

NCLB Project Director:

John Bernyk

NCLB Phone Number:

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732-776-2606 x2446

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bernyk@asburypark.k12.nj.us

School Information

School Name:

BARACK OBAMA ELEMENTARY SCHOOL

School Code:

020

Grade Levels:

3F 4F KF 01 02 03 04 05

School Address:

1300 BANGS AVENUE

School Phone Number:

732-776-2545

School Fax Number

0

Principal:

Reginald Mirthil

Principal Phone Number:

732-776-2545

Principal Email Address:

mirthilr@asburypark.k12.nj.us

Please place a checkmark in each of the checkboxes below, to designate the subgroup(s) for which Title I services will be provided as outlined in the school's 2016-2017 Title I Schoolwide Plan.

- Homeless Students
- Migrant Students
- English Language Learners
- Students with Disabilities
- Economically Disadvantaged Students

If any displayed District and/or School information is incorrect, the district must correct the associated information by making the appropriate changes in the CDS Information System maintained on the NJDOE Homeroom at: <https://homeroom.state.nj.us/>. (https://homeroom.state.nj.us/) Upon saving the corrected information in the CDS Information System, the Contact Information screen panel will update immediately with the corrected information.

If the District and School Information is correct, please place a checkmark in the checkbox in order to proceed to the next screen panel..

Comprehensive Needs Assessment : Finished +

Critical Overview Elements : Finished +

Evaluation : Finished +

Reform Strategies: Finished +

Family And Community Engagement : Finished +

Highly Effective Teachers/Highly Qualified Paraprofessionals : Finished +

Principal Certification : SWPSubmitted +

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Home (view)

Logoff (logoff)

Contact Information: Certified +

Comprehensive Needs Assessment : Finished -

Stakeholder Engagement : Finished -

Committee Meetings

Name	Stakeholder Group Represented	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Select to delete
Regir	Administrative <input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kelly	Administrative <input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Veron	Instructor <input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Chris	Instructor <input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kim	Instructor <input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Marc	Instructor <input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Daniel	Instructor <input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Cord	Instructor <input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Racq	Non-Instructor <input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Carla	Non-Instructor <input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

delete selected

Add More Items

Save

Finish ()

Home (view)

Logoff (logoff)

Contact Information: Certified

+

Comprehensive Needs Assessment : Finished

-

Stakeholder Engagement : Finished

+

Data Collection Analysis : Finished

-

Info Review

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (The maximum limit is 4000 characters)
Academic Achievement - Reading:	State Assessments ^ ACCESS for ELLs T v Commercial or Natio	PARCC State assessment ^ v
Academic Achievement - Writing:	State Assessments ^ ACCESS for ELLs T v Commercial or Natio	PARCC
Academic Achievement - Mathematics:	State Assessments ^ ACCESS for ELLs T v Commercial or Natio	PARCC
Family & Community Engagement:	State Assessments ^ ACCESS for ELLs T v Commercial or Natio	Sign In sheets ^ Parent survey v

Professional Development:	State Assessments ACCESS for ELLs Tr Commercial or Natio	Student report card data State assessment
Leadership:	State Assessments ACCESS for ELLs Tr Commercial or Natio	Survey
School Climate and Culture:	State Assessments ACCESS for ELLs Tr Commercial or Natio	Survey
Student Support Services:	State Assessments ACCESS for ELLs Tr Commercial or Natio	Counseling
Homeless Students:	State Assessments ACCESS for ELLs Tr Commercial or Natio	Counseling
Students with Disabilities:	State Assessments ACCESS for ELLs Tr Commercial or Natio	PARCC state testing Coaching
Economically Disadvantaged:	State Assessments ACCESS for ELLs Tr Commercial or Natio	Commercial intervention programs

Save

Finish ()

Priority Problems And Interventions : **Finished**



Certify Comprehensive Needs Assessments

Critical Overview Elements : **Finished**



Home (view)

Logoff (logoff)

