

# 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: Winfield Scott Elementary School
Chief School Administrator: OLGA HUGELMEYER	Address: 125 Madison Avenue
Chief School Administrator's E-mail:hugelmo@elizabeth.k12.nj.us	Grade Levels: PK-8
Title I Contact: Rosa Carbone	Principal: Hollis Mendes
Title I Contact E-mail:carbonro@elizabeth.k12.nj.us	Principal's E-mail: mendesho@elizabeth.k12.nj.us
Title I Contact Phone Number:908 436-5267	Principal's Phone Number: 908-436-6140

**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
PD on vocabulary	1			
PD on Context Clues	1			
PD for teaching strategies on fractions and decimals	2			
PD on HOTS	3			

## 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
Hollis Mendes	Principal	X	X		
Theresa Zucosky	Guidance Counselor	X	X		
Dominick DeAnthony	Classroom Teacher	X	X		
Linda Ferreira	Vice Principal	x	x		
Schiller J. Ambroise	Bilingual Teacher	X	X		
Barry Gastelu	6 <sup>th</sup> grade Teacher	X	X		
Veronica Simoes	Math Teacher	X	X		
Maggie Romanic	Parent	X	X		
Gia Crespo	Sp. Ed.	X	X		
Lauren Bowers	6 <sup>th</sup> grade Teacher	X	X		
Dante Burgess	Community	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	
			Yes	No	Yes	No
May 14, 2015	Dr. Martin Luther King ECC School No. 52	NCLB/ESEA Title I Schoolwide Plan				
May 19, 2015	Winfield Scott School No. 2	Comprehensive Needs Assessment	X		X	
June 1, 2015	Winfield Scott School No. 2	Schoolwide Plan Development	X		X	
June 3, 2015	Winfield Scott School No. 2	Program Evaluation	X		X	
June 5, 2015	Winfield Scott School No. 2	NCLB/ESEA Title I Schoolwide Plan (Finalized)		X		X

*\*Add rows as necessary.*

**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 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?

<b>What is the school's mission statement?</b>	Winfield Scott School 2 will be one of the best schools in the city of Elizabeth. The Winfield Scott School 2 family and community will collaboratively ensure excellent and equitable educational opportunities with the highest of expectations for every student.
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## 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?
  - Yes
2. What were the strengths of the implementation process?
  - Soliday, LLI, Spell Read, daily intervention period in LAL and Math, lunchtime tutoring
3. What implementation challenges and barriers did the school encounter?
  - Inconsistency of technology availability
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?
  - Apparent weakness in all steps was inconsistent technology availability. Apparent strengths were staff's dedication to maintaining the integrity of the program
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?
  - Introductions, professional development opportunities, and student results

## 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?
  - Staff perceptions were positive, staff survey was used
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?
  - Community perceptions were positive, parent survey was used
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)
  - Majority of the programs were in a small-group format
9. How were the interventions structured?
  - According to student need based on student data
10. How frequently did students receive instructional interventions?
  - Daily basis
11. What technologies were utilized to support the program?
  - Starboards, Ipads, and document cameras, Grade 3-8 (1:1 initiative)
12. Did the technology contribute to the success of the program, and if so, how?
  - Yes, Starboards helped improve student engagement. Document cameras were vital for student modeling. 1:1 initiative provided greater access to daily technology

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

**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.

<b>English Language Arts</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>Interventions Provided</b>	<b>Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).</b>
Grade 4	16		Afterschool, lunchtime tutoring & intervention period	
Grade 5	15		Afterschool, lunchtime tutoring & intervention period	
Grade 6	10		Afterschool, lunchtime tutoring & intervention period	
Grade 7	14		Afterschool, lunchtime tutoring & intervention period	
Grade 8	9		Afterschool, lunchtime tutoring & intervention period	
Grade 11				
Grade 12				

<b>Mathematics</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>Interventions Provided</b>	<b>Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).</b>
Grade 4	1		Afterschool, lunchtime tutoring & intervention period	
Grade 5	8		Afterschool, lunchtime tutoring & intervention period	
Grade 6	7		Afterschool, lunchtime tutoring & intervention period	
Grade 7	8		Afterschool, lunchtime tutoring & intervention period	

