

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

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

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

DISTRICT INFORMATION	SCHOOL INFORMATION
District: ELIZABETH 39-1320	School: Terence C. Reilly School No. 7
Chief School Administrator: OLGA HUGELMEYER	Address: 436 First Avenue, Elizabeth, NJ 07206
Chief School Administrator's E-mail:hugelmo@elizabeth.k12.nj.us	Grade Levels: Pre-K to 8
Title I Contact: Rosa Carbone	Interim Principal: Theodore Panagopoulos
Title I Contact E-mail:carbonro@elizabeth.k12.nj.us	Principal's E-mail: panagopoulosth@elizabeth.k12.nj.us
Title I Contact Phone Number: 908 436-5267	Principal's Phone Number: 908-436-6011

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

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

Theodore Panagopoulos
Principal's Name (Print)

Principal's Signature

Date

Critical Overview Elements

- The School held _____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ _____, which comprised _____ % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ _____, which will comprise _____ % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

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

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan. **Add lines as necessary.*

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Theodore Panagopoulos	Interim Principal	X	X	X	
Andreia Milano	Vice Principal	X	X	X	
Linda Trebino	Vice Principal	X	X	X	
Sonia Chacon	Teacher	X			
Keeko Delapena	Teacher	X			
Abby Hersch	Teacher	X			
Mary Hillebrenner	Teacher	X			
Jahari Jacobs	Teacher	X			
Peter Pantano	Teacher	X			
Alak Parmar	Teacher	X			
Beverly Jones-DiSabatino	Teacher	X	X	X	
Tammy Jones	Teacher	X			
Diane Matos	Teacher	X			
Lynn Rubin	Teacher	X			

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Jennifer Schaffer	Teacher	X			
Tanya Tenturier	Teacher	X			
Joseph Collins	Teacher	X			

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program’s annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
October 27, 2014	Terence C. Reilly School No. 7	Schoolwide Plan Development	X		X	
January 29, 2015	Terence C. Reilly School No. 7	Comprehensive Needs Assessment	X		X	
May 14, 2015	Dr. Martin Luther King ECC School No. 52	NCLB/ESEA Title I Schoolwide Plan	X		X	
May 26, 2015	Terence C. Reilly School No. 7	Program Evaluation	X		X	

**Add rows as necessary.*

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

School's Mission

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

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

<p>What is the school's mission statement?</p>	<p>The vision of the Elizabeth Public Schools: The Elizabeth Public Schools will be one of the best school systems in America.</p> <p>The mission of the Elizabeth Public Schools: The Elizabeth Public Schools will provide excellent educational experiences and services to inspire every student to think, to learn, to achieve, and to care.</p>
---	---

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

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

Evaluation of 2014-2015 Schoolwide Program * **(For schools approved to operate a schoolwide program in 2014-2015, or earlier)**

1. Did the school implement the program as planned?

The 2014-2015 program was implemented as planned. Strengthening the core academic program in the school occurred in ELA and Mathematics for teachers and administrators. The extended learning time built in for intervention purposes included Read 180 and LLI (Literacy Language Intervention) as an intervention programs for grades 2-8. Additionally, after school programs were implemented. Lunchtime tutoring occurred for specifically identified students. Moreover, ongoing job-embedded professional development remained in place for both ELA and Mathematics for teachers of all students. Also, family engagement through parent workshops was provided and available for parents of all students.

2. What were the strengths of the implementation process?

Strengths of the implementation process included the use of student data, student and teacher data binders and progress monitoring in ELA and mathematics. The job-embedded professional development that was provided to all teachers was specifically designed around the data collected and occurred for groups of teachers inclusive of bilingual, ESL and special education. Teachers self-reported that the intervention provided increased student engagement and progress.

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

Our plan included instructional coaches for ELA and Mathematics at least on a part time basis during the school year, however, due to budget constraints the coaching positions at Reilly were cut. An additional challenge was retaining teachers from within our building who have been trained to use data collection tools for the summer program.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

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

The initial step strengths include identifying needs by grade level and subgroup. Other strengths included being able to properly place students in classes and programs based on their needs as identified through screening tools. This is also evident for ELL and Special Education students. Strengths also include district based professional development for all staff members that was consistent and coherent.

The strengths in the delivery of specific instructional strategies and services were that students received instruction that supported their needs and progress monitoring was implemented on the success of strategies used. Also the use of the instructional leadership team to deliver job-embedded professional development was integral to the success of the plan.

Having to train staff on the delivery of the strategies and monitor them without the assistance of instructional coaches was a weakness.

Parent workshops strengths include the regularity of scheduled workshops and the activity of the parent liaison to be in constant contact with community and parents. Weakness continues to be present in the attendance of parents at meetings and workshops.

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

The administration remains transparent in the sharing of all data as well as on open communication through PLCs, grade level teams, staff, PTA, 504, IR&S, workshops, and grade level parent meetings.

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

In 2014-2015 staff involvement and buy-in continues to be strong. Staff perceptions are positive and motivation to meet students' needs and be involved is high. Staff freely meets and reflects on curriculum and instruction and implementation of programs. As a result, collection of data has been modified based on feedback, and professional development has been tailored to better address staff and student needs. Teachers have also led other teachers in implementation of aspects of the plan.

Tools used to measure staff's perceptions are weekly grade-level meeting articulation forms, iObservation discussions, feedback during monthly faculty meetings and district-generated assessments.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

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

Perceptions of the community were impacted by the evidence gathered and presented in an organized manner. The community was able to view data, receive interpretations of data, and ask questions. Additionally, communication with parents and guardians was improved when their child's progress was clearly articulated with implementation of strategies and results documented (e.g. during I&RS meetings) Parents' perceptions were impacted and changed in what is a positive way, as they are becoming familiar with discussing their child's data.

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

The program is delivered initially in large group for the core program. Teachers worked with students in small groups to deliver interventions as well as student attending specified programs with other teachers and switching teachers to be in groups that better address their needs through programs available. When needed, teachers also met one on one with students. Evidence of intervention by student was gathered through online measures for programs in mathematics and ELA and through progress monitoring.

Throughout the year, Professional Learning Communities and cadres of teachers met regularly with each other and with administrators to address areas of implementation. Teachers worked in PLC's four days a week. When necessary, individual meetings were held with teachers. Additionally, teachers willingly met on their own time as well as during regularly scheduled times in small groups and teams.

9. How did the school structure the interventions?

At the beginning of the year, all students were screened using mathematics tools and ELA tools (Moving with Math, DRA2, READ 180). Those measures coupled with state test scores and benchmark results were used to successfully place students into intervention programs that addressed their needs. During the core programs, all students received strategy-based instruction that supported their academic strengths and weaknesses. Within the core program, teachers were required to progress monitor all students' response to strategies. Additionally, students were identified for breakfast/lunch tutoring and based on their performance on state assessments and screening measures.

10. How frequently did students receive instructional interventions?

All students were provided with intervention periods within their weekly schedule. All students were given objectives and strategies determined by their assessments with frequency ranging from daily to weekly depending on need.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

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

Progress monitoring was done electronically through the use of Excel and program tools such as READ 180 and Every Day Mathematics. Online components of mathematics and reading programs are built in to our curricula. LAL and Math teachers across the district began to use EDCONNECT where they could administer assessments and analyze them with this technology platform.

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

Technology in the core content areas contributes to the success of the program by allowing teachers and administrators to identify specific student, class, grade level and school-wide needs. Teachers were then able to reflect and receive training based on identified areas of student weakness for their successful implementation of programs and assessments.

**Provide a separate response for each question.*

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

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

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 4	0		After School Academics Tutoring	Attendance in after school program was inconsistent.
Grade 5	0		After School Academics Tutoring	Attendance in after school program was inconsistent.
Grade 6	6		After School Academics Tutoring	Attendance in after school program was inconsistent.
Grade 7	5		After School Academics Tutoring	Attendance in after school program was inconsistent.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Grade 8	4		After School Academics Tutoring	Attendance in after school program was inconsistent.
Grade 11			NA	
Grade 12			NA	

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	0		After School Academics Tutoring	Attendance in after school program was inconsistent.
Grade 5	0		After School Academics Tutoring	Attendance in after school program was inconsistent.
Grade 6	0		After School Academics Tutoring	Attendance in after school program was inconsistent.
Grade 7	0		After School Academics Tutoring	Attendance in after school program was inconsistent.
Grade 8	0		After School Academics Tutoring	Attendance in after school program was inconsistent.
Grade 11			N/A	
Grade 12			N/A	

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

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

English Language Arts	2013 -2014	2014 -2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten			N/A	
Kindergarten			N/A	
Grade 1			N/A	

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Grade 2			N/A	
Grade 9			N/A	
Grade 10			N/A	

Mathematics	2013 -2014	2014 -2015	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten			N/A	
Kindergarten			N/A	
Grade 1			N/A	
Grade 2			N/A	
Grade 9			N/A	
Grade 10			N/A	

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	<p>LEADS, Reading Street, LLI Programs, Read 180</p> <p>Articulation Meetings between classroom teachers and resource teachers.</p> <p>Writing Workshop, Guided Writing</p> <p>90 Day Plan</p>	Yes	<p>Quarterly Benchmarks; DRA 2; Terra Nova in 2nd; PARCC in 3rd-8th</p> <p>Observation and Feedback</p> <p>Data Results Quarterly Benchmarks; DRA2; Terra Nova in 2nd; PARCC in 3rd-8th</p>	<p>These programs were regularly implemented to help bridge the gap with the students who were not functioning on grade level. Each program monitored and assessed student progress. The instruction was aligned with the regular literacy programs as ensured by the Division of Elementary & Secondary Education.</p> <p>Teachers were required to participate in articulation meetings. Sign in sheets and articulation documents submitted to school Principal.</p> <p>The continuation of writing workshop and utilizing a writer's notebook supported writing fluency in expository and narrative text. Students increased their knowledge of the writing process, supports their understanding of higher-order communicative skills, and increased their effectiveness in writing as evident through the district LAL benchmarks and state assessment.</p> <p>Twice an academic year the ILT composes a 90 day Action plan for Literacy and Math. The Language Arts Literacy plan focuses on negotiating nonfiction text across the curriculum. An element of the plan includes teachers' and students' use of higher-order questioning strategies designed to provide a</p>

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

				Progress Reports	<p>structured presentation of information, student talk, and processing the information.</p> <p>Quarterly monitoring of students progress reports and final marking period report cards, DRA2 tests and classroom data the ILT team and grade level teams are able to refine strategies for the school year.</p>
Math	Students with Disabilities	<p>Carnegie Learning, Neufeld Learning System</p> <p>Team Meetings</p> <p>90 Day Plan</p>	Yes	Data Results	<p>All students were able to work at their own pace and level in each of these computer programs. The programs enable students to make corrections when mistakes are made. Teachers and students were able to track progress and monitor their success.</p> <p>Weekly team meetings focused on cross-curricular discussions, strategies, and resources aligned to the common core standard and best practices.</p> <p>Twice an academic year the ILT composes a 90 day Action plan for Literacy and Math.</p> <p>Teachers implemented the Math 90 Day Action plan by developing student’s problem solving abilities by strengthening problem solving processes and improving critical thinking skills.</p> <p>Quarterly monitoring of students progress reports and final marking period report cards and classroom data the ILT team and grade level teams are able to refine strategies for the school year.</p>
ELA	Homeless	LEADS, Reading Street, LLI Programs, Read 180		Quarterly Benchmarks; DRA 2; Terra Nova in	These programs were regularly implemented to help bridge the gap with the students who were not functioning on grade level. Each program monitored and assessed student

