

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

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

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: ELIZABETH 39-1320	School: Joseph Battin School #4
Chief School Administrator: OLGA HUGELMEYER	Address: 300 South Broad Street
Chief School Administrator's E-mail:hugelmo@elizabeth.k12.nj.us	Grade Levels: K-8
Title I Contact: Rosa Carbone	Principal: BEN CANDELINO
Title I Contact E-mail:carbonro@elizabeth.k12.nj.us	Principal's E-mail: candelbe@elizabeth.k12.nj.us
Title I Contact Phone Number:908 436-5267	Principal's Phone Number: (908) 436-6300

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.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held ____4____ (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:

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

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

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
Ben Candelino	Principal	X	X	X	
Avis Roper	Vice Principal	X	X	X	
Danielle Iammatteo	Reading Interventionist	X	X	X	
Liza Caixeiro	1st grade Bilingual Teacher	X	X	X	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

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	
September 16, 2014	Joseph Battin School #4	<ul style="list-style-type: none"> •Review and Analyze test scores •Determine areas of weakness 	Yes	No	Yes	No
September 25, 2014	Joseph Battin School #4	<ul style="list-style-type: none"> •Priority Problems 	Yes	No	Yes	No
November 4, 2014	Joseph Battin School #4	<ul style="list-style-type: none"> •Project the performance targets and set school-wide and grade level AMO’s 	Yes	No	Yes	No
November 13, 2014	Joseph Battin School #4	<ul style="list-style-type: none"> •Needs Assessment 	Yes	No	Yes	No
May 7, 2015	Joseph Battin School #4	<ul style="list-style-type: none"> •Professional Development to be provided 	Yes	No	Yes	No
May 19, 2015	Joseph Battin School #4	<ul style="list-style-type: none"> •Title I Plan School-wide components: Stakeholder Engagement and Evaluation 	Yes	No	Yes	No
May 20, 2015	Joseph Battin School #4	<ul style="list-style-type: none"> •Title I Plan School-wide components: Evaluation 	Yes	No	Yes	No
May 21, 2015	Joseph Battin School #4	<ul style="list-style-type: none"> •Title I Plan School-wide component: Needs Assessment 	Yes	No	Yes	No
May 22, 2015	Joseph Battin School #4	<ul style="list-style-type: none"> •Title I Plan School-wide components: Needs Assessment 	Yes	No	Yes	No
May 23, 2014	Joseph Battin School #4	<ul style="list-style-type: none"> •Title I Plan School-wide components: Reform Strategies and Family and community Engagement 	Yes	No	Yes	No
May 28, 2014	Joseph Battin School #4	<ul style="list-style-type: none"> •Review and Finalize Title I Plan 	Yes	No	Yes	No

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

School's Mission

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

- **What is our purpose here?**
Align CCCS to Curriculum and use Reading Strategies to increase comprehension in all content areas.
- **What are our expectations for students?**
We expect our students to be performing at a proficient level.
- **What are the responsibilities of the adults who work here?**
Staff is to provide a safe, nurturing, motivational learning environment that will enhance our students' academic needs.
- **How important are collaborations and partnerships?**
Collaboration is key, and necessary to achieve our goals.
- **How are we committed to continuous improvement?**
Continuous Data Analysis and Professional Development will be provided to reflect areas of improvement.

What is the school's vision statement?	The Elizabeth Public Schools will be one of the best school systems in New Jersey.
Joseph Battin School #4 will be one of the best schools in the state of New Jersey.	The Elizabeth Public Schools will provide excellent educational experiences and services to inspire every student to think, to learn, to achieve and to care.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

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 Intervention Block, Sonday (Special Ed.), MY ACCESS, Bilingual classes utilized native language materials for instruction, as well as transfer curriculum for those qualified, Moving with Math, Math XL, Ready Common Core by Curriculum Associates, and IXL were implemented as planned. The Reading Interventionists identified the struggling readers and implemented instruction in Sonday and Leveled Literacy Instruction reading programs in. EPS Blackboard proves Intervention for the Common Core Standards. Strategies learned from Teq training have been implemented during classroom instruction and evidence observed during teacher observations.

2. What were the strengths of the implementation process?

The strengths of implementation were the trainings that provided information on where to obtain and access the materials. Teachers were able to identify and place their students in the appropriate programs. Schedules were also implemented to facilitate these programs appropriately with the correct personnel. Increase in the usage of the STARBOARD as an instructional tool.

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

The Challenges in the implementation of the Intervention Block were the amount of time it took to identify student needs. We still need more materials to better target our student's needs. Our district doesn't provide us with the addition software need to better utilize the STARBOARD.

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

The strengths of implementation were the trainings that provided information on where to obtain and access the materials. Teachers were able to identify and place their students in the appropriate programs. Schedules were also implemented to facilitate these programs appropriately with the correct personnel. The weaknesses in the implementation of the Intervention Block were the amount of time it took to identify student needs. We are in the process of ordering additional resources need to better target our student's needs.

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

Board of Education, Central Office, parents and other stockholders are cooperative and most often respond or provide the support our school needs to educate our students.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

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

The implementation of the Intervention Block required our staff to collect data and create activities that engaged the students improving /developing academic deficiencies. Team meetings, monthly staff meetings; pre-post conferences, and one to one meetings with administrators provided the teachers with the feedback they need to establish Intervention activities that meet individual student needs.

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

Our school community i.e., Board of Education, Central Office, parents and other stakeholders are informed about school events and activities using the Honeywell Automation Telephone System. We also celebrate Student of the Month by providing a Breakfast for the students who are chosen each month. Parent and other stakeholders attend a variety of events throughout the school year. Such as Back to School Night, Science Fair, Parent Teacher Organization activities, Fundraiser activity, Book Fair, Read Across America activities and other event/ activities.

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

The Intervention Block was implemented in grades K-8. At the elementary level the K-7th there are two Intervention Blocks. One block is Math and the other block is for Reading/ Language Arts. In grade 8 the students have 5 days of Intervention using a variety of schedules to suit the needs of each grade level. All of the grade levels use whole group, small group and individualized instruction. Moving with Math- All students in grades K-6th grade were tested in September to determine their mathematical strengths and weaknesses. Students were then instructed using data from Pre-test. The teacher facilitates the lesson using whole group, small groups, and individualizes instruction. Students are given opportunities to practice and asked questions for clarification. Reading Interventionist used DRA assessment to identify struggling readers. Students in grades Kindergarten to second grade received daily reading instruction using Sonday or Leveled Literacy Instruction programs. Bilingual students are given the EDL assessment in order to identify students who are ready to begin transfer curriculum.

9. How did the school structure the interventions?

Teachers looked at the data and organized students into groups based on the results of the skill areas in which they needed to improve. The students worked in small groups or individually with the teacher as the facilitator. Each teacher was responsible for preparing activities that either had a Reading comprehension, Language Arts or Math focus.