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

Grade 8	13		Afterschool, lunchtime tutoring & intervention period	
Grade 11				
Grade 12				

**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.

<b>English Language Arts</b>	<b>2013 - 2014</b>	<b>2014 - 2015</b>	<b>Interventions Provided</b>	<b>Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).</b>
Pre-Kindergarten				
Kindergarten	31		Afterschool, lunchtime tutoring & intervention period	
Grade 1	24		Afterschool, lunchtime tutoring & intervention period	
Grade 2	21		Afterschool, lunchtime tutoring & intervention period	
Grade 9				
Grade 10				

<b>Mathematics</b>	<b>2013 - 2014</b>	<b>2014 - 2015</b>	<b>Interventions Provided</b>	<b>Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).</b>
Pre-Kindergarten				
Kindergarten	7		Afterschool, lunchtime tutoring & intervention period	
Grade 1	10		Afterschool, lunchtime tutoring & intervention period	
Grade 2	16		Afterschool, lunchtime tutoring & intervention period	

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

Grade 9				
Grade 10				

**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

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
ELA	Students with Disabilities	Guided Reading, My Access Writing, *Spell Read, LLI	Yes	DRA Read 180 Data NJASK, PARCC	
Math	Students with Disabilities	Math XL Moving with Math, *Every Day Math OnLine	Yes	Program Data NJASK, PARCC	
ELA	Homeless	Guided Reading, My Access Writing *Sunday, *Spell Read, LLI	Yes	DRA Program Data NJASK, PARCC	
Math	Homeless	Math XL Moving with Math, *Every Day Math On Line	Yes	Program Data NJASK, PARCC	
ELA	Migrant	NA	NA	NA	
Math	Migrant	NA	NA	NA	
ELA	ELLs	Guided Reading, *Sunday, *Spell Read, LLI		DRA Program Data, PARCC	
Math	ELLs	Math XL Moving with Math, *Every Day Math On		Program Data, PARCC	

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

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
		Line			
ELA	Economically Disadvantaged	Guided Reading, *Sonday, *Spell Read, LLI		DRA Program Data PARCC	
Math	Economically Disadvantaged	Math XL Moving with Math, *Every Day Math On Line		Program Data, PARCC	
ELA					
Math					

**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	After School Program, Summer School, Extended Day, Daily intervention period	Yes	Program Data, PARCC	
Math	Students with Disabilities	After School Program, Summer School, Extended Day, Daily intervention period	Yes	Program Data, PARCC	
ELA	Homeless	After School Program, Summer School, Extended Day, Daily intervention period	Yes	Program Data, PARCC	
Math	Homeless	After School Program, Summer School, Extended Day, Daily intervention period	Yes	Program Data, PARCC	
ELA	Migrant	NA	NA	NA	
Math	Migrant	NA	NA	NA	
ELA	ELLs	After School Program, Summer School, Extended Day, Daily intervention period	Yes	Program Data, PARCC	
Math	ELLs	After School Program, Summer School, Extended Day, Daily intervention period	Yes	Program Data, PARCC	

**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	Economically Disadvantaged	After School Program, Summer School, Extended Day, Daily intervention period	Yes	Program Data, PARCC	
Math	Economically Disadvantaged	After School Program, Summer School, Extended Day, Daily intervention period	Yes	Program Data, PARCC	
ELA					
Math					