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		<p>Articulation Meetings between classroom teachers and resource teachers.</p> <p>Writing Workshop, Guided Writing</p> <p>90 Day Plan</p>	<p>2nd; PARCC in 3rd-8th</p> <p>Observation and Feedback</p> <p>Data Results</p> <p>Quarterly Benchmarks; DRA2; Terra Nova in 2nd; PARCC in 3rd -8th</p> <p>Progress Reports</p>	<p>progress. The instruction was aligned with the regular literacy programs as ensured by the Division of Elementary & Secondary Education.</p> <p>Teachers were required to participate in articulation meetings. Sign in sheets and articulation documents submitted to school Principal.</p> <p>The continuation of writing workshop and utilizing a writer’s notebook supported writing fluency in expository and narrative text. Students increased their knowledge of the writing process, supports their understanding of higher-order communicative skills, and increased their effectiveness in writing as evident through the district LAL benchmarks and state assessment.</p> <p>Twice an academic year the ILT composes a 90 day Action plan for Literacy and Math. The Language Arts Literacy plan focuses on negotiating nonfiction text across the curriculum. An element of the plan includes teachers’ and students’ use of higher -order questioning strategies designed to provide a structured presentation of information, student talk, and processing the information.</p> <p>Quarterly monitoring of students progress reports and final marking period report cards, DRA2 tests and classroom data the ILT team and grade level teams are able to refine strategies for the school year.</p>
Math	Homeless	Carnegie Learning, Neufeld Learning System	Data Results	All students were able to work at their own pace and level in each of these computer programs. The programs enable students to make corrections when mistakes are made.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		<p>Team Meetings</p> <p>90 Day Plan</p>			<p>Teachers and students were able to track progress and monitor their success.</p> <p>Weekly team meetings focused on cross-curricular discussions, strategies, and resources aligned to the common core standard and best practices.</p> <p>Twice an academic year the ILT composes a 90 day Action plan for Literacy and Math.</p> <p>Teachers implemented the Math 90 Day Action plan by developing student’s problem solving abilities by strengthening problem solving processes and improving critical thinking skills.</p> <p>Quarterly monitoring of students progress reports and final marking period report cards and classroom data the ILT team and grade level teams are able to refine strategies for the school year.</p>
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Using cognates as a strategy for transfer in English Language Literacy Proficiency	Yes		Read Alouds & Guided Writing implemented with English as a Second Language strategies show an increase in: concept of print, background knowledge, vocabulary, and comprehension.
Math	ELLs	Carnegie Learning Neufeld Learning System	Yes	Data Results	All students were able to work at their own pace and level in each of these computer programs. The programs enable students to make corrections when mistakes are made. Teachers and students were able to track progress and monitor their success.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		90 Day Plan			<p>Twice an academic year the ILT composes a 90 day Action plan for Literacy and Math.</p> <p>Teachers implemented the Math 90 Day Action plan by developing student’s problem solving abilities by strengthening problem solving processes and improving critical thinking skills.</p> <p>Quarterly monitoring of students progress reports and final marking period report cards and classroom data the ILT team and grade level teams are able to refine strategies for the school year.</p>

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

<p>ELA</p>	<p>Economically Disadvantaged</p>	<p>LEADS, Reading Street, LLI Programs, Read 180</p> <p>Articulation Meetings between classroom teachers and resource teachers.</p> <p>Writing Workshop, Guided Writing</p> <p>90 Day Plan</p>	<p>Yes</p>	<p>Quarterly Benchmarks; DRA 2; Terra Nova in 2nd; PARCC in 3rd-8th</p> <p>Observation and Feedback</p> <p>Data Results</p> <p>Quarterly Benchmarks; DRA2; Terra Nova in 2nd; PARCC in 3rd -8th</p> <p>Progress Reports</p>	<p>These programs were regularly implemented to help bridge the gap with the students who were not functioning on grade level. Each program monitored and assessed student progress. The instruction was aligned with the regular literacy programs as ensured by the Division of Elementary & Secondary Education.</p> <p>Teachers were required to participate in articulation meetings. Sign in sheets and articulation documents submitted to school Principal.</p> <p>The continuation of writing workshop and utilizing a writer’s notebook supported writing fluency in expository and narrative text. Students increased their knowledge of the writing process, supports their understanding of higher-order communicative skills, and increased their effectiveness in writing as evident through the district LAL benchmarks and state assessment.</p> <p>Twice an academic year the ILT composes a 90 day Action plan for Literacy and Math. The Language Arts Literacy plan focuses on negotiating nonfiction text across the curriculum. An element of the plan includes teachers’ and students’ use of higher -order questioning strategies designed to provide a structured presentation of information, student talk, and processing the information.</p> <p>Quarterly monitoring of students progress reports and final marking period report cards, DRA2 tests and classroom data the ILT team and grade level teams are able to refine strategies for the school year.</p>
------------	-----------------------------------	--	------------	---	--

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Math	Economically Disadvantaged	Carnegie Learning, Neufeld Learning System Team Meetings 90 Day Plan		Data Results	<p>All students were able to work at their own pace and level in each of these computer programs. The programs enable students to make corrections when mistakes are made. Teachers and students were able to track progress and monitor their success.</p> <p>Weekly team meetings focused on cross-curricular discussions, strategies, and resources aligned to the common core standard and best practices.</p> <p>Twice an academic year the ILT composes a 90 day Action plan for Literacy and Math.</p> <p>Teachers implemented the Math 90 Day Action plan by developing student’s problem solving abilities by strengthening problem solving processes and improving critical thinking skills.</p> <p>Quarterly monitoring of students progress reports and final marking period report cards and classroom data the ILT team and grade level teams are able to refine strategies for the school year.</p>
ELA	2-8	LEADS, Reading Street, LLI Programs, Read 180 Articulation Meetings between classroom teachers and resource teachers.	Yes	<p>Quarterly Benchmarks; DRA 2; Terra Nova in 2nd; PARCC in 3rd-8th</p> <p>Observation and Feedback</p> <p>Data Results</p>	<p>These programs were regularly implemented to help bridge the gap with the students who were not functioning on grade level. Each program monitored and assessed student progress. The instruction was aligned with the regular literacy programs as ensured by the Division of Elementary & Secondary Education.</p> <p>Teachers were required to participate in articulation meetings. Sign in sheets and articulation documents submitted to school Principal.</p>

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		<p>Writing Workshop, Guided Writing</p> <p>90 Day Plan</p>		<p>Quarterly Benchmarks; DRA2; Terra Nova in 2nd; PARCC in 3rd -8th</p> <p>Progress Reports</p>	<p>The continuation of writing workshop and utilizing a writer’s notebook supported writing fluency in expository and narrative text. Students increased their knowledge of the writing process, supports their understanding of higher-order communicative skills, and increased their effectiveness in writing as evident through the district LAL benchmarks and state assessment.</p> <p>Twice an academic year the ILT composes a 90 day Action plan for Literacy and Math. The Language Arts Literacy plan focuses on negotiating nonfiction text across the curriculum. An element of the plan includes teachers’ and students’ use of higher -order questioning strategies designed to provide a structured presentation of information, student talk, and processing the information.</p> <p>Quarterly monitoring of students progress reports and final marking period report cards, DRA2 tests and classroom data the ILT team and grade level teams are able to refine strategies for the school year.</p>
Math	2-8	<p>Carnegie Learning, Neufeld Learning System</p> <p>Team Meetings</p> <p>90 Day Plan</p>		<p>Data Results</p>	<p>All students were able to work at their own pace and level in each of these computer programs. The programs enable students to make corrections when mistakes are made. Teachers and students were able to track progress and monitor their success.</p> <p>Weekly team meetings focused on cross-curricular discussions, strategies, and resources aligned to the common core standard and best practices.</p> <p>Twice an academic year the ILT composes a 90 day Action plan for Literacy and Math.</p>

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

					<p>Teachers implemented the Math 90 Day Action plan by developing student’s problem solving abilities by strengthening problem solving processes and improving critical thinking skills.</p> <p>Quarterly monitoring of students progress reports and final marking period report cards and classroom data the ILT team and grade level teams are able to refine strategies for the school year.</p>
--	--	--	--	--	--

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	After School Academics Breakfast/lunch tutoring Interventions	Yes	Student Attendance, Benchmarks, report cards	Proficiency on PARCC (2015), Report Cards, District Benchmarks
Math	Students with Disabilities	After School Academics Breakfast/lunch tutoring Interventions	Yes	Student Attendance, Benchmarks, report cards	Proficiency on PARCC (2015), Report Cards, District Benchmarks
ELA	Homeless	After School Academics Breakfast/lunch tutoring Interventions	Yes	Student Attendance, Benchmarks, report cards	Proficiency on PARCC (2015), Report Cards, District Benchmarks
Math	Homeless	After School Academics Breakfast/lunch tutoring Interventions	Yes	Student Attendance, Benchmarks, report cards	Proficiency on PARCC (2015), Report Cards, District Benchmarks
ELA	Migrant	N/A			
Math	Migrant	N/A			

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

ELA	ELLs	After School Academics Breakfast/lunch tutoring Interventions	Yes	Student Attendance, Benchmarks, report cards	Proficiency on PARCC (2015), Report Cards, District Benchmarks
Math	ELLs	After School Academics Breakfast/lunch tutoring Interventions	Yes	Student Attendance, Benchmarks, report cards	Proficiency on PARCC (2015), Report Cards, District Benchmarks
ELA	Economically Disadvantaged	After School Academics Breakfast/lunch tutoring Interventions	Yes	Student Attendance, Benchmarks, report cards	Proficiency on PARCC (2015), Report Cards, District Benchmarks
Math	Economically Disadvantaged	After School Academics Breakfast/lunch tutoring Interventions	Yes	Student Attendance, Benchmarks, report cards	Proficiency on PARCC (2015), Report Cards, District Benchmarks
ELA	2-8	After School Academics Breakfast/lunch tutoring Interventions	Yes	Student Attendance, Benchmarks, report cards	Proficiency on PARCC (2015), Report Cards, District Benchmarks
Math	2-8	After School Academics Breakfast/lunch tutoring Interventions	Yes	Student Attendance, Benchmarks, report cards	Proficiency on PARCC (2015), Report Cards, District Benchmarks

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	<p>Workshops: Apple Training: Challenge Based Learning, Pages, Numbers, Keynote, iMovie, Garage Band</p> <p>EdConnect</p> <p>Marzano Scales</p> <p>Student Growth Objectives (SGOs)</p> <p>MyAccess</p>	Yes	Sign in sheets, PowerPoint Presentations, handouts	<p>All teachers were trained in Apple applications and systems to support and enhance instruction. Students use iPad and MacBooks on a one-to-one basis and implement all of these applications independently in their learning.</p> <p>All teachers were trained in EdConnect and used the system to administer benchmarks in multiple content areas.</p> <p>Teacher teams identified skills to be measured using Marzano scales.</p> <p>All teachers were trained on SGO protocol. Pre-assessments were administered in October 2014 to all students for baseline data. Post-assessments were administered in April. Data was collected and analyzed to determine if objectives were met. All objectives were met.</p> <p>Teams of teachers were trained in MyAccess which was implemented in the LAL classrooms.</p>

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		AchieveNJ			All teachers were trained on the teacher evaluation system.
		PARCC Training			Teachers were trained on the structure and content of the new PARCC tests.
Math	Students with Disabilities	Workshops: Apple Training: Challenge Based Learning, Pages, Numbers, Keynote, iMovie, Garage Band	Yes	Sign in sheets, PowerPoint Presentations, handouts	<p>All teachers were trained in Apple applications and systems to support and enhance instruction. Students use iPad and MacBooks on a one-to-one basis and implement all of these applications independently in their learning.</p> <p>All teachers were trained in EdConnect and used the system to administer benchmarks in multiple content areas.</p> <p>Teacher teams identified skills to be measured using Marzano scales.</p> <p>All teachers were trained on SGO protocol. Pre-assessments were administered in October 2014 to all students for baseline data. Post-assessments were administered in April. Data was collected and analyzed to determine if objectives were met. All objectives were met.</p> <p>Teams of teachers were trained in MyAccess which was implemented in the LAL classrooms.</p>
		EdConnect			
		Marzano Scales			
		Student Growth Objectives (SGOs)			
		MyAccess			

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		AchieveNJ			All teachers were trained on the teacher evaluation system.
		PARCC Training			Teachers were trained on the structure and content of the new PARCC tests.
ELA	Homeless	Workshops: Apple Training: Challenge Based Learning, Pages, Numbers, Keynote, iMovie, Garage Band EdConnect Marzano Scales Student Growth Objectives (SGOs) MyAccess	Yes	Sign in sheets, PowerPoint Presentations, handouts	<p>All teachers were trained in Apple applications and systems to support and enhance instruction. Students use iPad and MacBooks on a one-to-one basis and implement all of these applications independently in their learning.</p> <p>All teachers were trained in EdConnect and used the system to administer benchmarks in multiple content areas.</p> <p>Teacher teams identified skills to be measured using Marzano scales.</p> <p>All teachers were trained on SGO protocol. Pre-assessments were administered in October 2014 to all students for baseline data. Post-assessments were administered in April. Data was collected and analyzed to determine if objectives were met. All objectives were met.</p> <p>Teams of teachers were trained in MyAccess which was implemented in the LAL classrooms.</p>