Contact Information: Certified +

Comprehensive Needs Assessment : Finished -

Stakeholder Engagement : Finished +

Data Collection Analysis : Finished +

Priority Problems And Interventions : Finished -

Info	Review	
Name of Priority Problem	#1	Student discipline is a concern at the school. 254 remaining
	#2	Age-appropriate academic competency in the areas of literacy and mathematics 224 remaining
	#3	Parental involvement in academic functions is minimal 247 remaining
	#4	 300 remaining
Describe the Priority Problem using at least two data sources	#1	According to our building records and intervention and referral information, students at the school 134 remaining
	#2	According to state, teacher, and commercial assessments, students are academically challenged 115 remaining

	#3	Parental involvement in academic-based programs is low according to program attendance and parental	161 remaining
	#4		300 remaining
Describe the root cause(s) of the Priority Problem	#1	Lack of appropriate classroom management to address student conflicts and preventative practices	147 remaining
	#2	Failure to identify early specific student interventions and programs to address the targeted need.	201 remaining
	#3	Unknown.	290 remaining
	#4		300 remaining
Subgroups or populations addressed	#1	All students are affected by the classroom disruptions and interruption to learning.	216 remaining
	#2	All students	287 remaining
	#3	All students	288 remaining
	#4		300 remaining
Related content area missed (i.e., ELA, Mathematics)	#1	ELA, Math, Science, Social Studies, Physical Education, Art, Library & Media	223 remaining
	#2	Math and Language Arts	278 remaining
	#3	NA	298 remaining

	#4		300 remaining
Name of scientifically research based intervention to address Priority Problems	#1	Positive Behavior in Schools and Character Counts behavior intervention models	222 remaining
	#2	Harcourt Mifflin Houghton student diagnostic assessment for literacy competency and Link it	159 remaining
	#3	NA	298 remaining
	#4		300 remaining
How does the intervention align with the Common Core State Standards?	#1	The PBSIS & Character Counts programs address the social studies standards. The program is aligned	159 remaining
	#2	HMH and Link it's questions are aligned to the NJ core standards.	235 remaining
	#3	NA	298 remaining
	#4		300 remaining

Save

Finish

Certify Comprehensive Needs Assessments

Critical Overview Elements : Finished +

Evaluation : Finished +

Home (view)

Logoff (logoff)

Contact Information: Certified

+

Comprehensive Needs Assessment : Finished

+

Critical Overview Elements : Finished

-

Info

Review

Critical Overview Elements

- The School held 7 (number) stakeholder engagement meetings.
- State/local funds to support the school were \$ 5,185,696 , which comprised 96.4 % of the school's budget in 2016-2017.
- State/local funds to support the school were \$ 5,897,411 , which comprised 96.8 % of the school's budget in 2017-2018.
- Title I funded programs/interventions/strategies/activities in 2017-2018 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item(s)	Approximate Cost	Delete
Parent Liaison	1. Student discipline	Parent and community	NA	0	
Student socializa	1. Student discipline	Student discipline	0	0	
After school	2: Math and ELA deficiency	Instructional support and	15-401-600-100-020-32	1,500.00	
After school	2: Math and ELA deficiency	Instructional support and	15-401-100-100-020-13	45,000.00	

Add More Items

Save

Finish ()

Home (view)

Logoff (logoff)

Contact Information: Certified +

Comprehensive Needs Assessment : Finished +

Critical Overview Elements : Finished +

Evaluation : Finished -

State Assessments-Partially Proficient: **Finished** -

Info **Review**

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program in 2016-2017, or earlier)

1. Did the school implement the program as planned?
2. What were the strengths of the implementation process?
3. What implementation challenges and barriers did the school encounter?
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?
5. How did the school obtain the necessary buy-in from all stakeholders to *implement the programs*?
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

- 9. How did the school structure the interventions?
- 10. How frequently did students receive instructional interventions?
- 11. What technologies did the school use to support the program?
- 12. Did the technology contribute to the success of the program and, if so, how?