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

**Evaluation of 2014-2015 Interventions and Strategies**

***Professional Development – Implemented in 2014-2015***

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
ELA	Students with Disabilities	Outside consultant: Staff Development Inc., Team Meetings, District workshops, Administrators Summer Institute, PLC, network meetings, Instructional Rounds	Yes	PARCC, iOBS, Admin walkthroughs	Research based programs recommended by state and district: Read 180, Guided Reading, LLI, Spell Read, Sonday, Reading Street, Ready Common Core
Math	Students with Disabilities	Outside consultant: Staff Development Inc., Team Meetings, District workshops, Administrators Summer Institute, PLC, network meetings, Instructional Rounds	Yes	PARCC, iOBS, Admin walkthroughs	Research based programs recommended by state and district: Everyday Math, Moving with Math, Math XL, Ready Common Core
ELA	Homeless	Outside consultant: Staff Development Inc Team Meetings, District workshops, Administrators summer institute, Instructional Rounds	Yes	PARCC, iOBS, Admin walkthroughs	Research based programs recommended by state and district: Read 180, Guided Reading, LLI, Spell Read, Sonday, Reading Street, Ready Common Core
Math	Homeless	Outside consultant: Staff Development Inc Team Meetings, District workshops,	Yes	PARCC, iOBS, Admin walkthroughs	Research based programs recommended by state and district:- Everyday Math, Moving with Math, Math XL

**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)
		Administrators summer institute, Instructional Rounds			
ELA	Migrant	NA	NA	NA	NA
Math	Migrant	NA	NA	NA	NA
ELA	ELLs	Outside consultant: Staff Development Inc Team Meetings, District workshops, Administrators summer institute, Instructional Rounds	Yes	PARCC, iOBS, Admin walkthroughs	Research based programs recommended by state and district: Read 180, Guided Reading, LLI, Spell Read, Sonday, Reading Street, Ready Common Core
Math	ELLs	Outside consultant: Staff Development Inc Team Meetings, District workshops, Administrators summer institute, Instructional Rounds	Yes	PARCC, iOBS, Admin walkthroughs	Research based programs recommended by state and district:- Everyday Math, Moving with Math, Math XL
ELA	Economically Disadvantaged	Outside consultant: Staff Development Inc Team Meetings, District workshops, Administrators summer institute, Instructional Rounds	Yes	PARCC, iOBS, Admin walkthroughs	Research based programs recommended by state and district: Guided Reading, LLI, Spell Read, Sonday, Reading Street, Ready Common Core
Math	Economically	Outside consultant:	Yes	PARCC, iOBS, Admin	Research based programs recommended by

**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)
	Disadvantaged	Staff Development Inc Team Meetings, District workshops, Administrators summer institute, Instructional Rounds		walkthroughs	state and district:- Everyday Math, Moving with Math, Math XL
ELA					
Math					

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

***Family and Community Engagement Implemented in 2014-2015***

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
ELA	Students with Disabilities	Bedtime with Books, Parent conferences, Back to School night	Yes	PARCC	
Math	Students with Disabilities	Family Math night, Parent conferences, Back to School night	Yes	PARCC	
ELA	Homeless	Bedtime with Books, Parent conferences, Back to School night	Yes	PARCC	
Math	Homeless	Family Math night, Parent conferences, Back to School night	Yes	PARCC	
ELA	Migrant	NA	NA	NA	
Math	Migrant	NA	NA	NA	
ELA	ELLs	Bedtime with Books, Parent conferences, Back to School night	Yes	PARCC	
Math	ELLs	Family Math night, Parent conferences, Back to School night	Yes	PARCC	
ELA	Economically Disadvantaged	Bedtime with Books, Parent conferences, Back to School night	Yes	PARCC	
Math	Economically Disadvantaged	Family Math night, Parent conferences, Back to School night	Yes	PARCC	

**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					
Math					

**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**

<b>Areas</b>	<b>Multiple Measures Analyzed</b>	<b>Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)</b>
Academic Achievement – Reading	DRA, Benchmarks, PARCC, SGO,	
Academic Achievement - Writing	DRA, Benchmarks, PARCC, SGO, MyAccess	
Academic Achievement - Mathematics	Benchmarks, PARCC, SGO	
Family and Community Engagement	Back to School Night, Parent-Teacher Conferences, Family Math Night, Bedtime with Books	
Professional Development	Observations/Walk-throughs	
Leadership	Networks/ Book reports	
School Climate and Culture	Surveys	
School-Based Youth Services		
Students with Disabilities	DRA, Benchmarks, PARCC, SGO, MyAccess	
Homeless Students	DRA, Benchmarks, PARCC, SGO, MyAccess	
Migrant Students		