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		AchieveNJ			All teachers were trained on the teacher evaluation system.
		PARCC Training			Teachers were trained on the structure and content of the new PARCC tests.
Math	Homeless	Workshops: Apple Training: Challenge Based Learning, Pages, Numbers, Keynote, iMovie, Garage Band	Yes	Sign in sheets, PowerPoint Presentations, handouts	<p>All teachers were trained in Apple applications and systems to support and enhance instruction. Students use iPad and MacBooks on a one-to-one basis and implement all of these applications independently in their learning.</p> <p>All teachers were trained in EdConnect and used the system to administer benchmarks in multiple content areas.</p> <p>Teacher teams identified skills to be measured using Marzano scales.</p> <p>All teachers were trained on SGO protocol. Pre-assessments were administered in October 2014 to all students for baseline data. Post-assessments were administered in April. Data was collected and analyzed to determine if objectives were met. All objectives were met.</p> <p>Teams of teachers were trained in MyAccess which was implemented in the LAL classrooms.</p>
		EdConnect			
		Marzano Scales			
		Student Growth Objectives (SGOs)			
		MyAccess			

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		AchieveNJ PARCC Training			All teachers were trained on the teacher evaluation system. Teachers were trained on the structure and content of the new PARCC tests.
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Workshops: Apple Training: Challenge Based Learning, Pages, Numbers, Keynote, iMovie, Garage Band EdConnect Marzano Scales Student Growth Objectives (SGOs)	Yes	Sign in sheets, PowerPoint Presentations, handouts	All teachers were trained in Apple applications and systems to support and enhance instruction. Students use iPad and MacBooks on a one-to-one basis and implement all of these applications independently in their learning. All teachers were trained in EdConnect and used the system to administer benchmarks in multiple content areas. Teacher teams identified skills to be measured using Marzano scales. All teachers were trained on SGO protocol. Pre-assessments were administered in October 2014 to all students for baseline data. Post-assessments were administered in April. Data was collected and analyzed to determine if objectives were met. All objectives were met.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		MyAccess AchieveNJ PARCC Training			Teams of teachers were trained in MyAccess which was implemented in the LAL classrooms. All teachers were trained on the teacher evaluation system. Teachers were trained on the structure and content of the new PARCC tests.
Math	ELLs	Workshops: Apple Training: Challenge Based Learning, Pages, Numbers, Keynote, iMovie, Garage Band EdConnect Marzano Scales Student Growth Objectives (SGOs) MyAccess	Yes	Sign in sheets, PowerPoint Presentations, handouts	All teachers were trained in Apple applications and systems to support and enhance instruction. Students use iPad and MacBooks on a one-to-one basis and implement all of these applications independently in their learning. All teachers were trained in EdConnect and used the system to administer benchmarks in multiple content areas. Teacher teams identified skills to be measured using Marzano scales. All teachers were trained on SGO protocol. Pre-assessments were administered in October 2014 to all students for baseline data. Post-assessments were administered in April. Data was collected and analyzed to determine if objectives were met. All objectives were met. Teams of teachers were trained in MyAccess which was implemented in the LAL classrooms.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		AchieveNJ			All teachers were trained on the teacher evaluation system.
		PARCC Training			Teachers were trained on the structure and content of the new PARCC tests.
ELA	Economically Disadvantaged	Workshops: Apple Training: Challenge Based Learning, Pages, Numbers, Keynote, iMovie, Garage Band EdConnect Marzano Scales Student Growth Objectives (SGOs) MyAccess	Yes	Sign in sheets, PowerPoint Presentations, handouts	<p>All teachers were trained in Apple applications and systems to support and enhance instruction. Students use iPad and MacBooks on a one-to-one basis and implement all of these applications independently in their learning.</p> <p>All teachers were trained in EdConnect and used the system to administer benchmarks in multiple content areas.</p> <p>Teacher teams identified skills to be measured using Marzano scales.</p> <p>All teachers were trained on SGO protocol. Pre-assessments were administered in October 2014 to all students for baseline data. Post-assessments were administered in April. Data was collected and analyzed to determine if objectives were met. All objectives were met.</p> <p>Teams of teachers were trained in MyAccess which was implemented in the LAL classrooms.</p>

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		AchieveNJ			All teachers were trained on the teacher evaluation system.
		PARCC Training			Teachers were trained on the structure and content of the new PARCC tests.
Math	Economically Disadvantaged	Workshops: Apple Training: Challenge Based Learning, Pages, Numbers, Keynote, iMovie, Garage Band EdConnect Marzano Scales Student Growth Objectives (SGOs) MyAccess	Yes	Sign in sheets, PowerPoint Presentations, handouts	<p>All teachers were trained in Apple applications and systems to support and enhance instruction. Students use iPad and MacBooks on a one-to-one basis and implement all of these applications independently in their learning.</p> <p>All teachers were trained in EdConnect and used the system to administer benchmarks in multiple content areas.</p> <p>Teacher teams identified skills to be measured using Marzano scales.</p> <p>All teachers were trained on SGO protocol. Pre-assessments were administered in October 2014 to all students for baseline data. Post-assessments were administered in April. Data was collected and analyzed to determine if objectives were met. All objectives were met.</p> <p>Teams of teachers were trained in MyAccess which was implemented in the LAL classrooms.</p>

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		AchieveNJ			All teachers were trained on the teacher evaluation system.
		PARCC Training			Teachers were trained on the structure and content of the new PARCC tests.
ELA	2-8	Workshops: Apple Training: Challenge Based Learning, Pages, Numbers, Keynote, iMovie, Garage Band EdConnect Marzano Scales Student Growth Objectives (SGOs) MyAccess	Yes	Sign in sheets, PowerPoint Presentations, handouts	<p>All teachers were trained in Apple applications and systems to support and enhance instruction. Students use iPad and MacBooks on a one-to-one basis and implement all of these applications independently in their learning.</p> <p>All teachers were trained in EdConnect and used the system to administer benchmarks in multiple content areas.</p> <p>Teacher teams identified skills to be measured using Marzano scales.</p> <p>All teachers were trained on SGO protocol. Pre-assessments were administered in October 2014 to all students for baseline data. Post-assessments were administered in April. Data was collected and analyzed to determine if objectives were met. All objectives were met.</p> <p>Teams of teachers were trained in MyAccess which was implemented in the LAL classrooms.</p>

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		AchieveNJ			All teachers were trained on the teacher evaluation system.
		PARCC Training			Teachers were trained on the structure and content of the new PARCC tests.
Math	2-8	Workshops: Apple Training: Challenge Based Learning, Pages, Numbers, Keynote, iMovie, Garage Band	Yes	Sign in sheets, PowerPoint Presentations, handouts	<p>All teachers were trained in Apple applications and systems to support and enhance instruction. Students use iPad and MacBooks on a one-to-one basis and implement all of these applications independently in their learning.</p> <p>All teachers were trained in EdConnect and used the system to administer benchmarks in multiple content areas.</p> <p>Teacher teams identified skills to be measured using Marzano scales.</p> <p>All teachers were trained on SGO protocol. Pre-assessments were administered in October 2014 to all students for baseline data. Post-assessments were administered in April. Data was collected and analyzed to determine if objectives were met. All objectives were met.</p> <p>Teams of teachers were trained in MyAccess which was implemented in the LAL classrooms.</p>
		EdConnect			
		Marzano Scales			
		Student Growth Objectives (SGOs)			
		MyAccess			

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		AchieveNJ			All teachers were trained on the teacher evaluation system.
		PARCC Training			Teachers were trained on the structure and content of the new PARCC tests.

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA/MATH	Students with Disabilities	<p>Back to School Night</p> <p>Parent Advisory Committee Meetings. Topics included Promoting Healthy Lifestyles; Keeping Your Cool; Overcoming Anxiety; Setting Boundaries; Conflict Resolution Strategies.</p> <p>PowerSchool/Edmodo Training & Review of Title I Plan</p> <p>Parent-Teacher Conferences Grades Pre-K -8 held twice throughout the year.</p>	Yes	<p>Flyers</p> <p>Powerpoint Presentations</p> <p>Agendas</p> <p>Sign In sheets</p> <p>Handouts</p> <p>Workshop Evaluations</p> <p>Parent Invitations</p>	<p>500 Parents, teachers and community members attended the event.</p> <p>Attendance varied throughout the year from 7 to 30 parents in attendance. Evaluations for all workshops indicated they were engaging, motivating, and informative.</p> <p>Parents, teachers and administrators discussed upcoming school events and desired workshops for the year.</p> <p>175-200 parents attended individual conferences with teachers to discuss student progress.</p>

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		NEHS & NJHS PTO Meeting PARCC Test Preparation			100 Parents attended these ceremonies honoring elementary and middle school students who were inducted into their respective National Honor Societies. 30 parents attended this collaborative meeting. This session informed parents of new testing procedures for this new assessment.
ELA/MATH	8th Grade Parents	Parent Information Session for 8th grade parents		Flyers Handouts Sign In Sheets	35 parents attended this informative session. Parents reported that the high school application process was enhanced by information received in this session.
MATH	Students with Disabilities	Family Math & Science Night	Yes	Flyers	Over 75 students and parents attended this celebration of Math & Science.
ELA	Students with Disabilities	Family Literacy Night	Yes	Flyers Sign In Sheets	100 Parents and students attended this school wide celebration of literacy for all 2-8 grade.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

ELA/MATH	Homeless	<p>Back to School Night</p> <p>Parent Advisory Committee Meetings. Topics included Promoting Healthy Lifestyles; Keeping Your Cool; Overcoming Anxiety; Setting Boundaries; Conflict Resolution Strategies.</p> <p>PowerSchool/Edmodo Training & Review of Title I Plan</p> <p>Parent-Teacher Conferences Grades Pre-K -8 held twice throughout the year.</p> <p>NEHS & NJHS</p> <p>PTO Meeting</p> <p>PARCC Test Preparation</p>	Yes	<p>Flyers</p> <p>Powerpoint Presentations</p> <p>Agendas</p> <p>Sign In sheets</p> <p>Handouts</p> <p>Workshop Evaluations</p> <p>Parent Invitations</p>	<p>500 Parents, teachers and community members attended the event.</p> <p>Attendance varied throughout the year from 7 to 30 parents in attendance. Evaluations for all workshops indicated they were engaging, motivating, and informative.</p> <p>Parents, teachers and administrators discussed upcoming school events and desired workshops for the year.</p> <p>175-200 parents attended individual conferences with teachers to discuss student progress.</p> <p>100 Parents attended these ceremonies honoring elementary and middle school students who were inducted into their respective National Honor Societies.</p> <p>30 parents attended this collaborative meeting.</p> <p>This session informed parents of new testing procedures for this new assessment.</p>
MATH	Homeless	Family Math & Science Night	Yes	Flyers	Over 75 students and parents attended this celebration of Math & Science.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

ELA	Homeless	Family Literacy Night	Yes	Flyers Sign In Sheets	100 Parents and students attended this school wide celebration of literacy for all 2-8 grade.
ELA/MATH	Migrant	N/A			
ELA/MATH	ELLs	<p>Back to School Night</p> <p>Parent Advisory Committee Meetings. Topics included Promoting Healthy Lifestyles; Keeping Your Cool; Overcoming Anxiety; Setting Boundaries; Conflict Resolution Strategies.</p> <p>PowerSchool/Edmodo Training & Review of Title I Plan</p> <p>Parent-Teacher Conferences Grades Pre-K -8 held twice throughout the year.</p> <p>NEHS &NJHS</p> <p>PTO Meeting</p>	Yes	<p>Flyers</p> <p>Powerpoint Presentations</p> <p>Agendas</p> <p>Sign In sheets</p> <p>Handouts</p> <p>Workshop Evaluations</p> <p>Parent Invitations</p>	<p>500 Parents, teachers and community members attended the event.</p> <p>Attendance varied throughout the year from 7 to 30 parents in attendance. Evaluations for all workshops indicated they were engaging, motivating, and informative.</p> <p>Parents, teachers and administrators discussed upcoming school events and desired workshops for the year.</p> <p>175-200 parents attended individual conferences with teachers to discuss student progress.</p> <p>100 Parents attended these ceremonies honoring elementary and middle school students who were inducted into their respective National Honor Societies.</p> <p>30 parents attended this collaborative meeting.</p>