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	2014-2015	2015-2016	2016-2017	Interventions Provided	Were the interventions provided effective in increasing proficiency?	
					No	Yes
Grade 3	52	57	NA		<input type="checkbox"/> No	<input type="checkbox"/> Yes
				HMH literacy Intervention	<input type="checkbox"/> No	<input type="checkbox"/> Yes
					<input type="checkbox"/> No	<input type="checkbox"/> Yes
					<input type="checkbox"/> No	<input type="checkbox"/> Yes
Grade 4	51	56	NA	HMH literacy Intervention	<input type="checkbox"/> No	<input type="checkbox"/> Yes
					<input type="checkbox"/> No	<input type="checkbox"/> Yes
					<input type="checkbox"/> No	<input type="checkbox"/> Yes
					<input type="checkbox"/> No	<input type="checkbox"/> Yes
Grade 5	38	37	NA		<input type="checkbox"/> No	<input type="checkbox"/> Yes
					<input type="checkbox"/> No	<input type="checkbox"/> Yes
				HMH literacy Intervention	<input type="checkbox"/> No	<input type="checkbox"/> Yes
					<input type="checkbox"/> No	<input type="checkbox"/> Yes

Mathematics	2014-2015	2015-2016	2016-2017	Interventions Provided	Were the interventions provided effective in increasing proficiency?
Grade 3	59	48	NA		<input type="checkbox"/> No <input type="checkbox"/> Yes
					<input type="checkbox"/> No <input type="checkbox"/> Yes
					<input type="checkbox"/> No <input type="checkbox"/> Yes
				Envisions Math	<input type="checkbox"/> No <input type="checkbox"/> Yes
Grade 4	61	57	NA	Envisions small group instruction and centers	<input type="checkbox"/> No <input type="checkbox"/> Yes
					<input type="checkbox"/> No <input type="checkbox"/> Yes
				First in math computer program	<input type="checkbox"/> No <input type="checkbox"/> Yes
					<input type="checkbox"/> No <input type="checkbox"/> Yes
Grade 5	35	44	NA	Envisions	<input type="checkbox"/> No <input type="checkbox"/> Yes
					<input type="checkbox"/> No <input type="checkbox"/> Yes
					<input type="checkbox"/> No <input type="checkbox"/> Yes
					<input type="checkbox"/> No <input type="checkbox"/> Yes

Save

Finish (view)

Non-Tested Grades - Alternative Assessments : **Finished** -

Info

Review

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program in 2016-2017, or earlier)

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7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?
9. How did the school structure the interventions?
10. How frequently did students receive instructional interventions?
11. What technologies did the school use to support the program?
12. Did the technology contribute to the success of the program and, if so, how?

Evaluation of 2016-2017 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	2014-2015	2015-2016	2016-2017	Interventions Provided	Were the interventions provided effective in increasing proficiency?	
					No	Yes
Pre-Kindergarten	46	44	42	Strategies GOLD	No	<input type="checkbox"/> Yes
				Master Teachers	No	<input type="checkbox"/> Yes
				Therapy	No	<input type="checkbox"/> Yes
					No	<input type="checkbox"/> Yes

				HMH-iRead commercial program	No	<input type="checkbox"/> Yes
				Link it	No	<input type="checkbox"/> Yes
				I&RS	No	<input type="checkbox"/> Yes
					No	<input type="checkbox"/> Yes
Grade 1	43	38	35	Wilson-Fundation	No	<input type="checkbox"/> Yes
				HMH -iRead commercial program	No	<input type="checkbox"/> Yes
					No	<input type="checkbox"/> Yes
					No	<input type="checkbox"/> Yes
Grade 2	33	36	32	Wilson-Fundations	No	<input type="checkbox"/> Yes
				HMH -iRead commercial program	No	<input type="checkbox"/> Yes
				Small group instruction	No	<input type="checkbox"/> Yes
				Link it commercial diagnostic program	No	<input type="checkbox"/> Yes
Mathematics	2014-2015	2015-2016	2016-2017	Interventions Provided	Were the interventions provided effective in increasing proficiency?	
Pre-Kindergarten	45	43	42	Master teacher	No	<input type="checkbox"/> Yes
				Therapy	No	<input type="checkbox"/> Yes
					No	<input type="checkbox"/> Yes
					No	<input type="checkbox"/> Yes
Kindergarten	41	51	44	enVisions program	No	<input type="checkbox"/> Yes
				First in Math program	No	<input type="checkbox"/> Yes

				I&RS	<input type="checkbox"/> No	<input type="checkbox"/> Yes
				Link it	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Grade 1	44	38	41	Success Maker program	<input type="checkbox"/> No	<input type="checkbox"/> Yes
				Link It	<input type="checkbox"/> No	<input type="checkbox"/> Yes
				I&RS	<input type="checkbox"/> No	<input type="checkbox"/> Yes
				EnVisions program	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Grade 2	47	44	45	EnVisions program	<input type="checkbox"/> No	<input type="checkbox"/> Yes
				I&RS	<input type="checkbox"/> No	<input type="checkbox"/> Yes
				Link it	<input type="checkbox"/> No	<input type="checkbox"/> Yes
					<input type="checkbox"/> No	<input type="checkbox"/> Yes