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
English Language Learners	Supera, EDL	
Economically Disadvantaged	DRA, Benchmarks, PARCC, SGO, MyAccess	

**2015-2016 Comprehensive Needs Assessment Process\***  
*Narrative*

1. What process did the school use to conduct its needs assessment?
  - Looked at the most recent benchmarks, PARCC, CDAD (comparative data analysis document) and iObs.
2. What process did the school use to collect and compile data for student subgroups?
  - Committee reviewed recent benchmarks, CDAD and then prioritized.
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)?<sup>1</sup>
  - The data used is our State standardized tests.
4. What did the data analysis reveal regarding classroom instruction?
  - We have a need for Professional Development in Language Arts (especially writing) and Math.
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?
  - Similar needs but more emphasis was on developing student skills in the field of technology.

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<sup>1</sup> Definitions taken from Understanding Research Methods” by Mildred Patten  
Patten, M. L. (2012). Understanding Research Methods. Glendale, California: Pyrczak Publishing

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

6. How does the school identify educationally at-risk students in a timely manner?
  - Individual standardized test results and DRA results are reviewed immediately and referrals are made to the I&RS team.
  
7. How does the school provide effective interventions to educationally at-risk students?
  - Afterschool program, small group, intervention period as well as our Bilingual and ESL teachers.
8. How does the school address the needs of migrant students? Not Applicable
9. How does the school address the needs of homeless students?
  - Students are identified and accommodated on an individual basis as well as counseling services offered.
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?
  - DATA binders are used to organize group instruction.
11. How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high school?
  - Orientation visits
12. How did the school select the priority problems and root causes for the 2013-2014 school wide plan?
  - Prioritized based on data.

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

**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.

	<b>#1</b>	<b>#2</b>
Name of priority problem	Language Arts Literacy	Mathematics
Describe the priority problem using at least two data sources	Need to improve LAL scores to proficient and advanced proficient	Need to improve Math scores to proficient and advanced proficient
Describe the root causes of the problem	low Vocabulary , writing, informational text	low performance in problem solving, fractions and decimals.
Subgroups or populations addressed	All students	All students
Related content area missed (i.e., ELA, Mathematics)	LAL	Math
Name of scientifically research based intervention to address priority problems	Guided Reading, Writer’s workshop, My ACCESS Writing, ASCD videos	Every Day Math, Moving with Math, Math XL
How does the intervention align with the Common Core State Standards?	Vocabulary, citing the text, writing process, Inference, predictions	Problem solving, fractions and decimals, data analysis, algebra

**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 (continued)***

	#3	#4
Name of priority problem	Students performing low in Higher Order Thinking Skills	
Describe the priority problem using at least two data sources	Need to increase Higher Order Thinking Skills	
Describe the root causes of the problem	Students having low level responses to questioning.	
Subgroups or populations addressed	All Students	
Related content area missed (i.e., ELA, Mathematics)	LAL/Math	
Name of scientifically research based intervention to address priority problems	AVID	
How does the intervention align with the Common Core State Standards?	It directly relates to Bloom’s taxonomy and Costas Level of Questioning.	

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

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

### 2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Guided Reading, My Access Writing,	Yes	DRA PARCC, NWEA MAP, benchmarks	
Math	Students with Disabilities	Math XL Moving with Math, *Every Day Math On Line	Yes	Program Data, PARCC, NWEA Map, Benchmarks	
ELA	Homeless	Guided Reading, My Access Writing	Yes	DRA Program Data PARCC, NWEA Map, Benchmarks	
Math	Homeless	Math XL Moving with Math, *Every Day Math On Line	Yes	Program Data, PARCC, NWEA Map, Benchmarks	
ELA	Migrant	NA	NA	NA	
Math	Migrant	NA	NA	NA	
ELA	ELLs	Guided Reading, My Access Writing		DRA Program Data PARCC, NWEA Map, Benchmarks	
Math	ELLs	Math XL Moving with Math, *Every Day Math On Line, hctutorial		Program Data, PARCC, NWEA Map, Benchmarks	