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		PARCC Test Preparation			This session informed parents of new testing procedures for this new assessment.
MATH	ELLs	Family Math & Science Night	Yes	Flyers	Over 75 students and parents attended this celebration of Math & Science.
ELA	ELLs	Family Literacy Night	Yes	Flyers Sign In Sheets	100 Parents and students attended this school wide celebration of literacy for all 2-8 grade.
ELA/MATH	Economically Disadvantaged	Back to School Night Parent Advisory Committee Meetings. Topics included Promoting Healthy Lifestyles; Keeping Your Cool; Overcoming Anxiety; Setting Boundaries; Conflict Resolution Strategies. PowerSchool/Edmodo Training & Review of Title I Plan Parent-Teacher Conferences Grades Pre-K -8 held twice throughout the year.	Yes	Flyers Powerpoint Presentations Agendas Sign In sheets Handouts Workshop Evaluations Parent Invitations	500 Parents, teachers and community members attended the event. Attendance varied throughout the year from 7 to 30 parents in attendance. Evaluations for all workshops indicated they were engaging, motivating, and informative. Parents, teachers and administrators discussed upcoming school events and desired workshops for the year. 175-200 parents attended individual conferences with teachers to discuss student progress.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		NEHS & NJHS PTO Meeting PARCC Test Preparation			100 Parents attended these ceremonies honoring elementary and middle school students who were inducted into their respective National Honor Societies. 30 parents attended this collaborative meeting. This session informed parents of new testing procedures for this new assessment.
MATH	Economically Disadvantaged	Family Math & Science Night	Yes	Flyers	Over 75 students and parents attended this celebration of Math & Science.
ELA	Economically Disadvantaged	Family Literacy Night	Yes	Flyers Sign In Sheets	100 Parents and students attended this school wide celebration of literacy for all 2-8 grade.
ELA/MATH	2-8	Back to School Night Parent Advisory Committee Meetings. Topics included Promoting Healthy Lifestyles; Keeping Your Cool; Overcoming Anxiety; Setting Boundaries; Conflict Resolution Strategies. PowerSchool/Edmodo Training & Review of Title I Plan	Yes	Flyers Powerpoint Presentations Agendas Sign In sheets Handouts Workshop Evaluations	500 Parents, teachers and community members attended the event. Attendance varied throughout the year from 7 to 30 parents in attendance. Evaluations for all workshops indicated they were engaging, motivating, and informative. Parents, teachers and administrators discussed upcoming school events and desired workshops for the year.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		<p>Parent-Teacher Conferences Grades Pre-K -8 held twice throughout the year.</p> <p>NEHS &NJHS</p> <p>PTO Meeting</p> <p>PARCC Test Preparation</p>		<p>Parent Invitations</p>	<p>175-200 parents attended individual conferences with teachers to discuss student progress.</p> <p>100 Parents attended these ceremonies honoring elementary and middle school students who were inducted into their respective National Honor Societies.</p> <p>30 parents attended this collaborative meeting.</p> <p>This session informed parents of new testing procedures for this new assessment.</p>
MATH	2-8	Family Math & Science Night	Yes	Flyers	Over 75 students and parents attended this celebration of Math & Science.
ELA	2-8	Family Literacy Night	Yes	Flyers Sign In Sheets	100 Parents and students attended this school wide celebration of literacy.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

--	--	--	--	--	--

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Principal’s Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

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

Theodore Panagopoulos, Interim Principal

Principal’s Signature

Date

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

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

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	NJASK 3-8, DRA, Benchmarks, Unit Assessments, Terra Nova, Teacher Created Materials	<p>Data was collected from all student subgroups through the use of a variety of instruments approved for use by the New Jersey Department of Education, the district and other entities working within the school. Sources of data were analyzed by standard methods, and disaggregated by appropriate subgroups. The data was then used to enlighten practice at the school level. Survey data was treated in much the same manner. All stakeholders had access to the disaggregated data through Instructional Leadership Team meetings, Grade Level meetings, faculty meetings and the Parent/Teacher Organization.</p> <p>During the 2014-2015 school year 94% of our student body met state standards, with 12% of those student exceeding state standards. Our second graders who were assessed using the Terra Nova Multiple Assessment demonstrated Reading scores of 100% proficiency. Proficient/Advance Proficient performance on NJASK 3-8 Reading/Language Arts scores are: third grade-96%, fourth grade-83%, fifth grade 90%, sixth grade-90%, seventh grade-95% and eighth grade 100%. The Partial Proficient scores are: third grade-94.2%, fourth grade-81.6%, fifth grade 87.6%, sixth grade-74.1%, seventh grade 68% and eighth grade 74.8%</p> <p>Analysis of the Reading Benchmark Data shows the following trends: non-proficient scores in fiction/nonfiction- reading benchmark of 23%. Proficient levels in both</p>

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		<p>fiction and nonfiction benchmark of 62% and the advance proficient scores of 15%. The practice of guided reading, implementation of citing the text, close reading, and the use of double entry notebooks allows students to analyze text through meaningful note taking strategies. In addition teachers during whole group model meta-cognitive comprehension processes that engage students in taking responsibility for their own comprehension of text. Teacher Think Alouds explicitly show students how to make connections and monitor their understanding of the text. In addition the implementation of ELA Model Curriculum at district level help to develop student-learning objectives aligned to the Common Core State Standards (CCSS). The DRA2 scores indicate that 90 % of our students are reading on or above independent grade level and 10% are reading below grade independent levels. All teachers use the data to identify instructional goals in their classrooms and implement and explicitly model a variety of instructional strategies such as: set a purpose for reading, making sense of text, vocabulary, understanding literacy devices and text features, and critical thinking/MetaCognition skills.</p>
<p>Academic Achievement - Writing</p>	<p>NJASK 3-8, Benchmarks, Unit Assessments, Terra Nova, Teacher Created Materials</p>	<p>Data was collected from all student subgroups through the use of a variety of instruments approved for use by the New Jersey Department of Education, the district and other entities working within the school. Sources of data were analyzed by standard methods, and disaggregated by appropriate subgroups. These data were then used to enlighten practice at the school level. Survey data was treated in much the same manner. All stakeholders had access to the disaggregated data through Instructional Leadership Team meetings, Grade Level meetings, faculty meetings and the Parent/Teacher Organization.</p> <p>Analysis of the ELA Writing Benchmark Data shows the following. Non-proficient scores in writing of 38%. Proficient levels in writing of 52% and the advance proficient scores of 10%.</p>

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		<p>Writing workshop in grades 2-5 and guided writing in grades 6-8 and the implementation of the writing notebooks supports writing fluency and allows for students to develop knowledge of the writing process and how to vary the process for different genres and purposes.</p>
<p>Academic Achievement - Mathematics</p>		<p>Data was collected from all student subgroups through the use of a variety of instruments approved for use by the New Jersey Department of Education, the district and other entities working within the school. Sources of data were analyzed by standard methods, and disaggregated by appropriate subgroups. These data were then used to enlighten practice at the school level. Survey data was treated in much the same manner. All stakeholders had access to the disaggregated data through Instructional Leadership Team meetings, Grade Level meetings, faculty meetings and the Parent/Teacher Organization.</p> <p>During the 2014-2015 school year 99% of our student body met state standards, with 68% of those student exceeding state standards. Our second graders who were assessed using the Terra Nova Multiple Assessment demonstrated Mathematics scores of 100% proficiency. Performance on state assessments in NJASK Math scores are: third grade 98%, fourth grade 100%, fifth grade 99%, sixth grade 100%, seventh grade 98% and eighth grade 100%. The Partial Proficient scores are: third grade 2%, fourth grade 0%, fifth grade 0%, sixth grade 0%, seventh grade 1% and eighth grade 0%. Out of 787 students who participated in state assessment, 124 students (or 15% of test takers) achieved a perfect score of 300 in mathematics on the NJASK 3-8.</p> <p>Analysis of the Mathematics Benchmark Data show in second grade an average score of 94% proficient / advanced proficient on benchmark assessments with 62% scoring on the advanced proficient level and 6% non-proficient level.</p>

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		<p>In third grade scores report, 82% of students were proficient/advanced proficient on benchmark assessments with 31% scoring on the advanced proficient level and 18% non-proficient.</p> <p>In fourth grade scores report, 77% of students were proficient/ advanced proficient on benchmark assessments with 32% scoring on the advanced proficient level and 23% non-proficient.</p> <p>In fifth grade scores report, 60% of students were proficient /advanced proficient on benchmark assessments with 36% scoring on the advanced proficient level and 40% non-proficient.</p> <p>Across the grade levels from second to fifth grade, 77% of the students had benchmark scores on the proficient or advanced proficient levels with 20% scoring on the advanced proficient level and 3% non-proficient level.</p> <p>In sixth grade, Pre-Algebra scores report, 78% of students were proficient / advanced proficient on benchmark assessments with 32% scoring on the advanced proficient level.</p> <p>In seventh grade Algebra, scores report, 75% of students were proficient / advanced proficient on benchmark assessments with 21% scoring on the advanced proficient level.</p> <p>In eighth grade Algebra, scores report, 82% of students were proficient / advanced proficient on benchmark assessments with 52% scoring on the advanced proficient level.</p> <p>Across the grade levels from sixth to eighth grade, 75% of the students had benchmark scores on the proficient / advanced proficient levels with 40% scoring on the advanced proficient level.</p>
--	--	--

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

<p>Family and Community Engagement</p>	<p>Attendance and participation in Parent Workshops, Involvement in the I&RS Process and ILT Meetings, PTO Meetings, Collaboration with Parent Liaisons, Back to School Night, Family Literacy Night and Family Math and Science Night.</p>	<p>Parent communication is on-going throughout the year. Parents are invited to attend school and district sponsored workshops. They are also invited to participate in ILT and I&RS meetings. School No.7 works collaboratively with families, and staff to ensure that students achieve academic excellence.</p> <table border="1" data-bbox="842 483 1864 1409"> <thead> <tr> <th data-bbox="842 483 1184 545">Workshops /Meetings</th> <th data-bbox="1184 483 1526 545">Date</th> <th data-bbox="1526 483 1864 545">Attendance</th> </tr> </thead> <tbody> <tr> <td data-bbox="842 545 1184 607">Open House</td> <td data-bbox="1184 545 1526 607">September 22, 2014</td> <td data-bbox="1526 545 1864 607">500</td> </tr> <tr> <td data-bbox="842 607 1184 711">Parent Advisory Committee Meeting: Power School</td> <td data-bbox="1184 607 1526 711">October 24, 2012</td> <td data-bbox="1526 607 1864 711">20</td> </tr> <tr> <td data-bbox="842 711 1184 815">Parent-Teacher Conferences Grades 2-8</td> <td data-bbox="1184 711 1526 815">November 20, 2014</td> <td data-bbox="1526 711 1864 815">200</td> </tr> <tr> <td data-bbox="842 815 1184 919">Parent Advisory Committee Meeting</td> <td data-bbox="1184 815 1526 919">November 24, 2014</td> <td data-bbox="1526 815 1864 919">27</td> </tr> <tr> <td data-bbox="842 919 1184 1045">Parent Advisory Committee Meeting: Promoting Healthy Lifestyles</td> <td data-bbox="1184 919 1526 1045">January 20, 2015</td> <td data-bbox="1526 919 1864 1045">12</td> </tr> <tr> <td data-bbox="842 1045 1184 1149">Parent Teacher Conferences Grade 2-8</td> <td data-bbox="1184 1045 1526 1149">February 9, 2015</td> <td data-bbox="1526 1045 1864 1149">175</td> </tr> <tr> <td data-bbox="842 1149 1184 1321">High School Parent Information session for 8th grade Parents</td> <td data-bbox="1184 1149 1526 1321">February 13, 2014</td> <td data-bbox="1526 1149 1864 1321">35</td> </tr> <tr> <td data-bbox="842 1321 1184 1409">Parent Advisory Committee Meeting: Conflict Resolution</td> <td data-bbox="1184 1321 1526 1409">February 24, 2015</td> <td data-bbox="1526 1321 1864 1409">37</td> </tr> </tbody> </table>	Workshops /Meetings	Date	Attendance	Open House	September 22, 2014	500	Parent Advisory Committee Meeting: Power School	October 24, 2012	20	Parent-Teacher Conferences Grades 2-8	November 20, 2014	200	Parent Advisory Committee Meeting	November 24, 2014	27	Parent Advisory Committee Meeting: Promoting Healthy Lifestyles	January 20, 2015	12	Parent Teacher Conferences Grade 2-8	February 9, 2015	175	High School Parent Information session for 8 th grade Parents	February 13, 2014	35	Parent Advisory Committee Meeting: Conflict Resolution	February 24, 2015	37
Workshops /Meetings	Date	Attendance																											
Open House	September 22, 2014	500																											
Parent Advisory Committee Meeting: Power School	October 24, 2012	20																											
Parent-Teacher Conferences Grades 2-8	November 20, 2014	200																											
Parent Advisory Committee Meeting	November 24, 2014	27																											
Parent Advisory Committee Meeting: Promoting Healthy Lifestyles	January 20, 2015	12																											
Parent Teacher Conferences Grade 2-8	February 9, 2015	175																											
High School Parent Information session for 8 th grade Parents	February 13, 2014	35																											
Parent Advisory Committee Meeting: Conflict Resolution	February 24, 2015	37																											

