raising the LAL proficiency on all assessments.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

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 section 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		Continuous PD to improve/maintain best practices. Mentoring will be provided to retain new teachers in accordance with the district mentoring plan.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)		Continuous PD along with Classroom Teacher to maintain best practices in classrooms.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*		

* The district must assign these 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. Therefore, the schoolwide plan must describe the strategies it will use 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

SCHOOLWIDE: FISCAL REQUIREMENTS

ESEA (b)(1)(J) Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

School Budget Pages

School level budget pages in Excel must be completed along with each school's Title I Schoolwide Plan to identify how the Title I, Part A school allocation is budgeted for schools operating schoolwide programs that **do** and do **not** blend their funds

Budget Detail pages and a Budget Summary are available as an Excel program at the following location:
www.nj.gov/education/grants/entitlement/nclb/.

Complete the Excel budget pages for each school and upload the file on the Title I Schoolwide upload screen in the *ESEA-NCLB* Consolidated Application. These budget pages are in addition to the Title I Schoolwide Plan for each school operating an approved schoolwide program.

Budget Detail pages must be signed by the district's Business Administrator.