10. How frequently did students receive instructional interventions?

Students attended Instructional Interventions daily, weekly, on a rotating basis depending on grade level schedules.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

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

Students in grades 3-8 have received their own personal laptop, each classroom has a SMARTBOARD. Our Kindergarten students have the opportunity to utilize I-Pads in their classrooms. Students were also able to use computers during the Intervention blocks. All students used the computer to take pre and post tests and other assessments.

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

Yes technology contributed to the success of the program. Students were able to take pre-post tests and other assessments on the computer. The results from these tests were readily available for our staff and provided them with information about the student's performance on the test that pertained to the class as a whole as well as individual student performance. Having this information made it easier for the Teachers because they didn't have to spend a lot of time correlating the data. The programs used calculated student growth and identified academic areas needing further development. In addition it gave the staff additional time to prepare activities which engaged the students in learning.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

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</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	70%	N/A	<ul style="list-style-type: none"> •Intervention Period Teachers used data from assessments, quarterly benchmarks, PARCC, and NJASK to create activities to improve skills and areas of weakness in Language Arts Literacy. 	<ul style="list-style-type: none"> •Benchmark Results show that students in grade 4 continue to lack the basic skills needed to be proficient in reading comprehension and writing. Most students are showing minimal progress.
Grade 5	75%	N/A	<ul style="list-style-type: none"> •Intervention Period Teachers used data from assessments, quarterly benchmarks, PARCC, and NJASK to create activities to improve skills and areas of weakness in Language Arts Literacy. 	<ul style="list-style-type: none"> •Benchmark Results show that students in grade 4 continue to lack the basic skills needed to be proficient in reading comprehension and writing. Most students are showing minimal progress.
Grade 6	52%	N/A	<ul style="list-style-type: none"> •Intervention Period Teachers used data from assessments, quarterly benchmarks, PARCC, and NJASK to create activities to improve skills and areas of weakness in Language Arts Literacy. 	<ul style="list-style-type: none"> •Benchmark results show that students in the 6th grade have shown marked improvement on Benchmarks from September to June.
Grade 7	46%	N/A	<ul style="list-style-type: none"> •Intervention Period Teachers used data from assessments, quarterly benchmarks, PARCC, and NJASK to create activities to improve skills and areas of weakness in Language Arts Literacy. •My Access Writing Program 	<ul style="list-style-type: none"> •Benchmark results show that students in the 7th grade have shown marked improvement on Benchmarks from September to June. •MY ACCESS results are not available at this time.
Grade 8	30%	N/A	<ul style="list-style-type: none"> •Intervention Period Teachers used data from assessments, quarterly benchmarks, PARCC, and NJASK to create activities to improve skills and areas of weakness in Language Arts Literacy. 	<ul style="list-style-type: none"> •Benchmark results show that students in the 8th grade have shown marked improvement on Benchmarks from September to June.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

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	62%	N/A	<ul style="list-style-type: none"> • Intervention Block ESP blackboard tasks Moving with Math 	<ul style="list-style-type: none"> • Moving with Math results are not accessible at this time.
Grade 5	56%	N/A	<ul style="list-style-type: none"> • Intervention Block ESP blackboard tasks Moving with Math 	<ul style="list-style-type: none"> • Moving with Math results are not accessible at this time.
Grade 6	25%	N/A	<ul style="list-style-type: none"> • Intervention Block ESP blackboard tasks Moving with Math 	<ul style="list-style-type: none"> • Moving with Math results are not accessible at this time.
Grade 7	52%	N/A	<ul style="list-style-type: none"> • Intervention Block ▪ Moving with Math ▪ Math XL 	<ul style="list-style-type: none"> • Results are not accessible at this time.
Grade 8	30%	N/A	<ul style="list-style-type: none"> • Intervention Block ▪ Moving with Math ▪ Ready Common Core Mathematics by Curriculum Associates 	<ul style="list-style-type: none"> • Results are not accessible at this time.

Evaluation of 2014-2015 Student Performance

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Non-Tested Grades – Alternative Assessments (Below Level)

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

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Kindergarten	63%	MAP Fall 18/50 MAP Spring 23/60	<u>Reading Interventions</u> •Sonday •Guided Reading •Leveled Literacy Intervention •EPS Blackboard	Interventionists are limited in the number of students they are able to take due to the ration of struggling reader to number of interventionist.
Grade 1	49%	MAP Fall 27/60 MAP Spring 28/73	<u>Reading Interventions</u> •Sonday •Guided Reading •Leveled Literacy Intervention •EPS Blackboard	Interventionists are limited in the number of students they are able to take due to the ration of struggling reader to number of interventionist.
Grade 2	56%	MAP Fall 16/60 MAP Spring 13/83	<u>Reading Interventions</u> •Sonday •Guided Reading •Leveled Literacy Intervention •EPS Blackboard	Interventionists are limited in the number of students they are able to take due to the ration of struggling reader to number of interventionist.

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).
Kindergarten	96%	MAP Fall 32/56 MAP Spring 33/61	<u>Math Interventions</u> •Moving with Math •EPS Blackboard	Students showed progress with these interventions
Grade 1	78%	MAP Fall 28/56 MAP Spring 47/70	<u>Math Interventions</u> •Moving with Math •EPS Blackboard	Students showed progress with these interventions
Grade 2	80%	MAP Fall 23/83 MAP Spring 22/82	<u>Math Interventions</u> •Moving with Math •EPS Blackboard	Students showed progress with these interventions

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

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	<ul style="list-style-type: none"> •Same as whole school •Sunday 		•PARCC, MAP, midterms/ finals, and quarterly Benchmarks	•Results are not accessible at this time.
Math	Students with Disabilities	<ul style="list-style-type: none"> •Same as whole school •Moving with Math Extensions 		•PARCC, MAP, midterms/ finals, and quarterly Benchmarks	•Results are not accessible at this time.
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	<ul style="list-style-type: none"> •Same as whole school •Corner Stone •EDL/ELL in Reading Street •La Pata Pita • Mi Metado de Lectura •Santillana 		•PARCC, MAP, midterms/ finals, and quarterly Benchmarks	•Results are not accessible at this time.
Math	ELLs	<ul style="list-style-type: none"> •Same as whole school •Moving with Math in Spanish 		•PARCC, MAP, midterms/ finals, and quarterly Benchmarks	•Results are not accessible at this time.
ELA	Economically Disadvantaged	•Same as whole school		•PARCC, MAP, midterms/ finals, and quarterly Benchmarks	•Results are not accessible at this time.
Math	Economically Disadvantaged	•Same as whole school		•PARCC, MAP, midterms/ finals, and quarterly Benchmarks	•Results are not accessible at this time.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Whole School	<ul style="list-style-type: none"> • Intervention Block For students in grades K-8 Teachers used data from assessments, quarterly benchmarks, and NJASK to create activities or utilize the EPS Blackboard activities to improve skills and strengthen areas of weakness in Language Arts and Literacy. • Reading Interventionist 		<ul style="list-style-type: none"> • PARCC, MAP, midterms/ finals, and quarterly Benchmarks • Benchmarks Assessment System scores 	<ul style="list-style-type: none"> • Results are not accessible at this time. • Results are not accessible at this time.
Math	Whole School	<ul style="list-style-type: none"> • Intervention Block For students in grades K-8 Teachers used data from assessments, quarterly benchmarks, and NJASK to create activities, utilize the EPS Blackboard activities, Moving with Math Program, Math XL, and Ready Common Core to improve skills and strengthen areas of weakness in Math. 		<ul style="list-style-type: none"> • NJASK, midterms/ finals, MOCK Testing and quarterly Benchmarks 	<ul style="list-style-type: none"> • Results are not accessible at this time.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

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	<ul style="list-style-type: none"> •Same as whole school •Sunday •Orton Gillingham 		<ul style="list-style-type: none"> • PARCC, midterms/ finals, and quarterly Benchmarks 	<ul style="list-style-type: none"> •Results are not accessible at this time.
Math	Students with Disabilities	<ul style="list-style-type: none"> •Same as whole school •Moving with Math 		<ul style="list-style-type: none"> • PARCC, midterms/ finals, and quarterly Benchmarks 	<ul style="list-style-type: none"> •Results are not accessible at this time.
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	<ul style="list-style-type: none"> •Same as whole school •Corner Stone •EDL/ELL in Reading Street •La Pata Pata • Mi Metado de Lectura •Santillana 		<ul style="list-style-type: none"> •PARCC, MAP, midterms/ finals, and quarterly Benchmarks 	<ul style="list-style-type: none"> •Results are not accessible at this time.
Math	ELLs	<ul style="list-style-type: none"> •Same as whole school •Moving with Math in Spanish 		<ul style="list-style-type: none"> •PARCC, MAP, midterms/ finals, and quarterly Benchmarks 	<ul style="list-style-type: none"> •Results are not accessible at this time.
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> •Same as whole school 		<ul style="list-style-type: none"> •PARCC, MAP, midterms/ finals, and quarterly Benchmarks 	<ul style="list-style-type: none"> •Results are not accessible at this time.
Math	Economically Disadvantaged	<ul style="list-style-type: none"> •Same as whole school 		<ul style="list-style-type: none"> •PARCC, MAP, midterms/ finals, and quarterly Benchmarks 	<ul style="list-style-type: none"> •Results are not accessible at this time.
ELA	Whole School	<ul style="list-style-type: none"> •Intervention Block •Reading Interventionist 		<ul style="list-style-type: none"> • PARCC, midterms/ finals, and quarterly Benchmarks •Benchmarks Assessment System scores 	<ul style="list-style-type: none"> •Results are not accessible at this time. •Results are not accessible at this time.
Math	Whole School	<ul style="list-style-type: none"> • Intervention Block 		<ul style="list-style-type: none"> • PARCC, midterms/ finals, and quarterly Benchmarks 	<ul style="list-style-type: none"> •Results are not accessible at this time.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	•Sunday		• PARCC, midterms/ finals, and quarterly Benchmarks	Though we have seen an improvement in teacher observations, student's work and performance, we do not have all the data at this time.
Math	Students with Disabilities	•Everyday Math Facilitator visits		• PARCC, midterms/ finals, and quarterly Benchmarks	Though we have seen an improvement in teacher observations, student's work and performance, we do not have all the data at this time.
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Same as whole school	Same as whole school	Same as whole school	Same as whole school
Math	ELLs	Same as whole school	Same as whole school	Same as whole school	Same as whole school
ELA	Economically Disadvantaged	Same as whole school	Same as whole school	Same as whole school	Same as whole school
Math	Economically Disadvantaged	Same as whole school	Same as whole school	Same as whole school	Same as whole school
ELA	Whole School	PARCC EdConnect MY ACCESS DRA/Word Analysis Guided Reading		• PARCC, midterms/ finals, and quarterly Benchmarks	Though we have seen an improvement in teacher observations, student's work and performance, we do not have all the data at this time.
Math	Whole School	PARCC EdConnect Every Day Math Khan Academy		• PARCC, midterms/ finals, and quarterly Benchmarks	Though we have seen an improvement in teacher observations, student's work and performance, we do not have all the data at this time.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities, ELLs, Economically Disadvantaged	Same as whole School		• PARCC, midterms/ finals, and quarterly Benchmarks	Though we have seen an improvement in teacher observations, student's work and performance, we do not have all the data at this time.
Math	Students with Disabilities, ELLs, Economically Disadvantaged	Same as whole School		• PARCC, midterms/ finals, and quarterly Benchmarks	Though we have seen an improvement in teacher observations, student's work and performance, we do not have all the data at this time.
ELA	Homeless, Migrant	N/A	N/A	N/A	N/A
Math	Homeless, Migrant	N/A	N/A	N/A	N/A
ELA	Whole School	<ul style="list-style-type: none"> ▪ Mini workshops for parents and teachers provided by PTO ▪ PTO fundraisers and activities such as Movie Night, Fall Festival, Back to School, Parent/Teacher Conferences, Muffins for Moms in kinder. ▪ Winter and Spring concerts 		• Attendance sign in sheet	Increased participation of parents at PTO and School events.
Math	Whole School	<ul style="list-style-type: none"> ▪ Mini workshops for parents and teachers provided by PTO ▪ PTO fundraisers and activities such as Movie Night, Fall Festival, Math and Science Night, Back to School, Parent/Teacher Conferences, Muffins for Moms in kinder. ▪ Winter and Spring concerts 		• Attendance sign in sheet	Increased participation of parents at PTO and School events.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Principal's Certification

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

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

Principal's Name (Print)

Principal's Signature

Date

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

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

2015-2016 Comprehensive Needs Assessment Process Data Collection and Analysis

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	Guided Reading Levels, DRA/EDL, Benchmark assessment System (BAS), Benchmarks, Midterms/Final exams, Reading Street Assessments, MAP, PARCC, DORA, Progress Monitoring	Results are not accessible at this time.
Academic Achievement - Writing	PARRC, MAP, DORA, My ACCESS Writing Program, Benchmarks, Teacher observations. Student portfolios ,	Results are not accessible at this time.
Academic Achievement - Mathematics	PARRC, MAP, DORA, Moving with Math Assessments, Benchmarks, Progress Monitoring	Results are not accessible at this time.
Family and Community Engagement	PTO activities, Back to School Night, Parent/Teacher Conferences, Report Cards, Progress Reports, and Test Scores (can be found on EPS or newspaper).	Results are not accessible at this time.
Professional Development	Teacher implementation of strategies learned was observed during observations and walkthrough by administrator, supervisor and consultants.	Results are not accessible at this time.
Leadership, Homeless Students, Migrant Students, School-Based Youth Services	NA	NA
School Climate and Culture	Parent/Teacher/Student Survey	The results show that teachers strongly agree that the school culture, community, and support from administration ids highly effective.
Students with Disabilities	PARRC, MAP, DORA, ACCESS, Benchmarks, I&RSS referrals, CST Reports, IEP's, DRA/EDL results	Results are not accessible at this time.
English Language Learners	PARRC, MAP, DORA, ACCESS, Benchmarks, I&RSS referrals, CST Reports, DRA/EDL results	Results are not accessible at this time.
Economically Disadvantaged	Same as above	Results are not accessible at this time.