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		<table border="1"> <tr> <td data-bbox="842 228 1184 298">Strategies</td> <td data-bbox="1184 228 1526 298"></td> <td data-bbox="1526 228 1866 298"></td> </tr> <tr> <td data-bbox="842 298 1184 368">NEHS</td> <td data-bbox="1184 298 1526 368">April 21, 2015</td> <td data-bbox="1526 298 1866 368">100</td> </tr> <tr> <td data-bbox="842 368 1184 438">NJHS</td> <td data-bbox="1184 368 1526 438">April 23, 2015</td> <td data-bbox="1526 368 1866 438">75</td> </tr> <tr> <td data-bbox="842 438 1184 508">PTO Meeting</td> <td data-bbox="1184 438 1526 508">April 29, 2015</td> <td data-bbox="1526 438 1866 508">30</td> </tr> <tr> <td data-bbox="842 508 1184 578">Testing Presentation PARCC</td> <td data-bbox="1184 508 1526 578"></td> <td data-bbox="1526 508 1866 578"></td> </tr> <tr> <td data-bbox="842 578 1184 712">Parent Advisory Committee Meeting: Overcoming Anxiety</td> <td data-bbox="1184 578 1526 712">May 12, 2015</td> <td data-bbox="1526 578 1866 712">20</td> </tr> <tr> <td data-bbox="842 712 1184 821">Parent Advisory Committee: Keeping Your Cool</td> <td data-bbox="1184 712 1526 821">June 2, 2015</td> <td data-bbox="1526 712 1866 821">6</td> </tr> <tr> <td data-bbox="842 821 1184 914">Parent Advisory Committee: Setting Boundaries</td> <td data-bbox="1184 821 1526 914">June 9, 2015</td> <td data-bbox="1526 821 1866 914">10</td> </tr> </table>	Strategies			NEHS	April 21, 2015	100	NJHS	April 23, 2015	75	PTO Meeting	April 29, 2015	30	Testing Presentation PARCC			Parent Advisory Committee Meeting: Overcoming Anxiety	May 12, 2015	20	Parent Advisory Committee: Keeping Your Cool	June 2, 2015	6	Parent Advisory Committee: Setting Boundaries	June 9, 2015	10
Strategies																										
NEHS	April 21, 2015	100																								
NJHS	April 23, 2015	75																								
PTO Meeting	April 29, 2015	30																								
Testing Presentation PARCC																										
Parent Advisory Committee Meeting: Overcoming Anxiety	May 12, 2015	20																								
Parent Advisory Committee: Keeping Your Cool	June 2, 2015	6																								
Parent Advisory Committee: Setting Boundaries	June 9, 2015	10																								
Professional Development	edConnect training, My Access Marzano scales training, PARCC Training, Apple PD	<p>During the 2014-2015 school year, the district continued to guide schools in the effective delivery of the curriculum and deepen teachers' content knowledge and content-specific pedagogy. Professional learning opportunities were offered in order to continue to prepare teachers to use research-based teaching strategies and best practices appropriate to their instructional objectives which were aligned with the new state CCSS. The professional development structures involve the district leaders, district instructional coaches, principals and teachers in collaborative learning opportunities that focus on creating excellence in academics, athletics, and fine arts as well as on boosting performances on all state exams. As a school professional learning community, we focus on advancing pedagogical approaches and techniques in order to improving student learning outcomes. Through the melding of formative and</p>																								

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		<p>summative assessments, teachers continue to analyze student data and utilize the results for purposeful planning of lessons. Professional learning focuses on differentiated instruction and fostering alignment between assessment and instruction. Professional growth occurs both incrementally during the school year through observations, walkthroughs, feedback, district workshops and more broadly through general professional development experiences:</p> <ul style="list-style-type: none">o District/school after-school and weekend workshops (scheduled through www.MyLearningPlan.com)o Peer coachingo Job-embedded training sessions:<ul style="list-style-type: none">o PARCCo Continued Apple Trainingo edConnecto Student Growth Objective SGOo Danielson Framework for Teachingo Marzano Scaleso My ACCESSo Authoring Dynamic Documents with Pageso Making Data Meaningful with Numberso SAMRo Designing Interactive Assessment and Learning Activitieso Experiencing and Applying Real-World Matho Facilitating Real World Learningo Challenge Based Learning Seminars· Professional readings addressing individual teacher needs drawn from school and district virtual libraries in order to enhance teachers' instructional pedagogy.
--	--	--

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		<p>Our school-based professional development committee, is comprised of teachers, coaches, and administrators. It assesses school-wide needs, coordinates professional offerings, and supports future planning. This information is then utilized to formulate yearly professional development plans based on individual teacher goals. Educators are also encouraged to participate in professional development opportunities outside of the district. Several teachers are engaged in graduate level studies at local universities and more than 50% of our teachers have attained a master’s or doctoral degree. In addition, cadres of teachers attend the University of Connecticut Gifted and Talented Summer Institute (Confratute), the Merck Institute for Science Education, and the Rutgers Reading and Writing Conference. These opportunities provide teachers with practical strategies that foster creativity and improved instructional decision-making.</p> <p>Reilly's definition of student achievement is rooted in the belief that all students can learn, think independently, communicate effectively, use mathematical reasoning, problem solve, and care for the community. To this end, professional development experiences are aligned to specific goals around student achievement: 100% proficiency in language arts, mathematics, and science. Our professional development system and commitment to excellence has yielded one of the highest achieving schools in New Jersey, a student body prepared well for the rigors of 21st century life, and a community of educators who are masters of their craft.</p>
Leadership	<p>Principal-observation by Assistant Superintendent</p> <p>School Level Leaders as measured by assuming leadership roles</p> <p>Student Leaders as measured by their performance in the leadership classes</p> <p>Team meeting articulation</p>	<p>“Together We Can” is the philosophy Terence C. Reilly School No.7 uses to encourage achievement for our students and instructional staff. The building administrator initiates the leadership chain reaction and the responsibility of leading our building is shared with teacher-leaders. We attain success by working collectively and collaboratively to achieve the high standards and goals we set for students and teachers.</p> <p>The principal’s observation indicated his professional growth as measured by the ISLLC standards. Principal leads the Instructional leadership Team. The team is comprised of content area teachers, the instructional coach, school administrators, and guidance. The ILT presents instructional strategies at faculty meetings and to their corresponding grade level teams. At School No.7 twenty five percent of the teachers</p>

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

	<p>sheets One-on- one meetings Instructional Leadership Team</p>	<p>chair various committees and 100% of teachers participate in a variety of committees. Students in leadership classes performed community service and school level activities. Principal meets monthly with students and parents vis-a-vis a Parent Advisory and Student Advisory committees respectively.</p> <p>The direct link between administration and faculty is the Instructional Leadership Team. The principal and vice principals works closely with the District Instructional Coaches, and the ILT to determine if goals, plans, and policies are positively impacting the teaching and learning environment. Encouraging the success of teachers with frequent formal and informal observations, evaluations, and targeted feedback creates confident, motivated, knowledgeable academic leaders.</p> <p>A vigorous work ethic is evident in throughout the building, and the ILT is constantly searching for ways to help faculty develop and meet their professional goals. During faculty meetings the ILT has trained the teachers on instructional strategies to support and enhance instruction. All teachers are encouraged and welcome to present successful lessons or techniques during staff meetings and grade level meeting. In addition teachers work together in areas of shared interest and commitment, such as Family Literacy Night, Family Math & Science Night, the School Wellness Committee, Multicultural celebration, and the Eighth Grade end-of –year celebration.</p>
<p>School Climate and Culture</p>	<p>Participation in school-sponsored events/activities Attendance Rate Committee Participation</p>	<p>The school culture at Terence C. Reilly School No. 7 is one of excellence, professionalism, accountability and respect-- for self, for others, for the environment and respect for learning. Our culture is reflected by the fact that 100% of our students proudly wear their school uniforms. All certified staffs were members of school level committees. The following are school wide activities: Reilly Blog for teachers to increase inter-collegial communication, monthly in order to acknowledge team members' dedication to the school community, eight grade barbecue, faculty get together at the hosted by principal, parent open house, and the Principal's One-on-One meetings with faculty members. In addition are school wide activities: fall festival, American Education Week, Frozen movie night, staff cook off, and school spirit days: Pajama day, Crazy Hair day, College Sweatshirt Day, Crazy Sock Day, and Holiday</p>

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		Dress Day. All of these activities help to maintain low teacher and student absenteeism as well as low numbers of student discipline infractions and suspensions.
School-Based Youth Services	Child Study Team Documents Guidance Counselor's Records Inclusion Teacher Feedback Paraprofessional IR &S Referrals Nurse's Logs Character Education Implementation Results Assembly Results	Support personnel continue to be actively involved implementing and monitoring interventions by working closely with teacher and parent recommendations for I&RS meetings. CST referrals are made on an on-going basis. Other support offered to the students: Academic After School Program 3 days a week for small group instruction for 1 hour; lunchtime tutoring allowing teachers to work in small groups of 3-4 students on targeted skills in language arts, math and/or science. In addition the Saturday Intensification Program provided test prep strategies to increase in overall Standardized test scores for students who demonstrated weaknesses in language arts. All of the educational supports helped to improve test scores, Report Card grades and District Benchmarks scores.
Students with Disabilities	NJASK 3-8, Benchmarks, Unit Assessments, Terra Nova, Teacher Created Materials	Students with disabilities are among the subgroups that achieved 100% proficiency/above proficiency levels in district benchmarks, Terra Nova, and NJASK 3-8. Students with disabilities participate in literacy/math instruction within the general education programs and receive necessary support and services from a special education teacher within the classroom settings. The special education teacher in collaboration with the general education classroom teacher creates a comfortable setting for students to be engaged in vigorous and cooperative learning activities. The special education teacher implements the regular education teachers' lesson plans and modifies when necessary for differential instruction. Some of the strategies she works on are: time management and organization skills, assisting students to set goals and objectives, and instructional techniques such as how to use graphic organizers to improve learning. The special education teacher modifies the instruction, materials and/or assessments, as needed, to further students' literacy/mathematics development as prescribed in the students' IEP.
Homeless Students	Principal's Consolidated	Homeless Report results; only two students were homeless for the 2014-2015 academic

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

	Monthly Report of Homeless Students	year. Students received social-emotional support during the school year.
Migrant Students	N/A	
English Language Learners	NJASK 3-8, Benchmarks, Unit Assessments, Terra Nova, Teacher Created Materials	Total number of Limited English students in school: 10 students. The number of languages represented are: Arabic, Bengali, Cantonese, German, Greek, Gujarati, Haitian/Creole, Hindi, Italian, Malayan, Mandarin, Nepali, Filipino (Tagalog), Polish, Portuguese, Punjab, Pushto, Serbo-Croat, Spanish, and Urdu. The ESL program is exclusively content based in order to foster a high level of student achievement in English. ELL Students identified as needing English as a Second Language instruction receive daily in-class support, content area instruction by a certified ESL teacher as well as an additional 45 minutes of English instruction daily. All core content subjects are team taught by the classroom teacher and ESL teacher. The ESL teacher provides small group guided reading instruction, writing, and targeted skill instruction in math.
Economically Disadvantaged	NJASK 3-8, Benchmarks, Unit Assessments, Terra Nova, Teacher Created Materials	71% of our students are eligible for free/reduced priced meals. Our school offers a rigorous curriculum in all disciplines. The elementary students in grades 2-5 undertake advance classes in visual arts, study two foreign languages, and receive instruction in how to play the recorder. To further enhance students' academic capabilities, fourth and fifth graders attend departmentalized classes akin to secondary educational settings, with specialized teachers in literacy, mathematics, social studies, and science. Our middle school students also participate in rigorous academic course work, as well as electives that that help them advance in their respective talents. Electives include: digital art, rock wall, robotics, journalism, musical and Spanish theater, leadership, painting, photography, sport clinics, Destination Imagination, music history and theory, debate, human body systems, art history, Project Adventure, French, Portuguese, creative writing, and literature studies. In addition teachers across grade levels work collaboratively in team to foster effective instructional practices and high level of student achievement. These practices have proven successful.