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Intervention</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)</b>
		website			
ELA	Economically Disadvantaged	Guided Reading, My Access Writing		DRA Program Data PARCC, NWEA Map, Benchmarks	
Math	Economically Disadvantaged	Math XL Moving with Math, *Every Day Math On Line	Yes	Program Data, PARCC, NWEA Map, Benchmarks	
ELA					
Math					

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

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

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	After School Program, Summer School, Daily intervention period	Yes	DRA Program Data PARCC, NWEA Map, Benchmarks	
Math	Students with Disabilities	After School Program, Summer School, Daily intervention period	Yes	Program Data, PARCC, NWEA Map, Benchmarks	
ELA	Homeless	After School Program, Summer School, Daily intervention period	Yes	DRA Program Data PARCC, NWEA Map, Benchmarks	
Math	Homeless	After School Program, Summer School, Daily intervention period	Yes	Program Data, PARCC, NWEA Map, Benchmarks	
ELA	Migrant	NA	NA	NA	
Math	Migrant	NA	NA	NA	
ELA	ELLs	After School Program, Summer School, Daily intervention period	Yes	DRA Program Data PARCC, NWEA Map, Benchmarks	
Math	ELLs	After School Program, Summer School, Daily intervention period	Yes	Program Data, PARCC, NWEA Map, Benchmarks	
ELA	Economically	After School Program,	Yes	DRA Program Data	

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

***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;***

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Intervention</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)</b>
	Disadvantaged	Summer School, Daily intervention period		PARCC, NWEA Map, Benchmarks	
Math	Economically Disadvantaged	After School Program, Summer School, Daily intervention period	Yes	Program Data, PARCC, NWEA Map, Benchmarks	
ELA					
Math					

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

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Outside consultant: Staff Development Inc., Team Meetings, District workshops, Administrators Summer Institute, PLC, network meetings	Yes	PARCC, iOBS, Admin walkthroughs	Research based programs recommended by state and district: Guided Reading, Reading Street, Ready Common Core
Math	Students with Disabilities	Outside consultant: Staff Development Inc., Team Meetings, District workshops, Administrators Summer Institute, PLC, network meetings	Yes	PARCC, iOBS, Admin walkthroughs	Research based programs recommended by state and district: Everyday Math, Moving with Math, Math XL, Ready Common Core
ELA	Homeless	Outside consultant: Staff Development Inc Team Meetings, District workshops, Administrators	Yes	PARCC, iOBS, Admin walkthroughs	Research based programs recommended by state and district: Guided Reading, Reading Street, Ready Common Core
Math	Homeless	Outside consultant: Staff Development Inc Team Meetings, District workshops, Administrators	Yes	PARCC, iOBS, Admin walkthroughs	Research based programs recommended by state and district: Everyday Math, Moving with Math, Math XL, Ready Common Core

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Migrant	NA	NA	NA	NA
Math	Migrant	NA	NA	NA	NA
ELA	ELLs	Outside consultant: Staff Development Inc Team Meetings, District workshops, Administrators	Yes	PARCC, iOBS, Admin walkthroughs	Research based programs recommended by state and district: Guided Reading, Reading Street, Ready Common Core
Math	ELLs	Outside consultant: Staff Development Inc Team Meetings, District workshops, Administrators	Yes	PARCC, iOBS, Admin walkthroughs	Research based programs recommended by state and district: Everyday Math, Moving with Math, Math XL, Ready Common Core
ELA	Economically Disadvantaged	Outside consultant: Staff Development Inc Team Meetings, District workshops, Administrators	Yes	PARCC, iOBS, Admin walkthroughs	Research based programs recommended by state and district: Guided Reading, Reading Street, Ready Common Core
Math	Economically Disadvantaged	Outside consultant: Staff Development Inc Team Meetings, District workshops, Administrators	Yes	PARCC, iOBS, Admin walkthroughs	Research based programs recommended by state and district: Everyday Math, Moving with Math, Math XL, Ready Common Core
ELA					