Save

Finish ()

Evaluation of Interventions and Strategies : **Finished** -Interventions to Increase Student Achievement : **Finished** -

Info Review

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program in 2016-2017, or earlier)

1. Did the school implement the program as planned?
2. What were the strengths of the implementation process?
3. What implementation challenges and barriers did the school encounter?

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6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?
9. How did the school structure the interventions?
10. How frequently did students receive instructional interventions?
11. What technologies did the school use to support the program?
12. Did the technology contribute to the success of the program and, if so, how?

2016-2017 Interventions to Increase Student Achievement

Content	Group	Interventions	Effective	Documentation of Effectiveness	Measurable Outcomes (Outcomes must be quantifiable)
ELA	Homeless	HMH commerci	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	assessm ent
			<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
			<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	

			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
Math	Homeless	Interventi on &	<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	assessm ents,
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
ELA	Students With Disabilities	HMH	<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	assessm ents
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	

			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
Math	Students With Disabilities		<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
		I&RS	<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	assessm ents
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
ELA	Economically Disadvantaged	HMH	<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	ASSESS MENTS
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	

			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial & Teacher Gen	
Math	Economically Disadvantaged	I&rs	<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial & Teacher Gen	assessment
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial & Teacher Gen	
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial & Teacher Gen	
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial & Teacher Gen	

Save

Finish ()

Extended Day/Year Interventions : **Finished** -

Info Review

Evaluation of Schoolwide Program*
 (For schools approved to operate a schoolwide program in 2016-2017, or earlier)

1. Did the school implement the program as planned?
2. What were the strengths of the implementation process?

3. What implementation challenges and barriers did the school encounter?
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?
9. How did the school structure the interventions?
10. How frequently did students receive instructional interventions?
11. What technologies did the school use to support the program?
12. Did the technology contribute to the success of the program and, if so, how?

2016-2017 Extended Day/Year Interventions

Content	Group	Interventions	Effective	Documentation of Effectiveness	Measurable Outcomes (Outcomes must be quantifiable)
ELA	Homeless	Experiential Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	assessment
		Reading intervention	<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	assessment
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	

			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
Math	Homeless		<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
		Math intervention	<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	assessm ent
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
ELA	Students With Disabilities	Experiential Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	assessm ent
		Reading intervention	<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	assessm ent
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	

			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
Math	Students With Disabilities	Math intervention	<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	assessment
		Experiential learning	<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	assessment
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
ELA	Economically Disadvantaged	Experiential Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	assessment
		reading intervention	<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	assessment
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	

			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
Math	Economically Disadvantaged	math intervention	<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	assessment
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	

Save

Finish ()

Professional Development : **Finished**

Info **Review**

Evaluation of Schoolwide Program*
 (For schools approved to operate a schoolwide program in 2016-2017, or earlier)

1. Did the school implement the program as planned?
2. What were the strengths of the implementation process?

3. What implementation challenges and barriers did the school encounter?
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?
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6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?
9. How did the school structure the interventions?
10. How frequently did students receive instructional interventions?
11. What technologies did the school use to support the program?
12. Did the technology contribute to the success of the program and, if so, how?

2016-2017 Professional Development

Content	Group	Interventions	Effective	Documentation of Effectiveness	Measurable Outcomes (Outcomes must be quantifiable)
ELA	Homeless	HMH	<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	sign in/survey
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	

			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
Math	Homeless	Envisions	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	assessment
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
ELA	Students With Disabilities	HMH	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	assessment
		Teacher assessment	<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	assessment
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	

			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
Math	Students With Disabilities	Envisions	<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	assessment
		Math intervention from coach	<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	assessment
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
ELA	Economically Disadvantaged	HMH	<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	assessment
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	

			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
Math	Economically Disadvantaged	Envisions program	<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	assessment
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	

Save

Finish ()

Family and Community Engagement : **Finished**

Info

Review

Evaluation of Schoolwide Program*
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6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?
9. How did the school structure the interventions?
10. How frequently did students receive instructional interventions?
11. What technologies did the school use to support the program?
12. Did the technology contribute to the success of the program and, if so, how?