--	--	--

2015-2016 Comprehensive Needs Assessment Process*

Narrative

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

The needs assessment conducted was reflective of the required process and included both qualitative and quantitative data regarding the school's movement toward performance targets. Achievement data from both local and state assessments, surveys, interviews, focus groups, consultations with outside experts and the review of historical and demographic data were all incorporated into the process.

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

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

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

The instruments used to collect data have been rated for validity and reliability. School data was collected by grade level as well as by cohort. This

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

enabled the school to gain an understanding of both the instructional output at a given grade level and the progress students obtained as they moved to the next grade. Achievement data is triangulated with other factors such as historical and demographic data in order to support the reliability of the measures in place as well as the validity of the findings. All objectives were intended to enable the school population to reach targeted performance goals.

Correlation methods will assist in the determination of possible relationships between the various methods of data collection in use.

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

Data analysis revealed that classroom instruction was used to identify area of improvements in literacy, math, and writing. Teachers maintain a data binder of students' NJASK scores; district benchmarks data, interventions and reflection on assessments. This data binder is utilized to identify areas of improvement for student achievement, to differentiate instruction, and to develop class-wide academic goals which are reflected in teacher lesson plans and teachers' professional development plan.

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

During the 2014-15 school year, the district continued to guide schools in the effective delivery of the curriculum and deepen teachers' content knowledge and content-specific pedagogy. Professional learning opportunities were offered to prepare teachers to use research-based teaching strategies or best practices appropriate to their instructional objectives, which are aligned with the NJCCS, NJ Preschool Expectations and High Scope Key Experiences. Training in the Gifted and Talented Student, Making Sense of Data, Marzano Scales, edConnect, My Access technology based writing program, Challenge Based Learning, 90 Day Action Plan has helped our professional commitment to excellence and has yielded an achieving school and a student body for the rigor of the 21st century life.

In addition, data collection from the individual schools was organized, analyzed and used as a basis for making professional learning decisions at the individual school level. The data analysis for each subgroup allowed us to identify specific needs and areas of concern for that particular group. Looking at the data, instructional gains were realized in the areas of mathematics, language arts literacy, and science. This was a direct result of the professional opportunities offered by the district staff development department and teachers in collaborative learning structures, which focus on creating excellence in academics and boosting performance in all state exams.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

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

In accordance with N.J.A.C. 6A:10A the Elizabeth Public Schools Central Office and schools collaborated to ensure that all students continue to be provided with instruction that moves them toward mastery of the Common Core Content Standards. Terra Nova (Grade 2) and NJASK (Grades 3-8) were utilized for initial identification of students who are struggling to attain grade level proficiency in a given area. Then throughout the year, district benchmarks, class performance, and teacher observation continues to be utilized for identifying students at risk of failing.

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

Lack of attainment of grade level proficiency triggers appropriate grade level interventions that begin with the deeper diagnosis of the issue. Assessment tools used in a more formative manner include DRA2, portfolio assessment and progress monitoring in the area of literacy and math.

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

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

Principal's Consolidated Monthly Report of Homeless Students allows the school to monitor and assist students identified as homeless. The school guidance counselor and school administrator will assist homeless students with services such as clothing drive, food pantry programs, contacting the Red Cross, the Elizabeth Department of Housing and provide transportation to current school and/or provide parent with the option to transfer to a closer school where they are being temporarily housed. They will be given the option to return to the original school after family resettles back to their home.

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?

The district's Division of Research, Evaluation and Assessment and the Division of Elementary & Secondary Education provided training to administrators, literacy and mathematics coaches and teachers in the administration of formative and summative assessment, as well as the use of data-driven decision-making. The Instructional Leadership Team engaged in discussions based on the data. Instructional coaches and administrators worked closely with teachers to ensure that student performance data drove necessary instructional modification on a regular basis.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

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

Transition is an ongoing process that facilitates and maintains continuity between the Preschool and Kindergarten programs. Preparing families for the transition from pre-school to kindergarten helps them to become familiar with the program and helps to anticipate services based on each child's individual needs.

Transition Plan:

Ongoing communication between preschool and kindergarten teachers to discuss the impact of transition on the child and the family and to develop transition activities.

Results from the Early Learning Systems (ELS) is shared and discussed between pre-k and kindergarten teachers.

Transition activities conducted for families:

- o Visit to the kindergarten classroom
- o Distributing home learning activities over the summer
- o Disseminating information to the parents about the kindergarten program
- o Kindergarten orientation is provided for parents
- o Back to school night is provided for parents

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

The ILT along with the classroom teachers disaggregated the data from the various yearly assessments, as well as the quarterly benchmarks and teacher generated assessments to prioritize problems for this plan. As a result the goals for the 2015-2016 are: building capacity for all teachers in:

- aligning lesson plans and assessments to the Common Core Standards
- use data to drive instruction,

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

- integrating Challenge Based (CBL) activities .

**Provide a separate response for each question.*

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

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

	#1	#2
Name of priority problem	ELA- Aligning lesson plans and assessments to the Common Core State Standard (CCSS)	Mathematics-Aligning lesson plans and assessments to the Common Core State Standard (CCSS)
Describe the priority problem using at least two data sources	Not all students are scoring proficient on questions that use an open-ended format and require addressing problem solving and critical thinking.	Not all students are scoring proficient on questions that use an open-ended format and require addressing problem solving and critical thinking.
Describe the root causes of the problem	Gaps in experiential background, lack of familiarity with world events, inconsistent exposure to print-rich environments, poor vocabulary skills, and an inability to relate to subject matter all contribute to our students’ difficulty with analyzing text, extrapolating information, making text to world connections, and making inferences, prediction and summarizing.	Difficulty moving from the concrete to the abstract, difficulty solving problems using multiple representations, inability to generalize information, and lack of familiarity with mathematical vocabulary contribute to our students’ lack of proficiency in answering open-ended math questions and thinking critically to solve problems.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Subgroups or populations addressed	All students with an emphasis on those students who failed to achieve a proficient rating on the NJASK 3-8	All students with an emphasis on those students who failed to achieve a proficient rating on the NJASK 3-8
Related content area missed (i.e., ELA, Mathematics)	Content area missed includes current events, utilizing context clues to determine the meanings of words, higher order thinking skills (including analysis, synthesis and application) author’s purpose, and a sense of reasonableness.	Content area missed includes current events, utilizing context clues to determine the meanings of words, higher order thinking skills (including analysis, synthesis and application) author’s purpose, and a sense of reasonableness.
Name of scientifically research based intervention to address priority problems	LLI- Leveled Literacy Intervention Balanced Literacy Readers & Writers Workshop Project Based Learning Challenge Based Learning	Content area missed includes dissecting multiple-part problems, working with abstract ideas, taking specific information and applying it to similar conditions or circumstances, developing a sense of reasonableness and utilizing mathematical language.
How does the intervention align with the Common Core State Standards?	Guided Reading, Read Alouds, Guided Writing, are all components of Balanced Literacy and LLI as well as the components of Project Based Learning and Readers and Writers workshops are part of the board approved curriculum. The curriculum is aligned to the new state CCCSS for literacy.	Carnegie Learning, Nuefeld Learning, and Khan Academy are all part of the board approved curriculum. The curriculum is aligned to the new state CCCSS in mathematics.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

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

	#3	#4
Name of priority problem	Effective classroom use of technology to support learning throughout the content areas.	
Describe the priority problem using at least two data sources	School No. 7 serves a population of gifted and talented students who vary greatly in their areas and levels of giftedness. As such, the students require a wide variety of technological experiences in order to be competitive in the 21 st century. While in school, students and teachers have access to PCs, laptops, ipad carts, MacBook Air, Star Boards, digital cameras/camcorders and the like. However, for most teachers, these resources are not fully integrated into all learning contents. In addition aside from the standard PC and printer, few students, if any, have access to technology at home. This combination of lack of teacher capacity (in relation to effective classroom use of technology) and the limited availability of technology outside of the school leaves students shortchanged in comparison to their suburban counterparts.	
Describe the root causes of the problem	The root causes of this problem are multi-layered. Classroom technology is advancing everyday and it has changed the way educators teach, how students learn, and how teacher and students communicate. In addition teachers need expert support in building capacity in the 21 st century landscape. Moreover, the areas of giftedness of the students are quite extensive. Matching technology to all students in all areas is a daunting proposition. Additionally, professional development, in technology, that addresses opportunities for teachers and students to effectively use applications that serve as a bridge between CCSS and the state assessment.	

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Subgroups or populations addressed	All students in grades 2-8	
Related content area missed (i.e., ELA, Mathematics)	N/A	
Name of scientifically research based intervention to address priority problems	There are gaps in content area for both the teachers and the students. The technology learning curve is steep for many veteran teachers. If there are gaps in content area for the teacher, there are resulting gaps in content area for the students. Renzulli Learning System I Pad/ MacBook Air in the classroom 2Know Units My Access Challenge Based Learning	
How does the intervention align with the Common Core State Standards?	Renzulli Learning has proven to increase reading comprehension and reading fluency scores with Free/Reduced Lunch populations (Field, 2007). For more on this study, please visit www.renzullilearning.com/bridge/data.asp My Access helps students to plan, write, receive instructional suggestions in order to revise their writing and increase writing fluency across grade levels and content areas. www.myaccess.com Integration of PARCC assessment.	