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

2015-2016 Comprehensive Needs Assessment Process* *Narrative*

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

The Title I Committee has analyzed the needs assessment, which includes both qualitative and quantitative data regarding the school's movement toward targeting our priority problems. Standardized achievement data from both local and state assessments, surveys, interviews, focus groups, consultation with outside experts and the review of historical and demographic data are all incorporated into the process

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

Data is collected from all the students subgroups through the use of standardized instruments approved for use by the New Jersey Department of Education, the district and other entities working with the school. Data are analyzed by standard methods, and disaggregated by appropriate subgroup. These data are then used to inform differentiated instruction based on student's weaknesses. Survey data is treated in the same manner. All stakeholders have access to the disaggregated data and are invited to take part in focus groups, including Parent/Teacher Organization (PTO).

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

School data is collected by grade as well as cohort. This enables the school to have an understanding of both the instructional output at a given grade level and the progress students make as they move from one grade level to the next grade level. Achievement data is triangulated with other factors (historical and demographic) in order to support the reliability of the measures in place as well as the validity of the findings. All objectives are intended to enable the school to reach targeted performance goals as laid out by the state of New Jersey.

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

Students are not performing at a proficient level therefore making it difficult for them to sustain the rigorous instruction in the classroom. The language and vocabulary used in the curriculum needs to be constantly reinforced in order for students to reach proficiency. Teachers need to improve their daily instruction and lesson planning to make the activities more engaging for the students.

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

The Professional Development the teachers have shown an increase in their ability to use/teach the mandated curriculum with more fidelity. Teachers are now using data on a routine bases to direct instruction. Monthly In-Service workshops help teachers analyze and understand data. It gives teachers a better understanding of how to provide/ develop lessons and activities that are individualized to students' academic weaknesses.

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

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

School Central Office and the schools collaborate to ensure that all students are provided with instruction that moves them towards mastery of the New Jersey Core Curriculum Content Standards (NJCCCS). The district gained the approval of the New Jersey Department of Education for use of an Alternate Whole School Reform Design model (AWSRD) called Excellent Experiences (E3) in Elizabeth. This model calls for identification of students at risk in a number of ways as follows:

- Data from the PARCC Grades 3-8
- Data from the MAP – Grades K-2
- District Reading and Mathematics Benchmarks
- DRA2/EDL Reading Level Testing (Grades K-8) and Word Analysis
- ACCESS (Tested in May)
- Child Study Team Evaluations
- Summative Assessment Portfolio (collected for each student)
- Benchmarks Assessment System (BAS- Reading Interventionist)
- Moving with Math pre-test/post-test
- Data Analysis--Benchmark/Midterms (6-8), Lexmarks and EdConnect Data, Pearson

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

The different programs offered are addressing the weaknesses for our at risk students. Each program re-teaches, modifies, and reinforces the skills our students are lacking in each content area missed in order to reach proficiency. The programs also correlate with the NJCCCS. Teachers will incorporate cooperative learning communities and target student's weaknesses during teacher directed centers.

The following Strategies and programs will also be implemented:

- LAL -- Guided Reading, Intervention Block (EPS Black Board), Sondag, Leveled Literacy Intervention (LLI)
- Math--Moving with Math, Neufeld, Intervention Block (EPS Black Board), IXL, Math XL, Ready Common Core

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

NA

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

NA

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

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

- Grade level meetings to analyze individual student data
- Review individual students cumulative file in guidance office
- Reviews IEP's of special education students
- DRA's/ EDL's provided reading proficiency level of each student K-8
- Teachers are required to provide quarterly up-dated spreadsheets to principal/facilitator/central office
- Regular review of district benchmark assessment to determine student's strengths and weaknesses.

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. The Elizabeth Public Schools believes in preparing the families for the transition to kindergarten by making them familiar with the program. In addition, it helps the school anticipate the services needed to help the child succeed academically.

The Transition Plan is:

- Ongoing communication between preschool and kindergarten teachers to discuss the impact of transition on the child and the family and to develop transition activities. The Transition Activities conducted for the families are:
 - Visit to the kindergarten classroom
 - Distributing home learning activities over the summer
 - Disseminating information to the parents about the kindergarten program
 - Kindergarten orientation is provided for parents
 - Back to school night is provided for parents

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

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

How did the school select the priority problems and root causes for the 2013-2014 school wide plan?

ROOT CAUSES for LAL and Math:

- More Reading Interventionist in order to support the large number of struggling readers.
- Gap in the curriculum between 2nd and 3rd grade doesn't meet the needs of the students
- Change in standards more difficult and rigorous
- There were several new teachers as well as teachers in new grade levels.
- Curriculum not in line with the benchmarks and Common Core Curriculum Standards.
- Pacing guide has no room for adjustments in order to address classroom needs (re-teaching)
- We need more bilingual in class support
- Large class sizes
- Increased familiarity of the Danielson Framework and Common Core Standards

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

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	Using Reading Strategies to help increase comprehension in all content areas.	Align skills in all content area to Common Core Content Standards through the use of supplemental materials
Describe the priority problem using at least two data sources	A number of students are not performing at a proficient level in academic areas on the benchmark exams and standardized tests.	Curriculum and benchmarks are not aligned with the CCCS
Describe the root causes of the problem	<ul style="list-style-type: none"> • More Reading Interventionist in order to support the large number of struggling readers. • Gap in the curriculum between 2nd and 3rd grade doesn’t meet the needs of the students • Change in standards more difficult and rigorous • We need more bilingual in class support • Large class sizes 	<ul style="list-style-type: none"> •Curriculum not in line with the benchmarks and Common Core Curriculum Standards. • Pacing guide has no room for adjustments in order to address classroom needs (re-teaching) •Increased familiarity of the Danielson Framework and Common Core Standards
Subgroups or populations addressed	All Grade Levels school wide	All Grade Levels school wide
Related content area missed (i.e., ELA, Mathematics)	All Content Area	All Content Areas
Name of scientifically research based intervention to address priority problems	<ul style="list-style-type: none"> •Guided Reading, DRA2, Souday, Leveled Literacy Intervention (LLI) •<u>Supplemental resources</u>; Super 6 Comprehension Strategies, Reading with Meaning •Moving with Math, Neufeld, IXL, Math XL, Ready Common Core, Khan Academy 	<ul style="list-style-type: none"> •<u>Supplemental resources</u>; Motivation Math, Mathematic Common Core Performance Coach, Motivation Reading, English Language Arts Common Core Performance Coach • Ready Common Core

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

<p>How does the intervention align with the Common Core State Standards?</p>	<ul style="list-style-type: none"> • Scholastic Guided Reading Fiction Focus: Second Edition and Content Areas were carefully leveled and coauthored by Dr. Gay Su Pinnell and Dr. Irene Fountas, America's leading authorities on guided reading. It includes rigorous guided practice in comprehension, phonics, phonemic awareness, vocabulary, and fluency • DRA2 has been developed in collaboration with intermediate and middle school teachers as well as field tested by teachers across the United States • Sonday System: The Sonday System® has been evaluated by educational experts in industry leading organizations such as the National Center for Learning Disabilities, the International Dyslexia Association and Reading First offices in 7 states. They are all in agreement that The Sonday System® contains the required elements identified by the NRP. The Sonday System® follows the teaching methodology of Orton-Gillingham closely. NRP identified Orton-Gillingham as one of the effective methodologies that addresses the needs of struggling students. • Leveled Literacy Intervention (LLI): The LLI Efficacy Study was conducted by an independent research group, the Center for Research in Education Policy (CREP) at the University of Memphis. This scientific study looked at the impact of LLI instruction on struggling readers in two locations: the rural Tifton County Schools in GA and the suburban Enlarged School District of Middletown, NY. The LLI Efficacy study employed a randomized controlled trial, mixed-methods design and included both quantitative and qualitative data. Students were randomly selected for the treatment or control groups. A matched-pair design was used to ensure equivalency between treatment and control groups, and pre-post comparisons of student achievement in literacy were conducted. In addition, the study looked at the fidelity of LLI implementation. It included both independent observations and feedback from teachers and independent on-site researchers. These included two measures of reading achievement for evaluating students' progress in literacy; one observational tool for assessing teachers' LLI instructional practices; and two teacher surveys and focus groups to obtain teachers' and on-site researchers' feedback on LLI . • Super 6 Comprehension Strategies This resource shows you how to improve reading comprehension by applying proven teaching strategies commonly known as the "good reader" research (Pearson et al.). The strategies, which Oczkus refers to as the "Super Six," include Building Background and Making Connections; Predicting/Inferring; Questioning; Monitoring; Summarizing/Synthesizing, and Evaluating. You see how to bring the "Super Six" to your students through motivating lessons you can use with any materials. 	<ul style="list-style-type: none"> • Ready Common Core is a computer based program built from the ground up to be true to the details and intent of the Common Core, <i>Ready</i> is a rigorous instruction and practice program that fully prepares students for the Common Core in a highly supportive way. It's an out-of-the box solution that teachers can start using right away, because it provides them with step-by-step, point-of-use professional development to help them teach the standards most effectively. • Motivation Math: A new independent efficacy study released November 18, 2014 by Mentoring Minds revealed that students learning with Total Motivation™, a standards-aligned, supplemental curriculum, realize gains of 20 points or more over other students. The study also found teachers deem the learning resources an essential classroom tool for achieving student success in meeting the Common Core State Standards and building students' critical thinking skills. Conducted by SEG Measurement, the study revealed that students who learned with the supplemental program realized significant substantial improvement in their scores after just two semesters. Students who learned with Total Motivation Math curriculum saw 23 points in growth compared to peers who saw only a 14-point increase. Students who learned with Total Motivation Reading curriculum scored four times higher on assessments, increasing their scores by 18 points compared to other students who saw an increase of only four points • Mathematic Common Core Performance Coach: In an increasingly technological and information- based world, mathematical understanding and proficiency has never been more important. A variety of instructional strategies, both student- centered and teacher-led, have been implemented to effectively help students develop an increased sense of mathematical proficiency. The National Mathematics Advisory Panel (2008) and National Council of Teachers of Mathematics (1989, 2000) laid the groundwork for selecting instructional strategies that help students develop mathematical proficiency. • English Language Arts Common Core Performance Coach: The combination of the research recommendations and the related features of the program will help prepare students for academic independence in all subject areas.
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SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

	<ul style="list-style-type: none"> • Reading with Meaning: In the early 1990's researchers had spent ten years investigating what proficient readers do to comprehend text, what less successful readers fail to do,, and how to best move novice readers towards expertise. From this word Pearson identified comprehension strategies that successful readers of all ages use routinely to construct meaning when they read and suggest that teachers need to teach these strategies explicitly and for long periods of time, using well-written literature and non-fiction text. • Moving with Math is a scientifically based program correlate to the NJCCCS. Each standard is reinforced throughout the program. • Neufeld (Understanding Math Series) is a computer based program that addresses each content area of the NJCCCS. This program is implemented to ensure that schools use scientifically based methods with long-term records of success to teach math and measure student progress. • Math XL is a computer based program with input from more than 11 million student users annually, MyLab & Mastering creates learning experiences that are truly personalized and continuously adaptive. MyLab & Mastering reacts to how students are actually performing, offering data-driven guidance that helps them better absorb course material and understand difficult concepts. • Khan Academy is a computer based program that offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom. It includes math, science, computer programming, history, art history, economics, and more. They are partnered with institutions like NASA, The Museum of Modern Art, The California Academy of Sciences, and MIT to offer specialized content. 	<ul style="list-style-type: none"> • Motivation Reading: A new independent efficacy study released November 18, 2014 by Mentoring Minds revealed that students learning with Total Motivation™, a standards-aligned, supplemental curriculum, realize gains of 20 points or more over other students. The study also found teachers deem the learning resources an essential classroom tool for achieving student success in meeting the Common Core State Standards and building students' critical thinking skills. Conducted by SEG Measurement, the study revealed that students who learned with the supplemental program realized significant substantial improvement in their scores after just two semesters. Students who learned with Total Motivation Math curriculum saw 23 points in growth compared to peers who saw only a 14-point increase. Students who learned with Total Motivation Reading curriculum scored four times higher on assessments, increasing their scores by 18 points compared to other students who saw an increase of only four points
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SCHOOLWIDE COMPONENT: Reform Strategies

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;

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	Students with Disabilities	Sonday	Special Ed. Teachers	The test scores of students in self-contained Special Ed. classrooms below grade level will improve their reading comprehension and fluency in order to achieve proficiency.	Winsor Learning Sonday System® 1 Training is an introduction to Multisensory Teaching Methodology and a detailed look at the implementation of Sonday System®1 Reading Intervention Program. This training offers hands-on use of the materials, and practical strategies to use with struggling students. Focus is on Sonday System® 1 Instructional Materials, Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension instruction.
Math	Students with Disabilities	Moving with Math with extensions	Special Ed. Teachers	The test scores of students in self-contained Special Ed. functioning below grade level will improve by using skills and strategies from this program.	The Moving with Math program is a scientifically based program correlate to the NJCCCS. Each standard reinforced throughout.
ELA	Homeless, Migrant	N/A	N/A	N/A	N/A
Math	Homeless, Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Corner Stone	ESL Teachers	Students test scores will improve by using skills and strategies from this program.	Research based reading and language skills instruction together with a balance of content area reading and age appropriate high interest literature.
ELA	ELLs	EDL/ELL in Reading Street	ESL Teachers	Students test scores will improve by using skills and strategies from this program.	In accord with our rich tradition of excellence, Pearson has committed to continual outside efficacy studies led by our nation’s top educational evaluation experts. All Reading Street and My Sidewalks validation studies follow the rigorous criteria of the What Works Clearinghouse, and prove that our instructional design is highly effective across the many subgroups involved in our studies.
ELA	ELLs	La Pata Pita	Bilingual Teachers	Bilingual students test scores will improve by using skills and strategies from this program.	Created by a renowned children's book author and an experienced reading teacher, La pata Pita is the result of many years of dedication and research. Thousands of children across the United States and Latin America have learned to read with the first edition of this classic primer. This fully revised edition brings together the insights gained from testing the original version with children and feedback from teachers.