2016-2017 Family and Community Engagement

Content	Group	Interventions	Effective	Documentation of Effectiveness	Measurable Outcomes (Outcomes must be quantifiable)
ELA	Homeless	HMH	<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	survey respons
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	

			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
Math	Homeless	I&RS	<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	Parent sign in
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
ELA	Students With Disabilities	HMH	<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	assessm ent
		Experiential Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	sign in
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	

			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
Math	Students With Disabilities	I&RS	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	sign in
		Envisions	<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	assessment
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
ELA	Economically Disadvantaged	HMH	<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	assessment
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	

			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
Math	Economically Disadvantaged	I&RS	<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	sign in
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	
			<input type="checkbox"/> No <input type="checkbox"/> Yes	State Assess ACCESS for Commercial Teacher Gen	

Save

Finish ()

Reform Strategies: Finished +

Family And Community Engagement : Finished +

Highly Effective Teachers/Highly Qualified Paraprofessionals : Finished +

Principal Certification : SWPSubmitted

+

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Contact Information: Certified +

Comprehensive Needs Assessment : Finished +

Critical Overview Elements : Finished +

Evaluation : Finished +

Reform Strategies: Finished -

2017-2018 Interventions to Address Student Achievement : **Finished** -

Info

Review

2017-2018 Interventions to Address Student Achievement

Content Area Focus	Target Population(s)	Name(s) of Intervention(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention(s) (i.e, IES Practice Guide or What Works Clearinghouse)
ELA	Homeless	PBSIS	Administrative Instruction Non-Instru	Surveys	PBSIS
		ELA			

		Reading specialist	Administrative Instruction Non-Instru	Teacher assessm	Reading comprehens
		Commercial literacy	Administrative Instruction Non-Instru	Assessment results	HMH
		Guided Reading	Administrative Instruction Non-Instru	Report card	Understanding by
Math	Homeless	PBSIS math	Administrative Instruction Non-Instru	Surveys	PBSIS
		Instructional coach	Administrative Instruction Non-Instru	Teacher assessm	UBD
		Linkit commercial	Administrative Instruction Non-Instru	Assessment results	Link it
			Administrative Instruction Non-Instru		
			Administrative Instruction Non-Instru		
ELA	Students With Disabilities	PBSIS ELA	Administrative Instruction Non-Instru	Surveys	PBSIS
		Special education	Administrative Instruction Non-Instru	Teacher assessm	Understanding by
		Link it commercial	Administrative Instruction Non-Instru	Assessment results	Link it
		HMH commercial	Administrative Instruction Non-Instru	Assessment results	HMH

			Administrative Instruction Non-Instr	Teacher assessment	Understanding by
		Instructional coach			
			Administrative Instruction Non-Instr	Assessment results	Link it
		Link it commercial			
			Administrative Instruction Non-Instr	Surveys	PBSIS
		PBSIS math			
			Administrative Instruction Non-Instr		
			Administrative Instruction Non-Instr		
			Administrative Instruction Non-Instr	Teacher assessment	PBSIS
		PBSIS ELA			
			Administrative Instruction Non-Instr	Assessment results	Link it
		Link it commercial			
			Administrative Instruction Non-Instr	Assessment results	HMH
		HMH diagnostic			
			Administrative Instruction Non-Instr	Assessm ent	Understanding by
		Instructional coach			
			Administrative Instruction Non-Instr	Teacher assessment	PBSIS
		PBSIS Math			
			Administrative Instruction Non-Instr	Assessment results	Link it
		Link it commercial			
			Administrative Instruction Non-Instr	Teacher assessment	Understanding by
		Instructional coach			
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				

			Administrative		
			Instruction		
			Non-Inst		

Save

Finish ()

2017-2018 Extended Day/Year Interventions to Address Student Achievement : **Finished** +

2017-2018 PD to Address Student Achievement and Priority Problems : **Finished** +

Family And Community Engagement : Finished +

Highly Effective Teachers/Highly Qualified Paraprofessionals : Finished +

Principal Certification : SWPSubmitted +

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Critical Overview Elements : Finished +

Evaluation : Finished +

Reform Strategies: Finished -

2017-2018 Interventions to Address Student Achievement : **Finished** +

2017-2018 Extended Day/Year Interventions to Address Student Achievement : **Finished** -

Info Review

2017-2018 Extended Day/Year Interventions to Address Student Achievement

Content Area Focus	Target Population(s)	Name(s) of Intervention(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention(s) (i.e, IES Practice Guide or What) Works Clearinghouse
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ELA	Homeless	Reading interventi	Administr Instruction Non-Instru	HMH and Link	Susan Zimmerman
			Administr Instruction Non-Instru		
			Administr Instruction Non-Instru		
			Administr Instruction Non-Instru		
			Administr Instruction Non-Instru		
Math	Homeless	Math interventi	Administr Instruction Non-Instru	HMH and Link	Marzano's Classroom
			Administr Instruction Non-Instru		
			Administr Instruction Non-Instru		
			Administr Instruction Non-Instru		
			Administr Instruction Non-Instru		
ELA	Students With Disabilities	Reading interventi	Administr Instruction Non-Instru	HMH and Link	Susan Zimmerman
			Administr Instruction Non-Instru		
			Administr Instruction Non-Instru		

			Administra Instruction Non-Instru		
Math	Students With Disabilities	Math interventi	Administra Instruction Non-Instru	HMH and Link	Marzano's Classroom
			Administra Instruction Non-Instru		
			Administra Instruction Non-Instru		
			Administra Instruction Non-Instru		
			Administra Instruction Non-Instru		
ELA	Economically Disadvantaged	Reading interventi	Administra Instruction Non-Instru	HMH and Link	Susan Zimmerman
			Administra Instruction Non-Instru		
			Administra Instruction Non-Instru		
			Administra Instruction Non-Instru		
			Administra Instruction Non-Instru		
Math	Economically Disadvantaged	Math interventi	Administra Instruction Non-Instru	HMH and Link	Marzano's Classroom
			Administra Instruction Non-Instru		
			Administra Instruction Non-Instru		

			Administre Instruction Non-Instru	^ v		
			Administre Instruction Non-Instru	^ v		

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Finish ()

2017-2018 PD to Address Student Achievement and Priority Problems : **+**
Finished

Family And Community Engagement : Finished **+**

Highly Effective Teachers/Highly Qualified Paraprofessionals : Finished **+**

Principal Certification : SWPSubmitted **+**

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Critical Overview Elements : Finished +

Evaluation : Finished +

Reform Strategies: Finished -

2017-2018 Interventions to Address Student Achievement : **Finished** +

2017-2018 Extended Day/Year Interventions to Address Student Achievement : **Finished** +

2017-2018 PD to Address Student Achievement and Priority Problems : **Finished** -

Info **Review**

2017-2018 PD to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name(s) of Intervention(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention(s) (i.e, IES Practice Guide or What Works Clearinghouse)
ELA	Homeless	PBSIS ELA	Administrative Instruction Non-Instru	Student discipline	PBSIS
		Differentiated	Administrative Instruction Non-Instru	Teacher evaluation	Wiggins and
		Standards based	Administrative Instruction Non-Instru	Teacher evaluation	Wiggins and
			Administrative Instruction Non-Instru		
			Administrative Instruction Non-Instru		
Math	Homeless	PBSIS Math	Administrative Instruction Non-Instru	Student	PBSIS
		Differentiated	Administrative Instruction Non-Instru	Teacher evaluation	Wiggins and
		Standards based	Administrative Instruction Non-Instru	Teacher evaluation	Wiggins and
			Administrative Instruction Non-Instru		
			Administrative Instruction Non-Instru		
ELA	Students With Disabilities	PBSIS ELA	Administrative Instruction Non-Instru	Student discipline	PBSIS