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

2015-2016 Interventions to Address Student Achievement

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

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	2-8	Balanced Literacy Program	School ILT Instructional Coach, Administrators & Teachers	Increased number of students reading and writing at or above grade level.	2005, Leah Mermelstein, <i>Read, Write, Connect</i> 2004, Bruce B. Frey, <i>Balanced Literacy in An Urban District</i>
ELA	2-8	Leveled Literacy Intervention Renzulli Learning	School ILT Coach, Teachers	Increase in proficiency in language arts. Growth in MAP scores	2010, Ransford-Kaldon et al., Center for Research in Educational Policy
Reading	Grades 1-3	Tutoring After-school Intensification/Enrichment Co-Teaching	Tutors	Increase in DRA2 scores Observations and Walk-throughs	2009, Slavin et al., <i>What works for struggling readers</i>
Math	Grades 2-8	Teacher Support through Instructional Coaching	Instructional Coaches, Administrators & Teachers	Coaches' logs and attendance Implementation of recommended strategies and techniques Observations and Walk-throughs	2008, Jim Knight, University of Kansas Center for Research on Learning, <i>Studying the impact of instructional coaching</i>
Math	6-8	Carnegie Learning	Teachers, Math Coach, Administrator	Time spent on program. Increase in District Benchmark scores and report card grades. Growth in MAP scores	Researched Based Program, Math Supervisor Tutoring-small group

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Math	2-5	Neufeld Learning	Teachers, Math Coach, Administrator	Time spent on program. Increase in District Benchmark scores. Growth in MAP scores	Researched Based Program, Math Supervisor Tutoring-small group
Math/LAL	2-8	Teacher Directed Centers	Teachers, Math Coach, Supervisor, Administrator	Formal and informal Observations and Walk-throughs	2010, <i>Improving Reading Comprehension in Kindergarten Through 3rd Grade</i> , IES Practice Guide 2008, <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> , August IES Practice Guide
Math	8	Khan Academy	Teachers, Math Coach, Supervisor	Time spent on program Increase in District Benchmark scores and report card grades. Growth in MAP scores	Researched Based Program, Math Supervisor Tutoring-small group 2014, <i>Research on the Use of Khan Academy in Schools</i> , SRI

**Use an asterisk to denote new programs.*

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

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

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

ELA	Students with Disabilities	<p>Balanced Literacy Program</p> <p>Leveled Literacy Intervention</p> <p>Sonday System</p> <p>In class support</p> <p>Renzulli Learning</p> <p>Breakdown assignments into short sequential steps</p> <p>Low-Distraction Work Areas</p>	School ILT Instructional Coach, Administrators & Teachers	<p>Increased reading level</p> <p>Increase in proficiency in benchmark scores and report card grade</p> <p>Growth in MAP scores</p> <p>Increase productivity and effectiveness</p> <p>Time spent on program</p> <p>Increase in benchmark scores and report card grades</p> <p>Observations and Walk-throughs</p>	<p>2004, Bruce B. Frey, <i>Balanced Literacy in An Urban District</i></p> <p>2008, <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i>, August IES Practice Guide</p> <p>2009, Slavin et al., <i>What works for struggling readers</i></p> <p>Reciprocal Teaching”, September 2010, WWC Intervention Report</p> <p>Using Achievement Data to Support instructional Decision Making, September 2009 IES Practice Guide</p> <p>Improving Adolescent Literacy: Effective Classroom and Intervention Practices, August 2008 IES Practice Guide</p>
Math	Students with Disabilities	<p>Moving With Math</p> <p>In-class- support</p> <p>Traditional flashcard drill and practice</p> <p>Modeling/Demonstration/</p> <p>Thinking Aloud</p> <p>Support the student’s participation in the classroom</p>	School ILT Instructional Coach, Administrators & Teachers	<p>Time spent on program</p> <p>Increase in benchmark scores and report card grades</p> <p>Growth in MAP scores</p> <p>Build foundations for new math concepts</p> <p>Observations and Walk-throughs</p>	<p>Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools, April 2009 IES Practice Guide</p> <p>Reciprocal Teaching”, September 2010, WWC Intervention Report</p>

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

ELA	Homeless	<p>Balanced Literacy Program Leveled Literacy Intervention</p> <p>Renzulli Learning Teacher Directed Centers</p> <p>Co-Teaching Tutoring After-school Intensification/Enrichment</p>	School ILT Instructional Coach, Administrators & Teachers	<p>Increased number of students reading and writing at or above grade level.</p> <p>Increase in proficiency in language arts.</p> <p>Growth in MAP scores</p> <p>Increase in DRA2 scores Increase in benchmark scores and report card grades</p> <p>Observations and Walk-throughs</p>	
Math	Homeless	<p>Teacher Support through Instructional Coaching</p> <p>Teacher Directed Centers</p> <p>Neufeld Learning</p> <p>Khan Academy</p> <p>Renzulli Learning</p>	School ILT Instructional Coach, Administrators & Teachers	<p>Coaches' logs and attendance Implementation of recommended strategies and techniques.</p> <p>Time spent on program. Increase in District Benchmark scores.</p> <p>Growth in MAP scores</p> <p>Observations and Walk-throughs</p>	

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

ELA	Migrant	N/A		N/A	
Math	Migrant	N/A		N/A	
ELA	ELLs	<p>Balanced Literacy Program Leveled Literacy Intervention</p> <p>Renzulli Learning Teacher Directed Centers Co-Teaching After-school Intensification/Enrichment</p> <p>Native Language Instructional materials & ESL materials</p>	<p>Administrators Bilingual/ESL teachers & Content Area teacher</p>	<p>Increased number of students reading and writing at or above grade level.</p> <p>Increase in proficiency in language arts.</p> <p>Increase in DRA2 scores Increase in benchmark scores and report card grades</p> <p>Growth in MAP scores</p> <p>Increase level in Access scores</p> <p>Observations and Walk-throughs</p>	<p><i>2007, Sylvia Linan-Thompson and Sharon Vaughn, Research-Based Methods of Reading Instruction for English Language Learners, Grades K-4</i></p>
Math	ELLs	<p>Co-Teaching</p> <p>Teacher Directed Centers</p> <p>Neufeld Learning</p> <p>Khan Academy</p> <p>Renzulli Learning</p> <p>Native Language Instructional materials & ESL materials</p>	<p>Administrators Bilingual/ESL teachers & Content Area teacher</p>	<p>Time spent on program Increase in District Benchmark scores and report card grades.</p> <p>Growth in MAP scores</p> <p>Increase level in Access scores</p> <p>Observations and Walk-throughs</p>	

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

ELA	Economically Disadvantaged	Balanced Literacy Program Leveled Literacy Intervention Renzulli Learning Teacher Directed Centers Co-Teaching Tutoring After-school Intensification/Enrichment	School ILT Instructional Coach, Administrators & Teachers	Increased number of students reading and writing at or above grade level. Increase in proficiency in language arts. Growth in MAP scores Increase in DRA2 scores Increase in benchmark scores and report card grades Observations and Walk-throughs	
Math	Economically Disadvantaged	Teacher Directed Centers Co-Teaching Neufeld Learning Khan Academy Renzulli Learning Carnegie learning Tutoring After-school Intensification/Enrichment	School ILT Instructional Coach, Administrators & Teachers	Time spent on program Increase in benchmark scores and report card grades Growth in MAP scores Build foundations for new math concepts Observations and Walk-throughs	

**Use an asterisk to denote new programs.*

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

<i>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.</i>					
Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	<p>Making Sense of Data</p> <p>Teach students to examine their own data and set goals</p> <p>Technology; foundation trainings, CBL, My Access, edConnect, & Blackboard</p> <p>Apple products (ipad/ipod, MacBook Air)</p> <p>Confratute</p>	Instructional Leadership Team Principal, Teacher, Coach	<p>All teachers reflect on student data in order to analyze for strengths and weakness and design lessons accordingly.</p> <p>75% of all students will meet targeted scores on the post-SGO assessment.</p> <p>Increase level of proficiency in benchmark and state assessments in reading & writing</p> <p>Increase by 50 % Teacher's capacity and implementation of the SAMR model of instruction noted in lesson plans and projects.</p> <p>Turnkey presentation from principal and 4-5 instructional staff members on the latest research-based preparation, tools and resources for implementing</p>	Using Achievement Data to Support instructional Decision Making, September 2009 IES Practice Guide

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

				gifted talented practices and theory at Terence C. Reilly School No. 7.	How to Differentiate Instruction in Mixed -Ability Classrooms by Carol Ann Tomlinson
Math	Students with Disabilities	<p>Making Sense of Data</p> <p>Teach students to examine their own data and set goals</p> <p>Technology-CBL, My Access, edConnect, & Blackboard</p> <p>Apple products (ipad/ipod, MacBookAir)</p> <p>Confratute</p>	<p>Instructional Leadership Team</p> <p>Principal, Teacher, Coach</p>	<p>All teachers reflect on student data in order to analyze for strengths and weakness and design lessons accordingly.</p> <p>Increase level of proficiency in benchmark and state assessments aligned to the CCSS.</p> <p>75% of all students will meet targeted scores on the post-SGO assessment.</p> <p>Increase by 50 % Teacher's capacity and implementation of the SAMR model of instruction noted in lesson plans and projects.</p> <p>Turnkey presentation from principal and 2 instructional staff members on the latest research-based preparation, tools and resources for implementing gifted talented practices and</p>	<p>Using Achievement Data to Support instructional Decision Making, September 2009 IES Practice Guide</p> <p>Researched Based Program, Math Supervisor</p> <p>Data Wise</p> <p>http://fi.edu/school/math2/index.html</p>

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

				theory at Terence C. Reilly School No. 7.	
ELA	Homeless	<p>Making Sense of Data</p> <p>Teach students to examine their own data and set goals</p> <p>Technology-CBL, My Access, edConnect, & Blackboard</p> <p>Apple products (ipad/ipod, MacBookAir)</p> <p>Confratute</p>	<p>Instructional Leadership Team Principal, Teacher, Coach</p>	<p>All teachers reflect on student data in order to analyze for strengths and weakness and design lessons accordingly.</p> <p>Increase level of proficiency in benchmark and state assessments in reading & writing</p> <p>75% of all students will meet targeted scores on the post-SGO assessment.</p> <p>Increase by 50 % Teacher's capacity and implementation of the SAMR model of instruction noted in lesson plans and projects.</p> <p>Turnkey presentation from principal and 2 instructional staff members on the latest research-based preparation, tools and resources for implementing gifted talented practices and</p>	<p>Using Achievement Data to Support instructional Decision Making, September 2009 IES Practice Guide</p> <p>How to Differentiate Instruction in Mixed -Ability Classrooms by Carol Ann Tomlinson</p>

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

				theory at Terence C. Reilly School No. 7.	
Math	Homeless	<p>Making Sense of Data</p> <p>Teach students to examine their own data and set goals</p> <p>Technology-CBL, My Access, edConnect, & Blackboard</p> <p>Apple products (ipad/ipod, MacBookAir)</p> <p>Confratute</p>	<p>Instructional Leadership Team Principal, Teacher, Coach</p>	<p>All teachers reflect on student data in order to analyze for strengths and weakness and design lessons accordingly.</p> <p>Increase level of proficiency in benchmark and state assessments aligned to the CCSS.</p> <p>75% of all students will meet targeted scores on the post-SGO assessment.</p> <p>Increase by 50 % Teacher's capacity and implementation of the SAMR model of instruction noted in lesson plans and projects.</p> <p>Turnkey presentation from principal and 2 instructional staff members on the latest research-based preparation, tools and resources for implementing gifted talented practices and theory at Terence C. Reilly School No. 7. Turnkey presentation from principal and</p>	<p>Using Achievement Data to Support instructional Decision Making, September 2009 IES Practice Guide</p> <p>How to Differentiate Instruction in Mixed -Ability Classrooms by Carol Ann Tomlinson</p>

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

				4-5 instructional staff members on the latest research-based preparation, tools and resources for implementing gifted talented practices and theory at Terence C. Reilly School No. 7.	
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	<p>Making Sense of Data</p> <p>Teach students to examine their own data and set goals</p> <p>Technology-CBL, My Access, edConnect, & Blackboard</p> <p>Apple products (ipad/ipod, MacBookAir)</p>	<p>Instructional Leadership Team</p> <p>Principal, Teacher, Bilingual/ESL Teacher, Coach</p>	<p>Bilingual/ESL teachers & General Education teachers reflect on student data in order to analyze for strengths and weakness and design lesson plans accordingly.</p> <p>Improve in overall Access scores.</p> <p>Increase level of proficiency in benchmark and state assessments in reading & writing.</p> <p>75% of all students will meet targeted scores on the post-SGO assessment.</p> <p>Increase by 50 % Teacher's capacity and implementation of the SAMR model of instruction noted in lesson plans and projects.</p>	<p>Using Achievement Data to Support instructional Decision Making, September 2009 IES Practice Guide</p>

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		Confratute		Turnkey presentation from principal and 2 instructional staff members on the latest research-based preparation, tools and resources for implementing gifted talented practices and theory at Terence C. Reilly School No. 7.	How to Differentiate Instruction in Mixed -Ability Classrooms by Carol Ann Tomlinson
Math	ELLs	<p>Making Sense of Data</p> <p>Teach students to examine their own data and set goals</p> <p>Technology-CBL, My Access, edConnect, & Blackboard</p>	<p>Instructional Leadership Team Principal, Teacher, Bilingual/ESL Teacher, Coach</p>	<p>Bilingual/ESL teachers & General Education teachers reflect on student data in order to analyze for strengths and weakness and design lessons accordingly.</p> <p>Increase level of proficiency in benchmark and state assessments aligned to the CCSS.</p> <p>Increase level of proficiency in benchmark and state assessments in reading & writing.</p> <p>75% of all students will meet targeted scores on the post-SGO assessment.</p> <p>Improve in overall Access scores</p> <p>Increase by 50 % Teacher's capacity and implementation of the SAMR model of instruction noted in lesson plans and projects.</p>	