SCHOOLWIDE COMPONENT: Reform Strategies

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	ELLs	Mi Metado de Lectura	Bilingual Teachers	Student test scores will improve using skills and strategies from this program.	This work, available only in Spanish, attempts to compile and systematize the knowledge around easy-to-read texts and show the future research lines. The research focuses on setting a definition of the concept of easy-to-read, describing the features of its main users, systematizing detailed writing guidelines and proposing objective assessment methods. Some national and international good practices are also presented. Finally, some future work lines about assessment with users, picture design and use of typography are proposed.
ELA	ELLs	Santillana	Bilingual Teachers	Test scores will improve by using skills and strategies from this program.	Research based focused approach with explicit and implicit instruction that captures the imagination of young ELL learners. A meets them at the level of proficiency that motivates them to be successful and competitive with their native and English Speaking peers.
Math	ELLs	Moving with Math Spanish edition		ELL test scores will improve using skills and strategies from this program.	The Moving with Math program is a scientifically based program correlate to the NJCCCS. Each standard reinforced throughout.
ELA	Economically Disadvantaged	Same as whole school	Same as whole school	Same as whole school	Same as whole school
Math	Economically Disadvantaged	Same as whole school	Same as whole school	Same as whole school	Same as whole school
ELA	Grades K-2	Leveled Literacy Intervention (LLI)	Reading Interventionist	The students below grade level will improve their reading comprehension and fluency in order to achieve proficiency. LLI Assessment will be used to measure student progress	Leveled Literacy Intervention (LLI) provides supplementary instruction to kindergarten, first, and second graders who are having difficulty reading and writing. Teachers a systematic assessment to determine children’s instructional reading level, and then group the children at the same levels. A 30-minute lesson is implemented daily which incorporate a variety of instructional approaches that are supported by research (Fountas & Pinnell, 2003). This program makes it is possible to identify struggling readers and writers and intervene before it allows a path of failure to continue (Juel, 1988). Overthe last two decades, research has shown the need for effective early intervention in increasing student’s progress (Clay, 2007; Goldenburg, 1994; Hiebert & Taylor, 1994; Schmidt, Askew, Fountas, Lyons, & Pinnell, 2005).

SCHOOLWIDE COMPONENT: Reform Strategies

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Grade K-2	Sonday	Reading Interventionist	The students below grade level will improve their reading comprehension and fluency in order to achieve proficiency. LLI Assessment will be used to measure student progress.	Winsor Learning Sonday System® 1 Training is an introduction to Multisensory Teaching Methodology and a detailed look at the implementation of Sonday System®1 Reading Intervention Program. This training offers hands-on use of the materials, and practical strategies to use with struggling students. Focus is on Sonday System® 1 Instructional Materials, Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension instruction.
ELA	Grades K-8	Super 6 Comprehension Strategies	ELA Teachers	Test scores will improve by using skills and strategies from this program.	This resource shows you how to improve reading comprehension by applying proven teaching strategies commonly known as the "good reader" research (Pearson et al.). The strategies, which Oczkus refers to as the "Super Six," include Building Background and Making Connections; Predicting/Inferring; Questioning; Monitoring; Summarizing/Synthesizing, and Evaluating. You see how to bring the "Super Six" to your students through motivating lessons you can use with any materials.
ELA	Grades K-8	Reading with Meaning:	ELA Teachers	Student test scores will improve by using skills and strategies from this program.	In the early 1990's researchers had spent ten years investigating what proficient readers do to comprehend text, what less successful readers fail to do,, and how to best move novice readers towards expertise. From this word Pearson identified comprehension strategies that successful readers of all ages use routinely to construct meaning when they read and suggest that teachers need to teach these strategies explicitly and for long periods of time, using well-written literature and non-fiction text.
ELA	Grades K-8	Motivation Reading:	ELA Teachers	Test scores will improve by using skills and strategies from this program.	A new independent efficacy study released November 18, 2014 by Mentoring Minds revealed that students learning with Total Motivation™, a standards-aligned, supplemental curriculum, realize gains of 20 points or more over other students. The study also found teachers deem the learning resources an essential classroom tool for achieving student success in meeting the Common Core State Standards and building students' critical thinking skills. Conducted by SEG Measurement, the study revealed that students who learned with the supplemental program realized significant substantial improvement in their scores after just two semesters. Students who learned with Total Motivation Math curriculum saw 23 points in growth compared to peers who saw only a 14-point increase. Students who learned with Total Motivation Reading curriculum scored four times higher on assessments, increasing their scores by 18 points compared to other students who saw an increase of only four points

SCHOOLWIDE COMPONENT: Reform Strategies

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Grades K-8	English Language Arts Common Core Performance Coach	ELA Teachers	Student test score will improve with skills and strategies from this program.	The combination of the research recommendations and the related features of the program will help prepare students for academic independence in all subject areas.
Math	Grades K-8	Moving with Math	Math Teachers	Using skills and strategies from this program will improve test scores.	The Moving with Math program is a scientifically based program correlate to the NJCCCS. Each standard reinforced throughout.
Math	Grades K-6	Neufeld	Math Teachers	Skills and strategies through the technology of this program will improve test scores of our students.	Neufeld (Understanding Math Series) is a computer based program that addresses each content area of the NJCCCS. This program is implemented to ensure that schools use scientifically based methods with long-term records of success to teach math and measure student progress.
Math	Grades 7	Math XL	Math Teachers	Skills and strategies through the technology of this program will improve test scores of our students.	Math XL is a computer based program with input from more than 11 million student users annually, MyLab & Mastering creates learning experiences that are truly personalized and continuously adaptive. MyLab & Mastering reacts to how students are actually performing, offering data-driven guidance that helps them better absorb course material and understand difficult concepts.
Math	Grades 6-8	Khan Academy	Math Teachers	Skills and strategies through the technology of this program will improve test scores of our students.	Khan Academy is a computer based program that offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom. It includes math, science, computer programming, history, art history, economics, and more. They are partnered with institutions like NASA, The Museum of Modern Art, The California Academy of Sciences, and MIT to offer specialized content.
Math	Grades K-8	Mathematic Common Core Performance Coach:	Math Teachers	Using skills and strategies from this program will improve test scores.	In an increasingly technological and information- based world, mathematical understanding and proficiency has never been more important. A variety of instructional strategies, both student- centered and teacher-led, have been implemented to effectively help students develop an increased sense of mathematical proficiency. The National Mathematics Advisory Panel (2008) and National Council of Teachers of Mathematics (1989, 2000) laid the groundwork for selecting instructional strategies that help students develop mathematical proficiency.

SCHOOLWIDE COMPONENT: Reform Strategies

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Grades K-8	Motivation Math	Math Teachers	Using skills and strategies from this program will improve test scores.	<p>A new independent efficacy study released November 18, 2014 by Mentoring Minds revealed that students learning with Total Motivation™, a standards-aligned, supplemental curriculum, realize gains of 20 points or more over other students. The study also found teachers deem the learning resources an essential classroom tool for achieving student success in meeting the Common Core State Standards and building students' critical thinking skills.</p> <p>Conducted by SEG Measurement, the study revealed that students who learned with the supplemental program realized significant substantial improvement in their scores after just two semesters. Students who learned with Total Motivation Math curriculum saw 23 points in growth compared to peers who saw only a 14-point increase. Students who learned with Total Motivation Reading curriculum scored four times higher on assessments, increasing their scores by 18 points compared to other students who saw an increase of only four points</p>

SCHOOLWIDE COMPONENT: Reform Strategies

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Motivation Reading:	Special Ed. Teachers	Test scores will improve by using skills and strategies from this program.	A new independent efficacy study released November 18, 2014 by Mentoring Minds revealed that students learning with Total Motivation™, a standards-aligned, supplemental curriculum, realize gains of 20 points or more over other students. The study also found teachers deem the learning resources an essential classroom tool for achieving student success in meeting the Common Core State Standards and building students' critical thinking skills. Conducted by SEG Measurement, the study revealed that students who learned with the supplemental program realized significant substantial improvement in their scores after just two semesters. Students who learned with Total Motivation Math curriculum saw 23 points in growth compared to peers who saw only a 14-point increase. Students who learned with Total Motivation Reading curriculum scored four times higher on assessments, increasing their scores by 18 points compared to other students who saw an increase of only four points
Math	Students with Disabilities	Motivation Math	Special Ed. Teachers	Using skills and strategies from this program will improve test scores.	A new independent efficacy study released November 18, 2014 by Mentoring Minds revealed that students learning with Total Motivation™, a standards-aligned, supplemental curriculum, realize gains of 20 points or more over other students. The study also found teachers deem the learning resources an essential classroom tool for achieving student success in meeting the Common Core State Standards and building students' critical thinking skills. Conducted by SEG Measurement, the study revealed that students who learned with the supplemental program realized significant substantial improvement in their scores after just two semesters. Students who learned with Total Motivation Math curriculum saw 23 points in growth compared to peers who saw only a 14-point increase. Students who learned with Total Motivation Reading curriculum scored four times higher on assessments, increasing their scores by 18 points compared to other students who saw an increase of only four points
ELA	Homeless, Migrant	N/A	N/A	N/A	N/A
Math	Homeless, Migrant	N/A	N/A	N/A	N/A

SCHOOLWIDE COMPONENT: Reform Strategies

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

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	ELLs	Motivation Reading:	ESL/Bilingual Teachers	Test scores will improve by using skills and strategies from this program.	A new independent efficacy study released November 18, 2014 by Mentoring Minds revealed that students learning with Total Motivation™, a standards-aligned, supplemental curriculum, realize gains of 20 points or more over other students. The study also found teachers deem the learning resources an essential classroom tool for achieving student success in meeting the Common Core State Standards and building students' critical thinking skills. Conducted by SEG Measurement, the study revealed that students who learned with the supplemental program realized significant substantial improvement in their scores after just two semesters. Students who learned with Total Motivation Math curriculum saw 23 points in growth compared to peers who saw only a 14-point increase. Students who learned with Total Motivation Reading curriculum scored four times higher on assessments, increasing their scores by 18 points compared to other students who saw an increase of only four points
Math	ELLs	Motivation Math	Math Teachers	Using skills and strategies from this program will improve test scores.	A new independent efficacy study released November 18, 2014 by Mentoring Minds revealed that students learning with Total Motivation™, a standards-aligned, supplemental curriculum, realize gains of 20 points or more over other students. The study also found teachers deem the learning resources an essential classroom tool for achieving student success in meeting the Common Core State Standards and building students' critical thinking skills. Conducted by SEG Measurement, the study revealed that students who learned with the supplemental program realized significant substantial improvement in their scores after just two semesters. Students who learned with Total Motivation Math curriculum saw 23 points in growth compared to peers who saw only a 14-point increase. Students who learned with Total Motivation Reading curriculum scored four times higher on assessments, increasing their scores by 18 points compared to other students who saw an increase of only four points
ELA	Economically Disadvantaged	Same as whole school	Same as whole school	Same as whole school	Same as whole school
Math	Economically Disadvantaged	Same as whole school	Same as whole school	Same as whole school	Same as whole school

SCHOOLWIDE COMPONENT: Reform Strategies

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

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	Grades K-8	Motivation Reading:	ELA Teachers	Test scores will improve by using skills and strategies from this program.	A new independent efficacy study released November 18, 2014 by Mentoring Minds revealed that students learning with Total Motivation™, a standards-aligned, supplemental curriculum, realize gains of 20 points or more over other students. The study also found teachers deem the learning resources an essential classroom tool for achieving student success in meeting the Common Core State Standards and building students' critical thinking skills. Conducted by SEG Measurement, the study revealed that students who learned with the supplemental program realized significant substantial improvement in their scores after just two semesters. Students who learned with Total Motivation Math curriculum saw 23 points in growth compared to peers who saw only a 14-point increase. Students who learned with Total Motivation Reading curriculum scored four times higher on assessments, increasing their scores by 18 points compared to other students who saw an increase of only four points.
Math	Grades K-8	Motivation Math	Math Teachers	Using skills and strategies from this program will improve test scores.	A new independent efficacy study released November 18, 2014 by Mentoring Minds revealed that students learning with Total Motivation™, a standards-aligned, supplemental curriculum, realize gains of 20 points or more over other students. The study also found teachers deem the learning resources an essential classroom tool for achieving student success in meeting the Common Core State Standards and building students' critical thinking skills. Conducted by SEG Measurement, the study revealed that students who learned with the supplemental program realized significant substantial improvement in their scores after just two semesters. Students who learned with Total Motivation Math curriculum saw 23 points in growth compared to peers who saw only a 14-point increase. Students who learned with Total Motivation Reading curriculum scored four times higher on assessments, increasing their scores by 18 points compared to other students who saw an increase of only four points

SCHOOLWIDE COMPONENT: Reform Strategies

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Same as whole school	Same as whole school	Same as whole school	Same as whole school
Math	Students with Disabilities	Same as whole school	Same as whole school	Same as whole school	Same as whole school
ELA	Homeless, Migrant	N/A	N/A	N/A	N/A
Math	Homeless, Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Same as whole school	Same as whole school	Same as whole school	Same as whole school
Math	ELLs	Same as whole school	Same as whole school	Same as whole school	Same as whole school
ELA	Economically Disadvantaged	Same as whole school	Same as whole school	Same as whole school	Same as whole school
Math	Economically Disadvantaged	Same as whole school	Same as whole school	Same as whole school	Same as whole school
ELA	Grades K-8	PLC meetings	All Teachers	Teacher will improve their collaboration through PLC meetings and use of supplemental resources provided by administration, creating activities to better meet their students' needs and weaknesses.	After an overview of the characteristics of professional learning communities (PLCs), this manuscript presents a review of 10 American studies and one English study on the impact of PLCs on teaching practices and student learning. Although, few studies move beyond self-reports of positive impact, a small number of empirical studies explore the impact on teaching practice and student learning. The collective results of these studies suggest that well-developed PLCs have positive impact on both teaching practice and student achievement. Implications of this research and suggestions for next steps in the efforts to document the impact of PLCs on teaching and learning are included.

SCHOOLWIDE COMPONENT: Reform Strategies

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Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Grades K-8	PLC meetings	All Teachers	Teacher will improve their collaboration through PLC meetings and use of supplemental resources provided by administration, creating activities to better meet their students' needs and weaknesses.	After an overview of the characteristics of professional learning communities (PLCs), this manuscript presents a review of 10 American studies and one English study on the impact of PLCs on teaching practices and student learning. Although, few studies move beyond self-reports of positive impact, a small number of empirical studies explore the impact on teaching practice and student learning. The collective results of these studies suggest that well-developed PLCs have positive impact on both teaching practice and student achievement. Implications of this research and suggestions for next steps in the efforts to document the impact of PLCs on teaching and learning are included.

****Use an asterisk to denote new programs.***

SCHOOLWIDE COMPONENT: Reform Strategies

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 school wide program for 2014-2015? Will the review be conducted internally (By school staff), or externally?**

The review will be conducted internally by the Title I Committee and the School Improvement Panel.

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

Some challenges we anticipated were proper funding and professional development presenters that effective present the information to the teachers.

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

Our school community -- Board of Education, Central Office, parents and other stockholders are cooperative and most often respond or provide the support our school needs to educate our students.

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

The implementation of the Intervention Block required our staff to collect data and create activities that engaged the students improving and developing academic deficiencies. Team meetings, staff meetings, pre and post conferences with administrators to provide the teachers with the feedback they need to establish Intervention activities that meet individual student needs.

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

The perception of our community will be measured by the attendance at a variety of events throughout the school year such as Back to School Night, Parent Teacher Organization (PTO) events, and Parent teacher Conferences.

SCHOOLWIDE COMPONENT: Reform Strategies

6. How will the school structure interventions?

Teachers looked at the data and organized students into groups based on the results of the skill areas in which they needed to improve. The students worked in small groups or individually with the teacher as the facilitator. Each teacher was responsible for preparing activities that either had a Reading comprehension, Language Arts or Math focus.

7. How frequently will students receive instructional interventions?

Students attended Instructional Interventions daily, weekly, on a rotating basis depending on grade level schedules.

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

The technology resource our school will utilize are STARBOARDS, desktops, lab tops and Ipad. Students were also able to use computers during the Intervention blocks. All students used the computer to take pre-posttest and other assessments.

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

MAP, PARCC, DORA, NJASK Science, ACCESS, Benchmarks, Benchmark Assessment System (BAS), Moving with Math pre and posttests, Pearson, Lexmarks, EdConnect, Progress Monitoring and DRA/EDL scores are reviewed and analyze in order to assess the effectiveness of the interventions that are in place.

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

Test scores are public knowledge and are accessible to all stakeholders for review through both the newspaper as well as the Elizabeth Board of Education website. Staff also has Faculty and Team meeting to review and analyze test scores. Report cards and progress reports, as well as access to Power School keep the parents informed of their child's on going progress.

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

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, school wide 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 school wide program.

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Same as whole school	Same as whole school	Same as whole school	Same as whole school
Math	Students with Disabilities	Same as whole school	Same as whole school	Same as whole school	Same as whole school
ELA	Homeless, Migrant	N/A	N/A	N/A	N/A
Math	Homeless, Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Same as whole school	Same as whole school	Same as whole school	Same as whole school
Math	ELLs	Same as whole school	Same as whole school	Same as whole school	Same as whole school
ELA	Economically Disadvantaged	Same as whole school	Same as whole school	Same as whole school	Same as whole school
Math	Economically Disadvantaged	Same as whole school	Same as whole school	Same as whole school	Same as whole school
ELA/Math	Parents, Students, Teachers, and Stakeholders	District/School Website	District Technology Department	Parents are able to see the academic performance of their children on a regular basis.	Sponsoring parent-to-parent communication and events are key parts of an effective parent-involvement program (Berla, Henderson, & Kerewsky, 1989).
ELA/Math	Parents, Students, Teachers, and Stakeholders	PTO workshops and events	Parent Teacher Organization	Increased participation of parents at PTO meetings	Not only do students flourish, but schools are strengthened when families take an active interest in their children's educations. (Blank, Melaville, Shahs, 2003

****Use an asterisk to denote new programs.***

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

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?**

The Family and Community engagement program will help address the priority problems identified in the needs assessment through workshops presented to the parents in order to aid in improving their understanding and to assist in their child's ability to make an improvement in their achievement toward the rigorous curriculum in grades K-8 in both LAL and Math in order to reach the expectations of District and State Performance Goals.

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

The policy has already been written and a meeting will be held to discuss all aspects of the policy with the parents.

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

The parent involvement policy is distributed in September to each student during homeroom. Once the document is signed it is returned and placed in binder for further reference and use.

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

The school-parent compact is distributed in September to each student during homeroom. Once the document is signed it is returned and placed in binder for further reference and use.

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

Results are sent home and parent conferences are established on a need basis. Results are also posted on school and district websites.

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

Results are sent home and parent conferences are established on a need basis. Results are also posted on school and district websites.

- 7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III?**

A letter is sent home in order to inform parents.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

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

Parents are notified by the Honeywell Automation Telephone System on any important news that needs to be reported. School staff is also on this system and are notified. The community is notified about our progress through the newspaper.

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

The plan will be discussed during back to school night and a survey will be given to the parents in order to collect their feedback and any additional suggestions they may have.

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

Parents are notified of their child's academic achievement through test score, progress reports, report cards, and conferences between the parent and the teacher, administrators may also be in attendance at times.

11. On what specific strategies will the school use its 2013-2014 parent involvement funds?

•Book Fair

•PTO Family Fun Nights

•Parent Workshop provided by PTO

•PTO fundraisers and activities

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

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

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a school wide 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	67	Staff Development Workshops/In-Service workshops/Grade level team meetings/Mentor Program/In school mentoring program/Cross grade level team meetings Observations/Evaluations
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0%	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	22	Staff Development Workshops and In-Service workshops.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	
	0%	

* 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 school wide program, or terminate their employment with the district.

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

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
Staff Development Workshops/In school workshops/Grade level team meetings/Mentor Program/In school mentoring program/Cross grade level team meetings Observations/Evaluations/Alternate Route Classes	<ul style="list-style-type: none"> •Melissa Lucio Human Resources •Mr. Ben Candelino Principal of Joseph Battin School #4