			Differentiated	Administra Instruction Non-Instru	Teacher evaluatio	Wiggins and
			Standards based	Administra Instruction Non-Instru	Teacher evaluatio	Wiggins and
				Administra Instruction Non-Instru		
Math	Students With Disabilities		PBSIS Math	Administra Instruction Non-Instru	Student discipline	PBSIS
			Differentiated	Administra Instruction Non-Instru	Teacher evaluatio	Wiggins and
			Standards based	Administra Instruction Non-Instru	Teacher evaluatio	Wiggins and
				Administra Instruction Non-Instru		
ELA	Economically Disadvantaged		PBSIS ELA	Administra Instruction Non-Instru	Student discipline	PBSIS
			Differentiated	Administra Instruction Non-Instru	Teacher evaluatio	Wiggins and
			Standards based	Administra Instruction Non-Instru	Teacher evaluatio	Wiggins and
				Administra Instruction Non-Instru		

PBSIS Math	Administrative Instruction Non-Instru	Student discipline	PBSIS
Differentiated	Administrative Instruction Non-Instru	Teacher evaluation	Wiggins and
Standards based	Administrative Instruction Non-Instru	Teacher evaluation	Wiggins and
	Administrative Instruction Non-Instru		

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Finish ()

Family And Community Engagement : Finished +

Highly Effective Teachers/Highly Qualified Paraprofessionals : Finished +

Principal Certification : SWPSubmitted +

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Contact Information: Certified	+
Comprehensive Needs Assessment : Finished	+
Critical Overview Elements : Finished	+
Evaluation : Finished	+
Reform Strategies: Finished	+
Family And Community Engagement : Finished	-

Info Review

2017-2018 Strategies to Address Student Achievement and Priority Problems

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?
2. How will the school engage parents in the development of the written parent involvement policy?
3. How will the school distribute its written parent involvement policy?
4. How will the school engage parents in the development of the school-parent compact?
5. How will the school ensure that parents receive and review the school-parent compact?
6. How will the school report its student achievement data to families and the community?

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMA0) for Title III?
8. How will the school inform families and the community of the school's disaggregated assessment results?
9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?
10. How will the school inform families about the academic achievement of their child/children?
11. On what specific strategies will the school use its 2016-2017 parent involvement funds?

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e, IES Practise Guide or What Works Clearinghouse)
ELA	Homeless	Guided	Administrators Instructional Non-Instructional	Improvement	Wiggins and Mctighe's
Math	Homeless	Intervention	Administrators Instructional Non-Instructional	Improvement	Wiggins and Mctighe's
ELA	Students With Disabilities	Intervention	Administrators Instructional Non-Instructional	Improvement	Wiggins and Mctighe's
Math	Students With Disabilities	Intervention	Administrators Instructional Non-Instructional	Improvement	Wiggins and Mctighe's
ELA	Economically Disadvantaged	Intervention	Administrators Instructional Non-Instructional	Improvement	Wiggins and Mctighe's
Math	Economically Disadvantaged	Intervention	Administrators Instructional Non-Instructional	Improvement	Wiggins and Mctighe's

Save

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Logoff (logoff)

- Contact Information: Certified** +
- Comprehensive Needs Assessment : Finished** +
- Critical Overview Elements : Finished** +
- Evaluation : Finished** +
- Reform Strategies: Finished** +
- Family And Community Engagement : Finished** +
- Highly Effective Teachers/Highly Qualified Paraprofessionals : Finished** -

Info Review

Instructional paraprofessionals in a schoolwide program must meet the qualifications required under ESEA § 1119.

	Number & Percent	Description of Strategy to Retain HQ Staff
Instructional Paraprofessionals who meet the qualifications required by ESEA (education, passing score on ParaPro test)	7	Team-building, mentoring and support
	100	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education,	0	

passing score on
ParaPro test)*

2017-2018 Schoolwide: Highly Effective Teachers

Although recruiting and retaining effective 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 recruit and retain effective teachers.

Description of strategies to attract effective teachers to high-need schools

Individuals Responsible

Social media promotion of effective strategies incorporated

Principal

1939 remaining

Save

Finish ()

Principal Certification : SWPSubmitted



Home (view)

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Contact Information: Certified	+
Comprehensive Needs Assessment : Finished	+
Critical Overview Elements : Finished	+
Evaluation : Finished	+
Reform Strategies: Finished	+
Family And Community Engagement : Finished	+
Highly Effective Teachers/Highly Qualified Paraprofessionals : Finished	+
Principal Certification : SWPSubmitted	-

Info

Review

Principal's Certification

The following certification must be completed by the principal of 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.

Reginald Mirthil

06/29/2017

**Principal's Name
(Print)**

Date

Submit

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