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

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

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

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

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-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 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 2014-2015? Will the review be conducted internally (by school staff), or externally? SCIP, internally
2. What barriers or challenges does the school anticipate during the implementation process? Technology issues
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? Meetings, surveys.
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? Survey
5. What measurement tool(s) will the school use to gauge the perceptions of the community? Survey
6. How will the school structure interventions? Built into schedule and afterschool program.
7. How frequently will students receive instructional interventions? Daily.
8. What resources/ technologies will the school use to support the schoolwide program? Laptops, starboards, document cameras, Ipads.
9. What quantitative data will the school use to measure the effectiveness of each intervention provided? Benchmarks, SGO's, Standardized tests.
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? Staff, Parent meetings, school website.

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

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

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

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Parent Student Compact Bedtime with Books, Spelling/Vocabulary Bee	Staff	Attendance, Participation, PARCC	Guided Reading, Reading Street*, LEADS
Math	Students with Disabilities	Parent Student Compact Bedtime with Books, Math Night	Staff	Attendance Participation, PARCC	Everyday Math
ELA	Homeless	Parent Student Compact Bedtime with Books, Spelling/Vocabulary Bee	Staff	Attendance Participation, PARCC	Guided Reading, Reading Street*, LEADS
Math	Homeless	Parent Student Compact Bedtime with Books, Math Night	Staff	Attendance Participation, PARCC	Everyday Math
ELA	Migrant	NA	NA	NA	NA
Math	Migrant	NA	NA	NA	NA
ELA	ELLs	Parent Student Compact Bedtime with Books, Spelling/Vocabulary Bee	Staff	Attendance Participation, PARCC	Guided Reading, Reading Street*, LEADS
Math	ELLs	Parent Student Compact Bedtime with Books, Math Night	Staff	Attendance Participation, PARCC	Everyday Math
ELA	Economically Disadvantaged	Parent Student Compact Bedtime with Books,	Staff	Attendance Participation, PARCC	Guided Reading, Reading Street*, LEADS

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

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
		Spelling/Vocabulary Bee			
Math	Economically Disadvantaged	Parent Student Compact Bedtime with Books, Math Night	Staff	Attendance Participation, PARCC	Everyday Math
ELA					
Math					

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

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

### 2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the needs assessment?
  - The Board of Education welcomes and encourages involvement in the schools and in the district by parents/guardians. The Board of Education believes that programs, activities, and procedures should be planned and carried out with input from parents/guardians of children who attend Elizabeth's public schools.
2. How will the school engage parents in the development of the written parent involvement policy?
  - Parents/guardians of our district's children will be encouraged and welcome to participate in the development of the written parent involvement policy.
3. How will the school distribute its written parent involvement policy?
  - Sent home via backpacks with signed return, review at Back to School Night available for discussion at workshops
4. How will the school engage parents in the development of the school-parent compact?
  - Parents/guardians are encouraged and welcome to participate in the development of the compact.
5. How will the school ensure that parents receive and review the school-parent compact?
  - The compacts are sent home via US mail, backpacks and available in the main office with a signed return.
6. How will the school report its student achievement data to families and the community?
  - Each student shall provide parents with information about NCLB programs, a description and explanation of the curriculum of the school, a description and explanation of the assessment tools used to measure student progress, parent teacher conferences, and frequent reports to parents on their children's progress.
7. How will the school use notify families and the community if the district has not met its annual measurable objectives for Title III?
  - Parents are notified of state testing results though board of education meetings, newsletters as well as the district website.

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

8. How will the school inform families and the community of the school's disaggregated assessment results?
  - Parents are notified of state testing results through board of education meetings, newsletters as well as the district website
9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?
  - Parents were encouraged and welcome to participate in the development of the plan.
10. How will the school inform families about the academic achievement of their child/children?
  - Academic achievement results are mailed home when results are received at the school level.
11. On what specific strategies and programs did the school use its 2015-16 parent involvement funds?
  - Workshops and school sponsored evening events.

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

## 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 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 <i>ESEA</i> (education, passing score on ParaPro test)		
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.

## 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