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		<p>Apple products (ipad/ipod, MacBookAir)</p> <p>Confratute</p>		<p>Turnkey presentation from principal and 2 instructional staff members on the latest research-based preparation, tools and resources for implementing gifted talented practices and theory at Terence C. Reilly School No. 7.</p>	
ELA	Economically Disadvantaged	<p>Making Sense of Data</p> <p>Teach students to examine their own data and set goals</p>	<p>Instructional Leadership Team Principal, Teacher, Coach</p>	<p>All teachers reflect on student data in order to analyze for strengths and weakness and design lessons accordingly.</p> <p>Increase level of proficiency in benchmark and state assessments in reading & writing.</p> <p>75% of all students will meet targeted scores on the post-SGO assessment.</p> <p>Increase by 50 % Teacher's capacity and implementation of</p>	<p>Using Achievement Data to Support instructional Decision Making, September 2009 IES Practice Guide</p> <p>How to Differentiate Instruction in Mixed -Ability Classrooms by Carol Ann Tomlinson</p>

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		<p>Technology-CBL, My Access, edConnect, & Blackboard</p> <p>Apple products (ipad/ipod, MacBook Air)</p> <p>Confratute</p>		<p>the SAMR model of instruction noted in lesson plans and projects.</p> <p>Turnkey presentation from principal and 2 instructional staff members on the latest research-based preparation, tools and resources for implementing gifted talented practices and theory at Terence C. Reilly School No. 7.</p>	
Math	Economically Disadvantaged	<p>Making Sense of Data</p> <p>Teach students to examine their own data and set goals</p>	<p>Instructional Leadership Team Principal, Teacher, Coach</p>	<p>All teachers reflect on student data in order to analyze for strengths and weakness and design lessons accordingly.</p> <p>Increase level of proficiency in benchmark and state assessments aligned to the CCSS.</p> <p>75% of all students will meet targeted scores on the post-SGO assessment.</p> <p>Increase by 50 % Teacher's capacity and implementation of the SAMR model of instruction noted in lesson plans and projects.</p>	<p>Researched Based Program, Math Supervisor Data Wise http://fi.edu/school/math2/index.html</p> <p>How to Differentiate Instruction in Mixed -Ability Classrooms by Carol Ann Tomlinson</p>

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		<p>Technology-CBL, My Access, edConnect, & Blackboard</p> <p>Apple products (ipad/ipod, MacBook Air)</p> <p>Confratute</p>		<p>Turnkey presentation from principal and 2 instructional staff members on the latest research-based preparation, tools and resources for implementing gifted talented practices and theory at Terence C. Reilly School No. 7.</p>	
ELA	2-8	<p>Making Sense of Data</p> <p>Teach students to examine their own data and set goals</p> <p>Technology-CBL, My Access, edConnect, & Blackboard</p>	<p>Instructional Leadership Team Principal, Teacher, Coach</p>	<p>All teachers reflect on student data in order to analyze for strengths and weakness and design lessons accordingly.</p> <p>Increase level of proficiency in benchmark and state assessments in reading & writing.</p> <p>75% of all students will meet targeted scores on the post-SGO assessment.</p> <p>Increase by 50 % Teacher's capacity and implementation of the SAMR model of instruction noted in lesson plans and projects.</p>	<p>Using Achievement Data to Support instructional Decision Making, September 2009 IES Practice Guide</p>

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		<p>Apple products (ipad/ipod, MacBook Air)</p> <p>Confratute</p>		<p>Turnkey presentation from principal and 2 instructional staff members on the latest research-based preparation, tools and resources for implementing gifted talented practices and theory at Terence C. Reilly School No. 7.</p>	<p>How to Differentiate Instruction in Mixed -Ability Classrooms by Carol Ann Tomlinson</p>
Math	2-8	<p>Making Sense of Data</p> <p>Teach students to examine their own data and set goals</p> <p>Technology-CBL, My Access, edConnect, & Blackboard</p>	<p>Instructional Leadership Team Principal, Teacher, Coach</p>	<p>All teachers reflect on student data in order to analyze for strengths and weakness and design lessons accordingly.</p> <p>Increase level of proficiency in benchmark and state assessments aligned to the CCSS.</p> <p>75% of all students will meet targeted scores on the post-SGO assessment.</p> <p>Increase by 50 % Teacher's capacity and implementation of the SAMR model of instruction noted in lesson plans and projects.</p>	<p>Researched Based Program, Math Supervisor Data Wise http://fi.edu/school/math2/index.html</p> <p>How to Differentiate Instruction in Mixed -Ability Classrooms by Carol Ann Tomlinson</p>

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		Apple products (ipad/ipod, MacBook Air)			
		Confratute			Turnkey presentation from principal and 2 instructional staff members on the latest research-based preparation, tools and resources for implementing gifted talented practices and theory at Terence C. Reilly School No. 7.

**Use an asterisk to denote new programs.*

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

Evaluation of Schoolwide Program*

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

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

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

Our plan will be evaluated by the instructional leadership team and the SCIP committee through quarterly feedback sessions.

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

Our professional learning plan includes building capacity of all teachers aligning lessons and assessment to CCSS, using data to drive instruction, and building teacher and student capacity in integrating Challenge Based Learning (CBL) activities. However due to

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

budget constraints the coaching positions at Reilly are shared with other schools within the district, therefore we will use instructional staff peer coaching as a support strategy to implement our plan.

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

The administration remains transparent in the sharing of all data as well as on open communication through PLCs, grade level team, staff, PTA, 504, IR&S, workshops, and grade level parent meetings.

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

Tools used to measure staff's perceptions are weekly grade-level meeting articulation forms, iObservation discussions, feedback during monthly faculty meetings and district-generated assessments.

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

Perceptions of the community will be gauged by multiple measures, which include but limited to: parent workshops/meetings school notifications flyers, and IR&S forms.

6. How will the school structure interventions?

At the beginning of the year, all students will be screened using ELA and Mathematics tools (Moving with Math & DRA2,). These measures coupled with state test scores and benchmark results will be used to successfully place students into intervention programs that addressed their needs. Then, during the core programs, all students received strategy-based instruction that supported their academic strengths and weaknesses. Within the core program, teachers will be required to progress monitor all students' response to strategies. Additionally, students will be identified for breakfast/lunch tutoring based on their performance on state assessments and screening measures.

7. How frequently will students receive instructional interventions?

All students were provided with intervention periods within their weekly schedule. All students were given objectives and strategies determined by their assessments with frequency ranging from daily to weekly depending on need.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

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

All students were provided with intervention periods within their weekly schedule. All students were given objectives and strategies determined by their assessments with frequency ranging from daily to weekly depending on need.

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

The school will use quarterly district benchmarks assessments, progress monitoring assessments, Power School grades and teacher anecdotal notes to measure effectiveness of intervention. Teacher and student will hold data binder that will be able to reflect the effectiveness of the intervention provided. Also, students that fail an academic class will be asked by the guidance department to maintain a student action plan.

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

Data will be decimated to central administration via the Lexmark machine and the online program edConnect. Teacher and local administration will disseminate the data via student report cards, progress reports, parent conferences, school website, newsletter articles, email and state and district data will be on display on a general data bulletin boards and several television screens throughout the building.

**Provide a separate response for each question.*

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA & Math	2-8	PTO	ILT Members, Administrators	Attendance and participation of parents at meetings, workshops, and school activities	Effect of Parental Involvement on Student Achievement
		Parent Resource Center	Administrators Guidance Counselors	Parents will be able to interact with their children, participate in academic activities that were fun and informative and gain insight into how their child learns and how to support them at home. Students and parents are able to walk away with materials and resources to use at home and in school.	
ELA/MATH	Students with Disabilities	I&RS Meetings	Principal Guidance Counselors	IEPs, report cards, progress reports and classroom management. Action plans for students and parent attendance.	
ELA & Math	Homeless	PTO	ILT Members, Administrators	Attendance and participation of parents at meetings, workshops, and school activities	Effect of Parental Involvement on Student Achievement
		Parent Resource Center	Administrators	Parents will be able to interact with their children, participate in	

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

			Guidance Counselors	academic activities that were fun and informative and gain insight into how their child learns and how to support them at home. Students and parents are able to walk away with materials and resources to use at home and in school.	
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA & Math	ELLs	PTO	ILT Members, Administrators	Attendance and participation of parents at meetings, workshops, and school activities	Effect of Parental Involvement on Student Achievement
		Parent Resource Center	Administrators Guidance Counselors	Parents will be able to interact with their children, participate in academic activities that were fun and informative and gain insight into how their child learns and how to support them at home. Students and parents are able to walk away with materials and resources to use at home and in school.	
ELA & Math	Economically Disadvantaged	PTO	ILT Members, Administrators	Attendance and participation of parents at meetings, workshops, and school activities	Effect of Parental Involvement on Student Achievement
		Parent Resource Center	Administrators Guidance Counselors	Parents will be able to interact with their children, participate in academic activities that were fun and informative and gain insight into how their child learns and	

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

				how to support them at home. Students and parents are able to walk away with materials and resources to use at home and in school.	
--	--	--	--	--	--

**Use an asterisk to denote new programs.*

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

Our comprehensive parent involvement plan and design includes opportunities for parents and families to participate in standards based programs. Parenting skills development and enhancement workshops are provided by trained professionals to address parent and family needs emphasizing family and cognitive growth and development. These opportunities will improve the communication between the home and the school and emphasize the importance of parent involvement on student achievement. Addressing the three priority problems without including our parents would be a grave error. Parent participation will be welcome at literacy night and math night. Parent support will be needed for our new technology initiative and parent attendance at PTO meetings will help keep parents abreast of our progress.

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

The school has developed the practice of holding monthly parent advisory meetings where the parent involvement policy is disseminated and discussed.

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

Parents receive the school-parent contract in the student agenda book. Parents are to return the agreement with their signature to their child/children's teacher. Parents/Teachers/Students were to sign and return the forms for classroom record-keeping. The teachers forward the agreements to the principal.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

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

School and district website serve to notify parents of upcoming school events. In addition we use an all call system to invite parents to upcoming school-parent meeting.

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

School and district website serve to notify parents as to the improvement status of the school. Parents are notified of the school's parent compact at the Open House meeting in September through a Power Point presentation. Parents review the parent compact during classroom visits with the teacher.

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

Reports to the community are accomplished through the Elizabeth Public Schools media relations activities and distributed as part of the AWSRD process. District/school web site is continuously updated, district and school based newsletters are mailed to the home at school specific intervals, PTO event publications are available on district calendar and district press releases are provided when needed. Adequate yearly progress for each school is reported in the local newspapers, board of education meetings, and NJDOE. Excellence in student achievement is noted through the awarding of Teachers, Principal, and Superintendent Scholars.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III? N/A

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

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

The school's disaggregated assessment results are reported in the local newspapers and also can be found on the NJDOE website. Parents are notified of the school's improvement status at the Open House meeting in September through a Power Point presentation.

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

During our first Parent Advisory Committee meeting we reviewed the Title I Plan and involved families in the development of the Plan throughout the year. Throughout the year parent conferences were held.

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

Individual student assessment results are mailed home. The parents' report is sent home in the summer, guidance counselors and teachers meet with the parents in September to discuss the results of the students not meeting proficiency on state assessments. There is ongoing communication between the parent/s and the teacher/s through the year. Additionally, the Principal has presented to parents the new student growth model that utilized growth data, achievement data, and attendance/Algebra I proficiency in the State Report Card.

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

The Parent Involvement funds will be used to increase parent participation within the school. Ways to include parents in the school community are to present workshops on topics that will be useful in raising their children. Such topics include Using Technology to support instruction, preparing for the PARCC, and building your child's self-esteem. Funds will be used to advertise the workshops to the parents through hand-outs, the School Alert calling system, and posters around the school. At the end of each workshop surveys will be taken in order to provide the parents with workshops of their interest. Funds may also be applied toward the Parent Resource room. The parent resource room provides informational

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

packets and videos. Funds may also be used to support the Parent Action Committee. This committee serves the parent community by informing the parents of upcoming events at the school. It allows parents to communicate directly with the principal to share positive comments or concerns.

**Provide a separate response for each question.*

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 disproportionate, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A		
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by ESEA (education, passing score on ParaPro test)		

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*		

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible