

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: Nicholas S. LaCorte Peterstown School No. 3
Chief School Administrator: OLGA HUGELMEYER	Address: 700 Second Avenue, Elizabeth, NJ 07202
Chief School Administrator's E-mail:hugelmo@elizabeth.k12.nj.us	Grade Levels: Kindergarten – Grade 8
Title I Contact: Rosa Carbone	Principal: Jennifer A. Campel
Title I Contact E-mail:carbonro@elizabeth.k12.nj.us	Principal's E-mail: campelje@elizabeth.k12.nj.us
Title I Contact Phone Number:908 436-5267	Principal's Phone Number: (908) 436-6217

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
After School Program	1, 2, 3	1, 2, 3	??????	??????
Lunch Time Tutoring	1, 2, 3	1, 2, 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
Campel, Jennifer A.	School Staff— Administrator Principal	X	X	X	
Brito, Cristina	School Staff— Administrator Vice-Principal	X	X	X	
Sandberg, Camille	School Staff—Resource Teacher –Special Education	X	X	X	
Dolan, Ann Marie	School Staff—Classroom Teacher Grade 4	X	X	X	
Morgan, Larry	School Staff— Classroom Teacher Grade 5	X	X	X	
Quinn, Amy	School Staff— Science Classroom Teacher	X	X	X	

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

Porto, Hector	Parent	X	X	X	
Bostic, Jennifer	Community Member			X	

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
February 10, 2015	School No. 3	Comprehensive Needs Assessment	X		X	
May 14, 2015	Dr. Martin Luther King ECC School No. 52	NCLB/ESEA Title I Schoolwide Plan	X			X
June 1, 2015 June 2, 2015	School No. 3	Schoolwide Plan Development	X		X	
June 1, 2015 June 2, 2015	School No. 3	Program Evaluation	X		X	
June 5, 2015	School No. 3	Final Plan Approval/Remarks	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?

<p>What is the school's mission statement? Nicholas S. LaCorte Peterstown School No. 3 will be one of the best schools in Elizabeth, New Jersey.</p>	<p>The Elizabeth Public Schools will be one of the best school systems in 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.</p>
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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, Nicholas S. LaCorte Peterstown School No. 3 implemented the program as planned.

2. What were the strengths of the implementation process?

- Professional Development for Interventions, Language Arts, Mathematics, Science and Avid
- Highly Qualified Staff
- Parent and Community Input
- Board Recommendations completed for programs/staffing/workshops

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

- No Saturday Intensification Program
- No Parent Liaison
- After School program was cut from 5 to 3 days and only Enrichment/Arts

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

Strengths:

- Staff participation
- Available funding
- Parent and community input
- Board Recommendations completed for programs/staffing
- Available materials

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

- Highly Qualified Staff
- Modified master schedule

Weaknesses:

- Availability of space
- Excessive staff replacements (medical leaves, open positions, resignation of position)

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

- a. Grade Level and Faculty meeting discussions
- b. Instructional Leadership Team meetings
- c. Input from school community
- d. Creation of student goals
- e. Research based program that yielded positive results
- f. Teacher, parent, and student surveys.
- g. Monthly vertical Professional Learning Community (PLC) meetings.

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

- a) Willingness to participate
- b) Realization that the program was necessary
- c) Positive results from program analysis

According to the School Climate survey, most of the staff:

- a) Feel there is a safe environment within the school
- b) Teachers have high expectations of students with high regard to respect and rapport
- c) Administrators communicate with staff
- d) Like working in our school environment.

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

Programs were necessary and welcomed by parents according the Parent School Climate Survey.

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

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

- a. Zero period tutoring, one-on-one, small group instruction
- b. Lunchtime Intensification Instruction Grades 4,5,6
- c. After School Program – group session
- d. Moving with Math – group session
- e. LLI – small group
- f. Sondag (small group)
- g. Math XL (one on one)

9. How did the school structure the interventions?

Student groups were formed based on:

- State assessment scores
- District Benchmarks
- Teacher recommendation
- DRA Scores
- Student IEP
- MAP Scores

10. How frequently did students receive instructional interventions?

- a. Sondag, LLI for identified students in grades K-3
- b. Zero period tutoring/small group targeted instruction daily for 35 minutes
- c. Math XL
- d. System 44 Daily 45 minutes
- e. Lunchtime Tutoring (3 times per week for 30 minutes)

11. What technologies were utilized to support the program?

- a. System 44
- b. Math XL

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

- c. Carnegie
- d. Neufeld learning
- e. Everyday Math Online
- f. Smart Board
- g. Laptops

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

- a. Students Engagement
- b. Student Motivation
- c. Instant Diagnostic Feedback
- d. Utilized laptops to complete out of school assignments
- e. Avenue for new literacies

****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.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 4	70.3%	N/A	System 44, Afterschool programs to increase academic performance through the Arts. Differentiated instruction was provided via DRA's, leveled libraries, Guided Reading and centers. During school tutoring and individualized Tutoring, Zero Period Tutoring	2014 data results will provide further evidence of effectiveness. At Risk students were selected to participate in a Lunchtime Intensification Program focusing on Literacy
Grade 5	60%	N/A	System 44, Afterschool programs to increase academic performance through the Arts. Differentiated instruction was provided via DRA's, leveled libraries, Guided Reading and centers. During school tutoring and individualized Tutoring, Zero Period Tutoring	2014 data results will provide further evidence of effectiveness. At Risk students were selected to participate in a Lunchtime Intensification Program focusing on Literacy
Grade 6	67.7%	N/A	System 44, Afterschool programs to increase academic performance through the Arts. Differentiated instruction was provided via DRA's, leveled libraries, Guided Reading and centers. During school tutoring and individualized Tutoring, Zero Period Tutoring	2014 data results will provide further evidence of effectiveness. At Risk students were selected to participate in a Lunchtime Intensification Program focusing on Literacy
Grade 7	64.8%	N/A	System 44, Afterschool programs to increase academic performance through the Arts. Differentiated instruction was provided via DRA's, leveled libraries, Guided Reading and centers. During school tutoring and individualized Tutoring, Zero Period Tutoring	2014 data results will provide further evidence of effectiveness.
Grade 8	79.6%	N/A	System 44, Afterschool programs to increase academic performance through the Arts. Differentiated instruction was provided via DRA's, leveled libraries, Guided	2014 data results will provide further evidence of effectiveness.

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

			Reading and centers. During school tutoring and individualized Tutoring, Zero Period Tutoring	
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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	56.8%	N/A	Differentiated instruction was provided during Math Instruction. During school tutoring and Moving with Math, Neufeld/Carnegie.	2014 data results will provide further evidence of effectiveness.
Grade 5	38.6%	N/A	Differentiated instruction was provided during Math Instruction. During school tutoring and Moving with Math, Neufeld/Carnegie, Kahn Academy, Engage NY.	2014 data results will provide further evidence of effectiveness.
Grade 6	56.9%	N/A	Differentiated instruction was provided during Math Instruction. During school tutoring and Moving with Math, Neufeld/Carnegie.	2014 data results will provide further evidence of effectiveness.
Grade 7	39.4%	N/A	Differentiated instruction was provided During school tutoring and Moving with Math, Neufeld/Carnegie, Math XL	2014 data results will provide further evidence of effectiveness.
Grade 8	63%	N/A	Differentiated instruction was provided During school tutoring and Moving with Math, Neufeld/Carnegie, Math XL	2014 data results will provide further evidence of effectiveness.

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

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

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

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Kindergarten	N/A	N/A	Mondo Leveled Literacy Intervention Differentiated instruction was provided via level libraries, guided reading and centers	In many cases the interventions resulted in proficiency due to professional development, a committed staff, multi-sensory components of program and exceptional reading material. In cases where it did not result in proficiency, student growth was demonstrated and students will continue to receive interventions in 2015-2016.
Grade 1	58.4%	N/A	Sonday Leveled Literacy Intervention Differentiated instruction was provided via DRA's, level libraries, guided reading, centers	In many cases the interventions resulted in proficiency due to professional development, a committed staff, multi-sensory components of program and exceptional reading material. In cases where it did not result in proficiency, student growth was demonstrated and students will continue to receive interventions in 2015-2016.
Grade 2	33.3%	N/A	Leveled Literacy Intervention Differentiated instruction was provided via DRA's, level libraries, guided reading, centers	In many cases the interventions resulted in proficiency due to professional development, a committed staff, multi-sensory components of program and exceptional reading material. In cases where it did not result in proficiency, student growth was demonstrated and students will continue to receive interventions in 2015-2016.
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	N/A	N/A	Neufeld Mathematics eSuite	In many cases the interventions resulted in proficiency due to professional development, a committed staff, multi-sensory components of program and exceptional reading material. In cases where it did not result in proficiency, student growth was demonstrated and students will continue to receive interventions in 2015-2016.

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Grade 1	23.3%	N/A	Neufeld Mathematics eSuite	In many cases the interventions resulted in proficiency due to professional development, a committed staff, multi-sensory components of program and exceptional reading material. In cases where it did not result in proficiency, student growth was demonstrated and students will continue to receive interventions in 2015-2016.
Grade 2	13.3%	N/A	Neufeld Mathematics eSuite	In many cases the interventions resulted in proficiency due to professional development, a committed staff, multi-sensory components of program and exceptional reading material. In cases where it did not result in proficiency, student growth was demonstrated and students will continue to receive interventions in 2015-2016.

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"> • Language Arts • Balanced Literacy • LEADS • Reading Street • Faculty Meetings • District PD Institute • System 44 • Mondo • Sondag • LLI • Zero Period Tutoring • Guided Reading • PLC Meetings • 	YES	<ul style="list-style-type: none"> • PARCC Scores • Benchmarks/Report Cards • DRA • MAP Scores • Progress Monitoring/SRI/Intervention Programs • Knowledge of new programs and teaching strategies. • Informal Walkthroughs • Consultant Feedback • I-Observations • Annual Professional Performance Review 	<ul style="list-style-type: none"> • Required monthly meetings allowed administrators and teachers to work collaboratively on data, instruction, student engagement, Bloom’s taxonomy, classroom management, anticipatory sets and recognizing success. • Individually selected as needed through administrator observation. • Teachers acquired new and improved teaching strategies. They experienced personal and professional growth working in teams of educators from across several schools. Teachers are exposed, and then challenged to experiment with new techniques. • Teachers meet in grade level/PLC Meetings to discuss student work and teaching strategies • The levels of implementation of strategies, use of data in lesson planning are documented by teacher observations and Annual Professional Performance Review. • 2015 data results will provide further evidence of effectiveness.

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)
Math	Students with Disabilities	<ul style="list-style-type: none"> • Carnegie Learning Neufeld Math Systems • eSuite (Everyday Math) • Moving With Math • Math XL 	YES	<ul style="list-style-type: none"> • PARCC Scores • Benchmarks/Report Cards • DRA • MAP Scores • Progress Monitoring/SRI/Intervention Programs • Knowledge of new programs and teaching strategies. • Informal Walkthroughs • Consultant Feedback • I-Observations • Annual Professional Performance Review 	<ul style="list-style-type: none"> • Students were able to work at their own pace and level in each of the mathematical computer programs. These programs give the students opportunities to make corrections when mistakes are made. Teachers and students both are able to keep track of their progress and monitor their success. • Teachers meet in grade level/PLC Meetings to discuss student work and teaching strategies • 2015 data results will provide further evidence of effectiveness.
ELA	Homeless	<ul style="list-style-type: none"> • Language Arts Balanced Literacy • LEADS • Reading Street • Faculty Meetings • District PD Institute • System 44 	YES	<ul style="list-style-type: none"> • PARCC Scores • Benchmarks/Report Cards • DRA • MAP Scores • Progress Monitoring/SRI/Intervention Programs 	<ul style="list-style-type: none"> • Required monthly meetings allowed administrators and teachers to work collaboratively on data, instruction, student engagement, Bloom’s taxonomy, classroom management, anticipatory sets and recognizing success. • Individually selected as needed through administrator observation.

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)
		<ul style="list-style-type: none"> • Mondo • Sondag • LLI • Guided Reading • PLC Meetings 		<ul style="list-style-type: none"> • Knowledge of new programs and teaching strategies. • Informal Walkthroughs • Consultant Feedback • I-Observations • Annual Professional Performance Review 	<ul style="list-style-type: none"> • Teachers acquired new and improved teaching strategies. They experienced personal and professional growth working in teams of educators from across several schools. Teachers are exposed, and then challenged to experiment with new techniques. • Teachers meet in grade level/PLC Meetings to discuss student work and teaching strategies • The levels of implementation of strategies, use of data in lesson planning are documented by teacher observations and Annual Professional Performance Review. • 2015 data results will provide further evidence of effectiveness.
Math	Homeless	<ul style="list-style-type: none"> • Carnegie Learning Neufeld Math Systems • eSuite (Everyday Math) • Moving With 	YES	<ul style="list-style-type: none"> • PARCC Scores • Benchmarks/Report Cards • DRA • MAP Scores • Progress Monitoring/SRI/Intervention Programs 	<ul style="list-style-type: none"> • Students were able to work at their own pace and level in each of the mathematical computer programs. These programs give the students opportunities to make corrections when mistakes are made. Teachers and students both are able to keep track of their progress and monitor their success.

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)
		<ul style="list-style-type: none"> Math • Math XL 		<ul style="list-style-type: none"> • Knowledge of new programs and teaching strategies. • Informal Walkthroughs • Consultant Feedback • I-Observations • Annual Professional Performance Review 	<ul style="list-style-type: none"> • Teachers meet in grade level/PLC Meetings to discuss student work and teaching strategies • 2015 data results will provide further evidence of effectiveness.
ELA	Migrant	<ul style="list-style-type: none"> • Language Arts • Balanced Literacy • LEADS • Reading Street • Faculty Meetings • District PD Institute • System 44 • Mondo • Sondag • LLI • Tutoring • Guided Reading • PLC Meetings 	YES	<ul style="list-style-type: none"> • PARCC Scores • Benchmarks/Report Cards • DRA • MAP Scores • Progress Monitoring/SRI/Intervention Programs • Knowledge of new programs and teaching strategies. • Informal Walkthroughs • Consultant Feedback • I-Observations • Annual Professional 	<ul style="list-style-type: none"> • Required monthly meetings allowed administrators and teachers to work collaboratively on data, instruction, student engagement, Bloom’s taxonomy, classroom management, anticipatory sets and recognizing success. • Individually selected as needed through administrator observation. • Teachers acquired new and improved teaching strategies. They experienced personal and professional growth working in teams of educators from across several schools. Teachers are exposed, and then challenged to experiment with new techniques. • Teachers meet in grade level/PLC Meetings to discuss student work and

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)
				Performance Review	teaching strategies <ul style="list-style-type: none"> The levels of implementation of strategies, use of data in lesson planning are documented by teacher observations and Annual Professional Performance Review. 2015 data results will provide further evidence of effectiveness.
Math	Migrant	<ul style="list-style-type: none"> Carnegie Learning Neufeld Math Systems eSuite (Everyday Math) Moving With Math Math XL 	YES	<ul style="list-style-type: none"> PARCC Scores Benchmarks/Report Cards DRA MAP Scores Progress Monitoring/SRI/Intervention Programs Knowledge of new programs and teaching strategies. Informal Walkthroughs Consultant Feedback I-Observations Annual Professional Performance Review 	<ul style="list-style-type: none"> Students were able to work at their own pace and level in each of the mathematical computer programs. These programs give the students opportunities to make corrections when mistakes are made. Teachers and students both are able to keep track of their progress and monitor their success. Teachers meet in grade level/PLC Meetings to discuss student work and teaching strategies 2015 data results will provide further evidence of effectiveness.

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	ELLs	<ul style="list-style-type: none"> • Language Arts Balanced Literacy • LEADS • Reading Street • Faculty Meetings • District PD Institute • System 44 • Mondo • Sondag • LLI • Guided Reading • PLC Meetings 	YES	<ul style="list-style-type: none"> • PARCC Scores • Benchmarks/Report Cards • DRA • MAP Scores • Progress Monitoring/SRI/Inte rvention Programs • Knowledge of new programs and teaching strategies. • Informal Walkthroughs • Consultant Feedback • I-Observations • Annual Professional Performance Review 	<ul style="list-style-type: none"> • Required monthly meetings allowed administrators and teachers to work collaboratively on data, instruction, student engagement, Bloom’s taxonomy, classroom management, anticipatory sets and recognizing success. • Individually selected as needed through administrator observation. • Teachers acquired new and improved teaching strategies. They experienced personal and professional growth working in teams of educators from across several schools. Teachers are exposed, and then challenged to experiment with new techniques. • Teachers meet in grade level/PLC Meetings to discuss student work and teaching strategies • The levels of implementation of strategies, use of data in lesson planning are documented by teacher observations and Annual Professional Performance Review. • 2015 data results will provide further evidence of effectiveness.

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)
Math	ELLs	<ul style="list-style-type: none"> • Carnegie Learning Neufeld Math Systems • eSuite (Everyday Math) • Moving With Math • Math XL • Zero Period Tutoring 	YES	<ul style="list-style-type: none"> • PARCC Scores • Benchmarks/Report Cards • DRA • MAP Scores • Progress Monitoring/SRI/Intervention Programs • Knowledge of new programs and teaching strategies. • Informal Walkthroughs • Consultant Feedback • I-Observations • Annual Professional Performance Review 	<ul style="list-style-type: none"> • Students were able to work at their own pace and level in each of the mathematical computer programs. These programs give the students opportunities to make corrections when mistakes are made. Teachers and students both are able to keep track of their progress and monitor their success. • Teachers meet in grade level/PLC Meetings to discuss student work and teaching strategies • 2015 data results will provide further evidence of effectiveness.
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> • Language Arts Balanced Literacy • LEADS • Reading Street • Faculty Meetings • District PD Institute • Mondo 	YES	<ul style="list-style-type: none"> • PARCC Scores • Benchmarks/Report Cards • DRA • MAP Scores • Progress Monitoring/SRI/Intervention Programs 	<ul style="list-style-type: none"> • Required monthly meetings allowed administrators and teachers to work collaboratively on data, instruction, student engagement, Bloom’s taxonomy, classroom management, anticipatory sets and recognizing success. • Individually selected as needed through administrator observation.

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)
		<ul style="list-style-type: none"> • Soliday • LLI • Guided Reading • PLC Meetings 		<ul style="list-style-type: none"> • Knowledge of new programs and teaching strategies. • Informal Walkthroughs • Consultant Feedback • I-Observations • Annual Professional Performance Review 	<ul style="list-style-type: none"> • Teachers acquired new and improved teaching strategies. They experienced personal and professional growth working in teams of educators from across several schools. Teachers are exposed, and then challenged to experiment with new techniques. • Teachers meet in grade level/PLC Meetings to discuss student work and teaching strategies • The levels of implementation of strategies, use of data in lesson planning are documented by teacher observations and Annual Professional Performance Review. • 2015 data results will provide further evidence of effectiveness.
Math	Economically Disadvantaged	<ul style="list-style-type: none"> • Carnegie Learning Neufeld Math Systems • eSuite (Everyday Math) • Moving With Math • Math XL 	YES	<ul style="list-style-type: none"> • PARCC Scores • Benchmarks/Report Cards • DRA • MAP Scores • Progress Monitoring/SRI/Intervention Programs • Knowledge of new programs and teaching strategies. 	<ul style="list-style-type: none"> • Students were able to work at their own pace and level in each of the mathematical computer programs. These programs give the students opportunities to make corrections when mistakes are made. Teachers and students both are able to keep track of their progress and monitor their success. • Teachers meet in grade level/PLC Meetings to discuss student work and teaching strategies

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)
				<ul style="list-style-type: none"> • Informal Walkthroughs • Consultant Feedback • I-Observations • Annual Professional Performance Review 	<ul style="list-style-type: none"> • 2015 data results will provide further evidence of effectiveness.

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	Intervention Period	Partially	<ul style="list-style-type: none"> • DRA Scores • SGP (Student Growth Percentile) • SGO (Student Growth Objective) • Principal • Teachers • MAP Scores 	<ul style="list-style-type: none"> • Promotion to the next Grade • 2015 data will provide further assistance of effectiveness • Analyze data to determine strengths and weaknesses • Attaining IEP Goals
Math	Students with Disabilities	Intervention Period	Partially	<ul style="list-style-type: none"> • SGP (Student Growth Percentile) 	<ul style="list-style-type: none"> • Promotion to the next Grade • 2015 data will provide further

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)
				<ul style="list-style-type: none"> • SGO (Student Growth Objective) • Principal • Teachers • MAP Scores 	assistance of effectiveness <ul style="list-style-type: none"> • Analyze data to determine strengths and weaknesses • Attaining IEP Goals
ELA	Homeless	Intervention Period	Partially	<ul style="list-style-type: none"> • DRA Scores • SGP (Student Growth Percentile) • SGO (Student Growth Objective) • Principal • Teachers • MAP Scores 	<ul style="list-style-type: none"> • Promotion to the next Grade • 2015 data will provide further assistance of effectiveness • Analyze data to determine strengths and weaknesses
Math	Homeless	Intervention Period	Partially	<ul style="list-style-type: none"> • SGP (Student Growth Percentile) • SGO (Student Growth Objective) • Principal • Teachers • MAP Scores 	<ul style="list-style-type: none"> • Promotion to the next Grade • 2015 data will provide further assistance of effectiveness • Analyze data to determine strengths and weaknesses
ELA	Migrant	Intervention Period	Partially	<ul style="list-style-type: none"> • DRA Scores • SGP (Student Growth Percentile) • SGO (Student Growth Objective) 	<ul style="list-style-type: none"> • Promotion to the next Grade • 2015 data will provide further assistance of effectiveness • Analyze data to determine strengths and weaknesses

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				<ul style="list-style-type: none"> • Principal • Teachers • MAP Scores 	
Math	Migrant	Intervention Period	Partially	<ul style="list-style-type: none"> • SGP (Student Growth Percentile) • SGO (Student Growth Objective) • Principal • Teachers • MAP Scores 	<ul style="list-style-type: none"> • Promotion to the next Grade • 2015 data will provide further assistance of effectiveness • Analyze data to determine strengths and weaknesses
ELA	ELLs	Intervention Period	Partially	<ul style="list-style-type: none"> • SGP (Student Growth Percentile) • SGO (Student Growth Objective) • Principal • Teachers • MAP Scores • Supera Scores • Access Scores 	<ul style="list-style-type: none"> • Promotion to the next Grade • 2015 data will provide further assistance of effectiveness • Analyze data to determine strengths and weaknesses • Advancement in Language Levels
Math	ELLs	Intervention Period	Partially	<ul style="list-style-type: none"> • DRA Scores • SGP (Student Growth Percentile) • SGO (Student Growth Objective) • Principal 	<ul style="list-style-type: none"> • Promotion to the next Grade • 2015 data will provide further assistance of effectiveness • Analyze data to determine strengths and weaknesses • Advancement in Language Levels

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				<ul style="list-style-type: none"> • Teachers • MAP Scores • Supera Scores • Access Scores 	
ELA	Economically Disadvantaged	Intervention Period	Partially	<ul style="list-style-type: none"> • DRA Scores • SGP (Student Growth Percentile) • SGO (Student Growth Objective) • Principal • Teachers • MAP Scores 	<ul style="list-style-type: none"> • Promotion to the next Grade • 2015 data will provide further assistance of effectiveness • Analyze data to determine strengths and weaknesses
Math	Economically Disadvantaged	Intervention Period	Partially	<ul style="list-style-type: none"> • SGP (Student Growth Percentile) • SGO (Student Growth Objective) • Principal • Teachers • MAP Scores 	<ul style="list-style-type: none"> • Promotion to the next Grade • 2015 data will provide further assistance of effectiveness • Analyze data to determine strengths and weaknesses

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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	Reading strategies included workshops on Pearson’s Guided Reading, PLCs, MyAccess training, department meetings, grade level meetings, AVID	YES	<ul style="list-style-type: none"> • Data results • Awaiting results from standardized testing • Map results • Benchmarks • iObservations and Targeted Walkthrough/Informal Observations • Usage of laptops for PBL’s, homework, benchmarks, and research 	<ul style="list-style-type: none"> • Teachers were shown reading strategies that were integrated into their core reading program to help children expand meaning. • Through teacher evaluations, teachers were monitored on effectiveness of questioning techniques to encourage inquiry based learning. • Teachers collaborated with each other across grade levels to improve areas of expertise and to use strategies in order to move students forward in all areas of academics and in character development. • Teachers deepened their understanding of integrating computers into the classroom environment.
Math	Students with Disabilities	Everyday Math training, Teach To One, PLCs, MyAccess training, department meetings, grade level meetings, AVID	YES	<ul style="list-style-type: none"> • Data results • Awaiting results from standardized testing • Map results • Benchmarks • iObservations and Targeted 	<ul style="list-style-type: none"> • Teachers were shown standardized test results and were able to group students accordingly. • Areas of strengths and weaknesses were discussed to place students in individualized groups and address student needs. • Teach To One training to prepare

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				Walkthrough/Informal Observations <ul style="list-style-type: none"> • Usage of laptops for PBL's, homework, benchmarks, and research 	teachers for full implementation for the new school year.
ELA	Homeless	Reading strategies included workshops on Pearson's Guided Reading, PLCs, MyAccess training, department meetings, grade level meetings, AVID	YES	<ul style="list-style-type: none"> • Data results • Awaiting results from standardized testing • Map results • Benchmarks • iObservations and Targeted Walkthrough/Informal Observations • Usage of laptops for PBL's, homework, benchmarks, and research 	<ul style="list-style-type: none"> • Teachers were shown reading strategies that were integrated into their core reading program to help children expand meaning. • Through teacher evaluations, teachers were monitored on effectiveness of questioning techniques to encourage inquiry based learning. • Teachers collaborated with each other across grade levels to improve areas of expertise and to use strategies in order to move students forward in all areas of academics and in character development. • Teachers deepened their understanding of integrating computers into the classroom environment.
Math	Homeless	Everyday Math training, Teach To One, PLCs, MyAccess training, department meetings, grade level	YES	<ul style="list-style-type: none"> • Data results • Awaiting results from standardized testing 	<ul style="list-style-type: none"> • Teachers were shown standardized test results and were able to group students accordingly.

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		meetings, AVID		<ul style="list-style-type: none"> • Map results • Benchmarks • iObservations and Targeted Walkthrough/Informal Observations • Usage of laptops for PBL's, homework, benchmarks, and research 	<ul style="list-style-type: none"> • Areas of strengths and weaknesses were discussed to place students in individualized groups and address student needs. • Teach To One training to prepare teachers for full implementation for the new school year.
ELA	Migrant	Reading strategies included workshops on Pearson's Guided Reading, PLCs, MyAccess training, department meetings, grade level meetings, AVID	YES	<ul style="list-style-type: none"> • Data results • Awaiting results from standardized testing • Map results • Benchmarks • iObservations and Targeted Walkthrough/Informal Observations • Usage of laptops for PBL's, homework, benchmarks, and research 	<ul style="list-style-type: none"> • Teachers were shown reading strategies that were integrated into their core reading program to help children expand meaning. • Through teacher evaluations, teachers were monitored on effectiveness of questioning techniques to encourage inquiry based learning. • Teachers collaborated with each other across grade levels to improve areas of expertise and to use strategies in order to move students forward in all areas of academics and in character development. • Teachers deepened their understanding of integrating computers into the classroom environment.

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Migrant	Everyday Math training, Teach To One, PLCs, MyAccess training, department meetings, grade level meetings, AVID	YES	<ul style="list-style-type: none"> • Data results • Awaiting results from standardized testing • Map results • Benchmarks • iObservations and Targeted Walkthrough/Informal Observations • Usage of laptops for PBL's, homework, benchmarks, and research 	<ul style="list-style-type: none"> • Teachers were shown standardized test results and were able to group students accordingly. • Areas of strengths and weaknesses were discussed to place students in individualized groups and address student needs. • Teach To One training to prepare teachers for full implementation for the new school year.
ELA	ELLs	Reading strategies included workshops on Pearson's Guided Reading, PLCs, MyAccess training, department meetings, grade level meetings, AVID	YES	<ul style="list-style-type: none"> • Data results • Awaiting results from standardized testing • Map results • Benchmarks • iObservations and Targeted Walkthrough/Informal Observations • Usage of laptops for PBL's, homework, benchmarks, and research 	<ul style="list-style-type: none"> • Teachers were shown reading strategies that were integrated into their core reading program to help children expand meaning. • Through teacher evaluations, teachers were monitored on effectiveness of questioning techniques to encourage inquiry based learning. • Teachers collaborated with each other across grade levels to improve areas of expertise and to use strategies in order to move students forward in all areas of academics and in character development.

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					<ul style="list-style-type: none"> Teachers deepened their understanding of integrating computers into the classroom environment.
Math	ELLs	Everyday Math training, Teach To One, PLCs, MyAccess training, department meetings, grade level meetings, AVID	YES	<ul style="list-style-type: none"> Data results Awaiting results from standardized testing Map results Benchmarks iObservations and Targeted Walkthrough/Informal Observations Usage of laptops for PBL's, homework, benchmarks, and research 	<ul style="list-style-type: none"> Teachers were shown standardized test results and were able to group students accordingly. Areas of strengths and weaknesses were discussed to place students in individualized groups and address student needs. Teach To One training to prepare teachers for full implementation for the new school year.
ELA	Economically Disadvantaged	Reading strategies included workshops on Pearson's Guided Reading, PLCs, MyAccess training, department meetings, grade level meetings, AVID	YES	<ul style="list-style-type: none"> Data results Awaiting results from standardized testing Map results Benchmarks iObservations and Targeted Walkthrough/Informal Observations 	<ul style="list-style-type: none"> Teachers were shown reading strategies that were integrated into their core reading program to help children expand meaning. Through teacher evaluations, teachers were monitored on effectiveness of questioning techniques to encourage inquiry based learning. Teachers collaborated with each other across grade levels to improve

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				<ul style="list-style-type: none"> Usage of laptops for PBL's, homework, benchmarks, and research 	<p>areas of expertise and to use strategies in order to move students forward in all areas of academics and in character development.</p> <ul style="list-style-type: none"> Teachers deepened their understanding of integrating computers into the classroom environment.
Math	Economically Disadvantaged	Everyday Math training, Teach To One, PLCs, MyAccess training, department meetings, grade level meetings, AVID	YES	<ul style="list-style-type: none"> Data results Awaiting results from standardized testing Map results Benchmarks iObservations and Targeted Walkthrough/Informal Observations Usage of laptops for PBL's, homework, benchmarks, and research 	<ul style="list-style-type: none"> Teachers were shown standardized test results and were able to group students accordingly. Areas of strengths and weaknesses were discussed to place students in individualized groups and address student needs. Teach To One training to prepare teachers for full implementation for the new school year.

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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	<ul style="list-style-type: none"> • Continuing parent/school communication and involvement. • Use of technology to assist families by tracking student progress and knowledge of important district information. 	YES	<ul style="list-style-type: none"> • Schedule IEP meetings at times convenient for parents. • Provided translations were necessary for meetings. • Parent Workshops (HIB, Stress Management, Nutrition, Internet & Social Media Responsibility, Parent Access for Powerschool, High School applications, Fostering Better Behaviors at Home and School, 2nd Parent Access at PowerSchool) • Website and Facebook site set up for parents. • Parent communications sent home in English and Spanish. 	<ul style="list-style-type: none"> • Parent attendance has increased for all events and will continue to increase in the coming year. • School calendar helps improve parent attendance at school related events. • Positive parent feedback in School Culture and Climate surveys. • Family event nights provided a show of gratitude for support and cooperation as we honor extended family members and diverse populations: Open house, I&RS meetings, Thanksgiving Food Drive, Coat/Hat/Glove drive, Student of the Month breakfast, Science Fair, Multicultural Fair, Scholar Award Ceremonies, Graduation, After School Arts Showcase “Rock Around the Block”, High School Information Night, Winter Concert, Spring Concert, Black History Month Celebration. • Students participation in events helped all members of the school community and greater community by instilling empathy and a spirit of giving and selflessness. • Recognition of success in social and academic areas were applauded for their accomplishments while

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				<ul style="list-style-type: none"> • PowerSchool access for parents. • PTO sponsored events. • Schoolwide fairs and performances. 	<p>encouraging them to reach for excellence.</p>
Math	Students with Disabilities	<ul style="list-style-type: none"> • Continuing parent/school communication and involvement. • Use of technology to assist families by tracking student progress and knowledge of important district information. 	YES	<ul style="list-style-type: none"> • Schedule IEP meetings at times convenient for parents. • Provided translations were necessary for meetings. • Parent Workshops (HIB, Stress Management, Nutrition, Internet & Social Media Responsibility, Parent Access for Powerschool, High School applications, Fostering Better Behaviors at Home and School, 2nd Parent Access at PowerSchool) • Website and Facebook site set up 	<ul style="list-style-type: none"> • Parent attendance has increased for all events and will continue to increase in the coming year. • School calendar helps improve parent attendance at school related events. • Positive parent feedback in School Culture and Climate surveys. • Family event nights provided a show of gratitude for support and cooperation as we honor extended family members and diverse populations: Open house, I&RS meetings, Thanksgiving Food Drive, Coat/Hat/Glove drive, Student of the Month breakfast, Science Fair, Multicultural Fair, Scholar Award Ceremonies, Graduation, After School Arts Showcase “Rock Around the Block”, High School Information Night, Winter Concert, Spring Concert, Black History Month Celebration. • Students’ participation in events helped all members of the school

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				for parents. <ul style="list-style-type: none"> • Parent communications sent home in English and Spanish. • PowerSchool access for parents. • PTO sponsored events. • Schoolwide fairs and performances. 	community and greater community by instilling empathy and a spirit of giving and selflessness. <ul style="list-style-type: none"> • Recognition of success in social and academic areas were applauded for their accomplishments while encouraging them to reach for excellence.
ELA	Homeless	<ul style="list-style-type: none"> • Continuing parent/school communication and involvement. • Use of technology to assist families by tracking student progress and knowledge of important district information. 	YES	<ul style="list-style-type: none"> • Provided translations were necessary for meetings. • Parent Workshops (HIB, Stress Management, Nutrition, Internet & Social Media Responsibility, Parent Access for PowerSchool, High School applications, Fostering Better Behaviors at Home and School, 2nd Parent Access at PowerSchool) • Website and 	<ul style="list-style-type: none"> • Parent attendance has increased for all events and will continue to increase in the coming year. • School calendar helps improve parent attendance at school related events. • Positive parent feedback in School Culture and Climate surveys. • Family event nights provided a show of gratitude for support and cooperation as we honor extended family members and diverse populations: Open house, I&RS meetings, Thanksgiving Food Drive, Coat/Hat/Glove drive, Student of the Month breakfast, Science Fair, Multicultural Fair, Scholar Award Ceremonies, Graduation, After School Arts Showcase “Rock Around

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				<p>Facebook site set up for parents.</p> <ul style="list-style-type: none"> • Parent communications sent home in English and Spanish. • PowerSchool access for parents. • PTO sponsored events. • Schoolwide fairs and performances. 	<p>the Block”, High School Information Night, Winter Concert, Spring Concert, Black History Month Celebration.</p> <ul style="list-style-type: none"> • Students’ participation in events helped all members of the school community and greater community by instilling empathy and a spirit of giving and selflessness. • Recognition of success in social and academic areas were applauded for their accomplishments while encouraging them to reach for excellence.
Math	Homeless	<ul style="list-style-type: none"> • Continuing parent/school communication and involvement. • Use of technology to assist families by tracking student progress and knowledge of important district information. 	YES	<ul style="list-style-type: none"> • Provided translations were necessary for meetings. • Parent Workshops (HIB, Stress Management, Nutrition, Internet & Social Media Responsibility, Parent Access for Powerschool, High School applications, Fostering Better Behaviors at Home and School, 2nd Parent Access at 	<ul style="list-style-type: none"> • Parent attendance has increased for all events and will continue to increase in the coming year. • School calendar helps improve parent attendance at school related events. • Positive parent feedback in School Culture and Climate surveys. • Family event nights provided a show of gratitude for support and cooperation as we honor extended family members and diverse populations: Open house, I&RS meetings, Thanksgiving Food Drive, Coat/Hat/Glove drive, Student of the Month breakfast, Science Fair, Multicultural Fair, Scholar Award

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				PowerSchool) <ul style="list-style-type: none"> • Website and Facebook site set up for parents. • Parent communications sent home in English and Spanish. • PowerSchool access for parents. • PTO sponsored events. • Schoolwide fairs and performances. 	Ceremonies, Graduation, After School Arts Showcase “Rock Around the Block”, High School Information Night, Winter Concert, Spring Concert, Black History Month Celebration. <ul style="list-style-type: none"> • Students participation in events helped all members of the school community and greater community by instilling empathy and a spirit of giving and selflessness. • Recognition of success in social and academic areas were applauded for their accomplishments while encouraging them to reach for excellence.
ELA	Migrant	<ul style="list-style-type: none"> • Continuing parent/school communication and involvement. • Use of technology to assist families by tracking student progress and knowledge of important district 	YES	<ul style="list-style-type: none"> • Provided translations were necessary for meetings. • Parent Workshops (HIB, Stress Management, Nutrition, Internet & Social Media Responsibility, Parent Access for Powerschool, High School applications, Fostering Better 	<ul style="list-style-type: none"> • Parent attendance has increased for all events and will continue to increase in the coming year. • School calendar helps improve parent attendance at school related events. • Positive parent feedback in School Culture and Climate surveys. • Family event nights provided a show of gratitude for support and cooperation as we honor extended family members and diverse populations: Open house, I&RS meetings, Thanksgiving Food Drive, Coat/Hat/Glove drive, Student of the

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		information.		Behaviors at Home and School, 2 nd Parent Access at PowerSchool) <ul style="list-style-type: none"> • Website and Facebook site set up for parents. • Parent communications sent home in English and Spanish. • PowerSchool access for parents. • PTO sponsored events. • Schoolwide fairs and performances. 	Month breakfast, Science Fair, Multicultural Fair, Scholar Award Ceremonies, Graduation, After School Arts Showcase “Rock Around the Block”, High School Information Night, Winter Concert, Spring Concert, Black History Month Celebration. <ul style="list-style-type: none"> • Students’ participation in events helped all members of the school community and greater community by instilling empathy and a spirit of giving and selflessness. • Recognition of success in social and academic areas were applauded for their accomplishments while encouraging them to reach for excellence.
Math	Migrant	<ul style="list-style-type: none"> • Continuing parent/school communication and involvement. • Use of technology to assist families by tracking student progress and knowledge of important 	YES	<ul style="list-style-type: none"> • Provided translations were necessary for meetings. • Parent Workshops (HIB, Stress Management, Nutrition, Internet & Social Media Responsibility, Parent Access for Powerschool, High School applications, 	<ul style="list-style-type: none"> • Parent attendance has increased for all events and will continue to increase in the coming year. • School calendar helps improve parent attendance at school related events. • Positive parent feedback in School Culture and Climate surveys. • Family event nights provided a show of gratitude for support and cooperation as we honor extended family members and diverse populations: Open house, I&RS

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<p align="center">district information.</p>		<p>Fostering Better Behaviors at Home and School, 2nd Parent Access at PowerSchool)</p> <ul style="list-style-type: none"> • Website and Facebook site set up for parents. • Parent communications sent home in English and Spanish. • PowerSchool access for parents. • PTO sponsored events. • Schoolwide fairs and performances. 	<p>meetings, Thanksgiving Food Drive, Coat/Hat/Glove drive, Student of the Month breakfast, Science Fair, Multicultural Fair, Scholar Award Ceremonies, Graduation, After School Arts Showcase “Rock Around the Block”, High School Information Night, Winter Concert, Spring Concert, Black History Month Celebration.</p> <ul style="list-style-type: none"> • Students participation in events helped all members of the school community and greater community by instilling empathy and a spirit of giving and selflessness. • Recognition of success in social and academic areas were applauded for their accomplishments while encouraging them to reach for excellence.
ELA	ELLs	<ul style="list-style-type: none"> • Continuing parent/school communication and involvement. • Use of technology to assist families by tracking student 	YES	<ul style="list-style-type: none"> • Provided translations were necessary for meetings • Parent Workshops (HIB, Stress Management, Nutrition, Internet & Social Media Responsibility, 	<ul style="list-style-type: none"> • Parent attendance has increased for all events and will continue to increase in the coming year. • School calendar helps improve parent attendance at school related events. • Positive parent feedback in School Culture and Climate surveys. • Family event nights provided a show of gratitude for support and cooperation as we honor extended

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<p>progress and knowledge of important district information.</p>		<p>Parent Access for Powerschool, High School applications, Fostering Better Behaviors at Home and School, 2nd Parent Access at PowerSchool)</p> <ul style="list-style-type: none"> • Website and Facebook site set up for parents. • Parent communications sent home in English and Spanish. • PowerSchool access for parents. • PTO sponsored events. • Schoolwide fairs and performances. 	<p>family members and diverse populations: Open house, I&RS meetings, Thanksgiving Food Drive, Coat/Hat/Glove drive, Student of the Month breakfast, Science Fair, Multicultural Fair, Scholar Award Ceremonies, Graduation, After School Arts Showcase “Rock Around the Block”, High School Information Night, Winter Concert, Spring Concert, Black History Month Celebration</p> <ul style="list-style-type: none"> • Students’ participation in events helped all members of the school community and greater community by instilling empathy and a spirit of giving and selflessness. • Recognition of success in social and academic areas were applauded for their accomplishments while encouraging them to reach for excellence.
Math	ELLs	<ul style="list-style-type: none"> • Continuing parent/school communication and involvement. • Use of technology to assist families by tracking 	YES	<ul style="list-style-type: none"> • Provided translations were necessary for meetings. • Parent Workshops (HIB, Stress Management, Nutrition, Internet & Social Media 	<ul style="list-style-type: none"> • Parent attendance has increased for all events and will continue to increase in the coming year. • School calendar helps improve parent attendance at school related events. • Positive parent feedback in School Culture and Climate surveys. • Family event nights provided a show

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<p>student progress and knowledge of important district information.</p>		<p>Responsibility, Parent Access for Powerschool, High School applications, Fostering Better Behaviors at Home and School, 2nd Parent Access at PowerSchool)</p> <ul style="list-style-type: none"> • Website and Facebook site set up for parents. • Parent communications sent home in English and Spanish. • PowerSchool access for parents. • PTO sponsored events. • Schoolwide fairs and performances. 	<p>of gratitude for support and cooperation as we honor extended family members and diverse populations: Open house, I&RS meetings, Thanksgiving Food Drive, Coat/Hat/Glove drive, Student of the Month breakfast, Science Fair, Multicultural Fair, Scholar Award Ceremonies, Graduation, After School Arts Showcase “Rock Around the Block”, High School Information Night, Winter Concert, Spring Concert, Black History Month Celebration.</p> <ul style="list-style-type: none"> • Students’ participation in events helped all members of the school community and greater community by instilling empathy and a spirit of giving and selflessness. • Recognition of success in social and academic areas were applauded for their accomplishments while encouraging them to reach for excellence.
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> • Continuing parent/school communication and involvement. • Use of 	YES	<ul style="list-style-type: none"> • Provided translations were necessary for meetings. • Parent Workshops (HIB, Stress 	<ul style="list-style-type: none"> • Parent attendance has increased for all events and will continue to increase in the coming year. • School calendar helps improve parent attendance at school related events. • Positive parent feedback in School

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<p>technology to assist families by tracking student progress and knowledge of important district information.</p>		<p>Management, Nutrition, Internet & Social Media Responsibility, Parent Access for Powerschool, High School applications, Fostering Better Behaviors at Home and School, 2nd Parent Access at PowerSchool)</p> <ul style="list-style-type: none"> • Website and Facebook site set up for parents. • Parent communications sent home in English and Spanish. • PowerSchool access for parents. • PTO sponsored events. • Schoolwide fairs and performances. 	<p>Culture and Climate surveys.</p> <ul style="list-style-type: none"> • Family event nights provided a show of gratitude for support and cooperation as we honor extended family members and diverse populations: Open house, I&RS meetings, Thanksgiving Food Drive, Coat/Hat/Glove drive, Student of the Month breakfast, Science Fair, Multicultural Fair, Scholar Award Ceremonies, Graduation, After School Arts Showcase “Rock Around the Block”, High School Information Night, Winter Concert, Spring Concert, Black History Month Celebration. • Students’ participation in events helped all members of the school community and greater community by instilling empathy and a spirit of giving and selflessness. • Recognition of success in social and academic areas were applauded for their accomplishments while encouraging them to reach for excellence.
Math	Economically Disadvantaged	<ul style="list-style-type: none"> • Continuing parent/school communication and involvement. 	YES	<ul style="list-style-type: none"> • Provided translations were necessary for meetings. 	<ul style="list-style-type: none"> • Parent attendance has increased for all events and will continue to increase in the coming year. • School calendar helps improve parent

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)
		<ul style="list-style-type: none"> Use of technology to assist families by tracking student progress and knowledge of important district information. 		<ul style="list-style-type: none"> Parent Workshops (HIB, Stress Management, Nutrition, Internet & Social Media Responsibility, Parent Access for Powerschool, High School applications, Fostering Better Behaviors at Home and School, 2nd Parent Access at PowerSchool) Website and Facebook site set up for parents. Parent communications sent home in English and Spanish. PowerSchool access for parents. PTO sponsored events. Schoolwide fairs and performances. 	<p>attendance at school related events.</p> <ul style="list-style-type: none"> Positive parent feedback in School Culture and Climate surveys. Family event nights provided a show of gratitude for support and cooperation as we honor extended family members and diverse populations: Open house, I&RS meetings, Thanksgiving Food Drive, Coat/Hat/Glove drive, Student of the Month breakfast, Science Fair, Multicultural Fair, Scholar Award Ceremonies, Graduation, After School Arts Showcase “Rock Around the Block”, High School Information Night, Winter Concert, Spring Concert, Black History Month Celebration. Students’ participation in events helped all members of the school community and greater community by instilling empathy and a spirit of giving and selflessness. Recognition of success in social and academic areas were applauded for their accomplishments while encouraging them to reach for excellence.

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, standardized testing, MAP, benchmarks, PARCC, DRA, teacher observations	School looked at data from various standardized tools. This information was then analyzed by stakeholders to determine next steps in meeting students at risk.
Academic Achievement - Writing	Guided reading, standardized testing, MAP, benchmarks, PARCC, DRA, teacher observations	School looked at data from various standardized tools. This information was then analyzed by stakeholders to determine next steps in meeting students at risk.
Academic Achievement - Mathematics	PARCC, unit assessments, teacher observations, benchmarks, MAP, Math XL	School looked at data from various standardized tools. This information was then analyzed by stakeholders to determine next steps in meeting students at risk.
Family and Community Engagement	PTO meetings (Back to School night, parent workshops during and after school, parent/teacher/student night programs, I&RS meetings, guidance/teachers/parents/student meetings, parent and student surveys	<ul style="list-style-type: none"> • Parents are invited to our school to attend school-based activities on a regular basis. • There were 2 Parent-Teacher Organization meetings during the school year. • The PTO executive board comes in regularly to talk with administration. • There were approximately 900 parents at our Back-To-School Night. • I&RS meetings included guidance counselors, teachers, parents and students. • Guidance Counselors held approximately 450 additional meetings with parents to discuss student concerns, academic performance

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)
		<p>and social/behavioral emotions.</p> <ul style="list-style-type: none"> • Schoolwide surveys were completed to evaluate our school effectiveness and to give our parents an opportunity to voice their opinions on issues that affect their children at our school. The survey indicated that parents believe there has been improvement in learning, school climate, safety and school community relations. • Parent/teacher/student activities and programs included several events, not limited to Back to School Night, Science Fair, Multicultural Fair, After School Performances.
Professional Development	<ul style="list-style-type: none"> • Staff development workshop training sessions • Teacher’s implementation of strategies, learned as observed during administrative walkthroughs • Teachers evaluation of professional development training, • Reading Street consultant • Faculty presentations • PD: Socratic Circles, MAP and PARCC training, assisting teachers with strategies to utilize core standards for PARCC assessments, Blackboard training, Benchmark workshop (grades K-2), 	<p>Training will be provided by administrators, teacher leaders, company consultants to help teaching staff access practical strategies and effective methods for assessments and interventions for our at-risk students.</p>

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)
	MyAccess training, EdConnect training, Guided Reading, Everyday Math training by consultant.	
Leadership	Instructional Leadership Teams, team grade level meetings, PLC meetings	The teams meet monthly and on as as-needed basis. The team is composed of principal, vice-principal, teachers to collaborate and ensure that all students are provided with instruction that moves them toward mastery of common core. The school data is collected by grade as well as cohort to gain an understanding of instructional outcomes at each grade as they progress yearly.
School Climate and Culture	<ul style="list-style-type: none"> • Discipline • LocAcademic Performance • Parent/teacher surveys • Participation in school-sponsored events/activities • Attendance rate • Committee Participation 	<ul style="list-style-type: none"> • School climate survey is conducted once a year and results are shared with the school community. • Increase parent involvement through PTO sponsored activities. • Reduction in discipline referrals throughout the year.
School-Based Youth Services	<ul style="list-style-type: none"> • Certification and House Matrix • Guidance Counselors, Social Workers, Psychologists 	<ul style="list-style-type: none"> • 100% of the Staff is Highly Qualified • Individual attention provided to 100% of the students in need of assistance. Increases participation in character education through the arts in the afterschool program.
Students with Disabilities	Local Assessments, teacher observations, benchmarks, MAP, SGO, PARCC	The number of students with disabilities will show an increase in both Language Arts and Math as evidenced by standardized test scores
Homeless Students	Local Assessments, teacher	The number of students who are homeless will show an increase in both

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)
	observations, benchmarks, MAP, SGO, PARCC	Language Arts and Math as evidenced by standardized test scores
Migrant Students	Local Assessments, teacher observations, benchmarks, MAP, SGO, PARCC	The number of migrant students will show an increase in both Language Arts and Math as evidenced by standardized test scores
English Language Learners	Local Assessments, teacher observations, benchmarks, MAP, SGO, PARCC	The number of students who are English Language Learners will show an increase in both Language Arts and Math as evidenced by standardized test scores
Economically Disadvantaged	Local Assessments, teacher observations, benchmarks, MAP, SGO, PARCC	The number of students who are Economically Disadvantaged will show an increase in both Language Arts and Math as evidenced by standardized test scores

2015-2016 Comprehensive Needs Assessment Process*
Narrative

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

The Title I Committee has analyzed and assessed the needs assessment, which includes both qualitative and quantitative data regarding the school’s movement toward performance targets. 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.

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

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

School data are collected by grade as well as by 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 NCLB and NJ state goals.

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

Classroom instruction must engage students to develop independent thinkers and learners at all levels, differentiation of instruction must be implemented to meet the needs of each and every student. Specific areas of concern for each particular sub-group inform daily instruction. Ongoing professional learning opportunities will be offered in order to prepare teachers to use research-based teaching strategies appropriate to their instructional objectives which are aligned with the Common Core State Standards

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

Development the teachers have recently received has shown an increase of rigor implemented in the classrooms and a better understanding of data analysis. In-Service workshops help teachers analyze and understand data. It gives teachers a better understanding of how to target their students (Instructional Core)

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

Assessment results and teachers' observations lead to I & RS meetings and to Child Study Team interventions. Specifically, in accordance with N.J.A.C. 6A:10A the Elizabeth Public Schools Central Office and schools collaborated to ensure that all students continue to be provided with instruction that moves them toward mastery of the Core Content Standards (CCS). The district implements *Excellent Educational Experiences (E³) in Elizabeth*. In a number of ways the model appeals for the identification of students at risk. MAP Assessments (Grades K-8) will continue to be utilized for initial identification of students who are struggling to attain grade level proficiency in a given area. Lack of attainment of grade level proficiency triggers appropriate grade level

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

interventions that begin with the deeper diagnosis of the issue. Assessment tools used in a more formative manner include DRA2, SGO Assessments, portfolio assessment and progress monitoring in the area of literacy. In the area of Mathematics the pre-test for the Moving with Math program is an indicator for at-risk students to be identified in a timely fashion. Once they are identified specific interventions can be obtained through the program. The needs of English Language Learners (ELLs) and students with identified learning disabilities are provided with specialized research-based programs through the district's approved *Rapid Transition* model and our Special Education Literacy approach that utilizes Souday Reading, and LLI Reading at appropriate grade levels. Performance benchmarks in Language Arts Literacy and Mathematics in Grades K-8 are in place. These are measured on a quarterly basis. Teachers differentiate their instructional practice based on the results of these quarterly benchmark assessments. While the benchmarks are used in a formative manner throughout the school year, they serve as a portion of the *Summative Assessment Portfolio*, collected for each student.

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

In accordance with N.J.A.C. 6A:10A the Elizabeth Public Schools Central Office and schools collaborated to ensure that all students continue to be provided with instruction that moves them toward mastery of the New Jersey Common Core (NJGSS), and State Standards for Science. At-risk students are identified early and coupled with an individualized plan that is carefully followed. Self-contained and inclusion services are provided to students at risk.

The Managed Instruction Theory of the district facilitates the transitions of the student population. Each school is teaching at a pace that is followed by a pacing guide. This ensures that if a student moves from one school to another within the district, the students can pick up where he/she left off at their other school. In accordance with N.J.A.C. 6A:10A the Elizabeth Public Schools Central Office and schools collaborated to ensure that all students continue to be provided with instruction that moves them toward mastery of the Common Core Standards (CCS). A targeted assistance program offers supplemental services to identified children who are low-achieving or at risk of low-achievement. Students are referred to outside agencies that can assist such as Proceed, Children and Family Services, school based counseling, and group counseling with the assistance of the community members, and guidance counselors

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

The Managed Instruction Theory of the district facilitates the transitions of the student population. Each school is teaching at a pace that is followed by a pacing guide. This ensures that if a student moves from one school to another within the district, the students can pick up where he/she left off at their other school. In accordance with N.J.A.C. 6A:10A the Elizabeth Public Schools Central Office

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

and schools collaborated to ensure that all students continue to be provided with instruction that moves them toward mastery of the Common Core Standards (CCS). A targeted assistance program offers supplemental services to identified children who are low-achieving or at risk of low-achievement. Students are referred to outside agencies that can assist such as Proceed, Children and Family Services, school based counseling, and group counseling with the assistance of the parent liaison, social worker, community members, and guidance counselors.

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

In accordance with N.J.A.C. 6A:10A the Elizabeth Public Schools Central Office and schools collaborated to ensure that all students continue to be provided with Instruction that moves them toward mastery of the Common Core State Standards (CCSS). A targeted assistance program offers supplemental services to identified children who are low-achieving or at risk of low-achievement. Students are referred to outside agencies that can assist such as Proceed, Children and Family Services, school based counseling, and group counseling with the assistance of the parent liaison, social worker, community members, and guidance counselors.

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?

- Improve the instructional program
- Grade Level Team Meetings to analyze individual student data
- Review individual students cumulative file in guidance office
- Review IEPs of special education students
- DRA2 provided proficiency level of each student K-8
- Teachers are required to provide quarterly up-dated data spreadsheets to principal/facilitator/district central office
- Review of district benchmark assessments

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

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

The transition from pre-school to kindergarten helps them to become familiar with the program and helps to anticipate services based on each child's individual needs.

Transition Plan:

- Ongoing communication between preschool and kindergarten teachers to discuss the impact of transition on the child and the family and to develop transition activities.
- Results from the ELAS (Early Learning Assessment System) is shared and discussed between pre-k and kindergarten teachers

Transition activities conducted for families:

- 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

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

At Faculty Meetings, Grade Level Meetings and ILT/ScIP Committee meetings, we discuss the results from formative and summative assessments. When students lack grade level proficiency, appropriate grade level interventions are put in place. Assessment tools used in a more formative manner include DRA2, portfolio assessment and progress monitoring in the area of literacy. The needs of English Language Learners (ELLs) and students with identified learning disabilities are provided with specialized research-based programs through the district's approved *Rapid Transition* model and our Special Education Literacy approach which utilizes *Sunday* at appropriate grade levels. Performance benchmarks in Language Arts Literacy and Mathematics in Grades K-8 are in place. These are measured on a quarterly basis. Teachers differentiate their instructional practice based on the results of these quarterly benchmark assessments. While the benchmarks are used in a formative manner throughout the school year, they serve as a portion of the *Summative Assessment Portfolio*, collected for each student.

****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.

	#1	#2
Name of priority problem	A number of students are not performing at proficiency on benchmark exams and standardized tests.	A number of students are not performing at proficiency on benchmark exams and standardized tests.
Describe the priority problem using at least two data sources	Students are weakest in vocabulary usage and development. Data from MAP and NJ ASK suggests that this area needs improvement.	Students are weakest in measurement & data. Data from MAP and NJ ASK suggests that this area needs improvement.
Describe the root causes of the problem	Students do not read grade appropriate level books from many different genres. Therefore they do not acquire the necessary vocabulary to assist them in comprehension.	Through MAP and Benchmark assessments it was determined that this area fell below grade level due to a lack of foundational skills and the ability to process information using Bloom’s Taxonomy for higher order thinking.
Subgroups or populations addressed	The 2 lowest groups as shown in test data.	The 2 lowest groups as shown in test data.
Related content area missed (i.e., ELA, Mathematics)	We have not received our test scores yet.	We have not received our test scores yet.
Name of scientifically research based intervention to address priority problems	<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. The Guided Reading Nonfiction Focus Program was developed by Dr. Pinnell. Guided Reading aligns to No Child Left Behind, including rigorous guided practice in comprehension, phonics, phonemic awareness, vocabulary, and fluency. DRA2 and Word Analysis monitors and provides the development of vocabulary and 	<ul style="list-style-type: none"> Moving with Math is a scientifically based program correlated to the Common Core standards. Each standard is reinforced throughout the program. Neufield (Understanding Math Series) is a computer based program that addresses each content area of the Common Core. 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. Carnegie is a computer based program developed over the past 20 years on how students think, learn, and apply new knowledge in mathematics. The

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

	comprehension. Progress monitoring of vocabulary skills pinpoints specific deficiencies in fundamental skills.	system is built on cognitive models which represents the knowledge a student might possess about a given skill. The software assesses students' mathematical knowledge on a step-by-step basis and presents activities tailored to their individual skill levels.
How does the intervention align with the Common Core State Standards?	CCSS ELA-Literacy.RL Determine the meaning of words and phrases as they are used in a text.	Measurement & Data is a strand in the Common Core from K through 5 th grade.

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 are reading below grade level.	
Describe the priority problem using at least two data sources	Using documentation from the DRA2, MAP testing, PARCC, benchmarks, DRA, DRA Word Analysis, Classroom assignments	
Describe the root causes of the problem	Students read below grade level due to a lack of leisure reading and grade appropriate material. If students are given more opportunities to read more at school and at home, reading levels will improve along with comprehension skills, vocabulary development and acquisition of higher level vocabulary usage.	
Subgroups or populations addressed	All Students	
Related content area missed (i.e., ELA, Mathematics)	We have not received our test scores yet.	
Name of scientifically research based intervention to address priority problems	Guided Reading, , System 44, Mondo, LLI, Richard Elmore’s Instructional Rounds, Bloom’s Taxonomy, iObservation, Charlotte Danielson Teacher Assessment Framework	
How does the intervention align with the Common Core State Standards?	Aligned as per lesson plans	

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 <small>(i.e., IES Practice Guide or What Works Clearinghouse)</small>
ELA	Students with Disabilities	<ul style="list-style-type: none"> • Instructional Strategies • LEADS • Tutoring-Small Group 	<ul style="list-style-type: none"> • Principal • Teachers • Teachers 	<ul style="list-style-type: none"> • Students will meet projected growth as determined by the MAP • An Increased in SGO's SGP 	<ul style="list-style-type: none"> • Professional Development workshops designed for our teacher's needs were provided by Staff Development Workshops • This workshop will cover Common Core and prepare participants for implementation
Math	Students with Disabilities	<ul style="list-style-type: none"> • Carnegie Learning/Neufeld • MathXL • Moving With Math • Teach To One • Math Talk • Classroom Discussion • Higher Order Thinking Stems • Student Engagement 	<ul style="list-style-type: none"> • Teachers • Administrators • Technology Department 	<ul style="list-style-type: none"> • Students will meet projected growth as determined by the MAP Assessment • An Increased in SGO's SGP • iObservations and Targeted Walkthroughs/Informal Observations 	<ul style="list-style-type: none"> • Professional Development workshops designed for our teacher's needs were provided by Staff Development Workshops • This workshop will cover Common Core and prepare participants for implementation

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>					
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)
					<ul style="list-style-type: none"> Creating an environment and developing strategies for promoting critical thinking in the classroom. We will work on developmentally appropriate methods for modeling, thinking, questioning strategies, problem solving, meta-cognition, listening skills, and classroom interaction. Participations will be encouraged to examine their own lessons and units to infuse critical thinking throughout the curriculum.
ELA	Homeless	<ul style="list-style-type: none"> Instructional Strategies LEADS 	<ul style="list-style-type: none"> Principal Teachers 	<ul style="list-style-type: none"> Students will meet projected growth as determined by the MAP Assessment 	<ul style="list-style-type: none"> Professional Development workshops designed for our teacher's needs were

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>					
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)
		<ul style="list-style-type: none"> Tutoring-Small Group 	Teachers	<ul style="list-style-type: none"> An Increased in SGO's SGP 	<p>provided by Staff Development Workshops</p> <ul style="list-style-type: none"> This workshop will cover Common Core and prepare participants for implementation
Math	Homeless	<ul style="list-style-type: none"> Carnegie Learning/Neufeld MathXL Moving With Math Teach To One Math Talk Classroom Discussion Higher Order Thinking Stems Student Engagement 	<ul style="list-style-type: none"> Teachers Administrators Technology Department 	<ul style="list-style-type: none"> Students will meet projected growth as determined by the MAP Assessment An Increased in SGO's SGP iObservations and Targeted Walkthroughs/Informal Observations 	<ul style="list-style-type: none"> Professional Development workshops designed for our teacher's needs were provided by Staff Development Workshops This workshop will cover Common Core and prepare participants for implementation Creating an environment and developing strategies for promoting critical thinking in the classroom. We will work on developmentally appropriate methods for modeling, thinking,

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>					
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)
					questioning strategies, problem solving, meta-cognition, listening skills, and classroom interaction. Participations will be encouraged to examine their own lessons and units to infuse critical thinking throughout the curriculum.
ELA	Migrant	<ul style="list-style-type: none"> • Instructional Strategies • LEADS • Tutoring-Small Group 	<ul style="list-style-type: none"> • Principal • Teachers • Teachers 	<ul style="list-style-type: none"> • Students will meet projected growth as determined by the MAP Assessment • An Increased in SGO's SGP 	<ul style="list-style-type: none"> • Professional Development workshops designed for our teacher's needs were provided by Staff Development Workshops • This workshop will cover Common Core and prepare participants for implementation
Math	Migrant	<ul style="list-style-type: none"> • Carnegie Learning/Neufeld • MathXL 	<ul style="list-style-type: none"> • Teachers • Administrators 	<ul style="list-style-type: none"> • Students will meet projected growth as determined by the 	<ul style="list-style-type: none"> • Professional Development workshops designed for our teacher's

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>					
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)
		<ul style="list-style-type: none"> • Moving With Math • Teach To One • Math Talk • Classroom Discussion • Higher Order Thinking Stems • Student Engagement 	<ul style="list-style-type: none"> • Technology Department 	<p>MAP Assessment</p> <ul style="list-style-type: none"> • An Increased in SGO's SGP • iObservations and Targeted Walkthroughs/Informal Observations 	<p>needs were provided by Staff Development Workshops</p> <ul style="list-style-type: none"> • This workshop will cover Common Core and prepare participants for implementation • Creating an environment and developing strategies for promoting critical thinking in the classroom. We will work on developmentally appropriate methods for modeling, thinking, questioning strategies, problem solving, meta-cognition, listening skills, and classroom interaction. Participations will be encouraged to

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>					
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)
					examine their own lessons and units to infuse critical thinking throughout the curriculum.
ELA	ELLs	<ul style="list-style-type: none"> • Instructional Strategies • LEADS • Tutoring-Small Group 	<ul style="list-style-type: none"> • Principal • Teachers • Teachers 	<ul style="list-style-type: none"> • Students will meet projected growth as determined by the MAP Assessment • An Increased in SGO's SGP 	<ul style="list-style-type: none"> • Professional Development workshops designed for our teacher's needs were provided by Staff Development Workshops • This workshop will cover Common Core and prepare participants for implementation
Math	ELLs	<ul style="list-style-type: none"> • Carnegie Learning/Neufeld • MathXL • Moving With Math • Teach To One • Math Talk • Classroom Discussion • Higher Order 	<ul style="list-style-type: none"> • Teachers • Administrators • Technology Department 	<ul style="list-style-type: none"> • Students will meet projected growth as determined by the MAP Assessment • An Increased in SGO's SGP 	<ul style="list-style-type: none"> • Professional Development workshops designed for our teacher's needs were provided by Staff Development Workshops • This workshop will cover Common Core and

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>					
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)
		Thinking Stems <ul style="list-style-type: none"> • Student Engagement 		<ul style="list-style-type: none"> • iObservations and Targeted Walkthroughs/Informal Observations 	prepare participants for implementation Creating an environment and developing strategies for promoting critical thinking in the classroom. We will work on developmentally appropriate methods for modeling, thinking, questioning strategies, problem solving, meta-cognition, listening skills, and classroom interaction. Participations will be encouraged to examine their own lessons and units to infuse critical thinking throughout the curriculum.
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> • Instructional Strategies • LEADS • Tutoring-Small Group 	<ul style="list-style-type: none"> • Principal • Teachers • Teachers 	<ul style="list-style-type: none"> • Students will meet projected growth as determined by the MAP Assessment • An Increased in SGO's SGP 	<ul style="list-style-type: none"> • Professional Development workshops designed for our teacher's needs were provided by Staff Development Workshops

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>					
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)
					<ul style="list-style-type: none"> This workshop will cover Common Core and prepare participants for implementation
Math	Economically Disadvantaged	<ul style="list-style-type: none"> Carnegie Learning/Neufeld MathXL Moving With Math Teach To One Math Talk Classroom Discussion Higher Order Thinking Stems Student Engagement 	<ul style="list-style-type: none"> Teachers Administrators Technology Department 	<ul style="list-style-type: none"> Students will meet projected growth as determined by the MAP Assessment An Increased in SGO's SGP iObservations and Targeted Walkthroughs/Informal Observations 	<ul style="list-style-type: none"> Professional Development workshops designed for our teacher's needs were provided by Staff Development Workshops This workshop will cover Common Core and prepare participants for implementation Creating an environment and developing strategies for promoting critical thinking in the classroom. We will work on developmentally appropriate methods for modeling, thinking, questioning strategies, problem solving, meta-cognition, listening skills, and classroom interaction. Participations will be

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>					
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)
					encouraged to examine their own lessons and units to infuse critical thinking throughout the curriculum.

**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				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
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	<ul style="list-style-type: none"> Higher Order Thinking Interactive Read Alouds Reading/Writing Strategies for PARCC MAP assessments 	<ul style="list-style-type: none"> Building Administrators ELA coaches and / or supervisors 	<ul style="list-style-type: none"> iObservations Targeted walk-throughs/informational observations 	<ul style="list-style-type: none"> According to NWEA, MAP assessment provides teachers insight to maximize every student's learning and growth through powerful data driven education. Baseline information will be collected from August 2015 using MAP results from the previous year. Report cards, district benchmarks & End of the marking period assessments
Math	Students with Disabilities	<ul style="list-style-type: none"> Math Talk Classroom discussions Higher Order Thinking Stems 	Building Administrators Math Coach and/or Math Supervisors	<ul style="list-style-type: none"> iObservations Targeted walk-throughs/informational observations 	<ul style="list-style-type: none"> According to NWEA, MAP assessment provides teachers insight to maximize every student's learning and growth

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)
					through powerful data driven education. <ul style="list-style-type: none"> • Baseline information will be collected from August 2015 using MAP results from the previous year. • Report cards, district benchmarks & End of the marking period assessments
ELA	Homeless	<ul style="list-style-type: none"> • Higher Order Thinking • Interactive Read Alouds • Reading/Writing Strategies for PARCC • MAP assessments 	<ul style="list-style-type: none"> • Building Administrators • ELA coaches and / or supervisors 	<ul style="list-style-type: none"> • iObservations • Targeted walk-throughs/informal observations 	<ul style="list-style-type: none"> • According to NWEA, MAP assessment provides teachers insight to maximize every student's learning and growth through powerful data driven education. • Baseline information will be collected from August 2015 using MAP results from the previous

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)
					year. <ul style="list-style-type: none"> Report cards, district benchmarks & End of the marking period assessments
Math	Homeless	<ul style="list-style-type: none"> Math Talk Classroom discussions Higher Order Thinking Stems 	<ul style="list-style-type: none"> Building Administrators Math Coach and/or Math Supervisors 	<ul style="list-style-type: none"> iObservations Targeted walk-throughs/informational observations 	<ul style="list-style-type: none"> According to NWEA, MAP assessment provides teachers insight to maximize every student's learning and growth through powerful data driven education. Baseline information will be collected from August 2015 using MAP results from the previous year. Report cards, district benchmarks & End of the marking period assessments
ELA	Migrant	<ul style="list-style-type: none"> Higher Order Thinking 	<ul style="list-style-type: none"> Building Administrators 	<ul style="list-style-type: none"> iObservations Targeted walk- 	<ul style="list-style-type: none"> According to NWEA, MAP assessment

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)
		<ul style="list-style-type: none"> Interactive Read Alouds Reading/Writing Strategies for PARCC MAP assessments 	<ul style="list-style-type: none"> ELA coaches and / or supervisors 	throughs/informal observations	<p>provides teachers insight to maximize every student's learning and growth through powerful data driven education.</p> <ul style="list-style-type: none"> Baseline information will be collected from August 2015 using MAP results from the previous year. Report cards, district benchmarks & End of the marking period assessments
Math	Migrant	<ul style="list-style-type: none"> Math Talk Classroom discussions Higher Order Thinking Stems 	<ul style="list-style-type: none"> Building Administrators Math Coach and/or Math Supervisors 	<ul style="list-style-type: none"> iObservations Targeted walk-throughs/informal observations 	<ul style="list-style-type: none"> According to NWEA, MAP assessment provides teachers insight to maximize every student's learning and growth through powerful data driven education. Baseline information

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)
					will be collected from August 2015 using MAP results from the previous year. <ul style="list-style-type: none"> Report cards, district benchmarks & End of the marking period assessments
ELA	ELLs	<ul style="list-style-type: none"> Higher Order Thinking Interactive Read Alouds Reading/Writing Strategies for PARCC MAP assessments 	<ul style="list-style-type: none"> Building Administrators ELA coaches and / or supervisors 	<ul style="list-style-type: none"> iObservations Targeted walk-throughs/informational observations 	<ul style="list-style-type: none"> According to NWEA, MAP assessment provides teachers insight to maximize every student's learning and growth through powerful data driven education. Baseline information will be collected from August 2015 using MAP results from the previous year. Report cards, district benchmarks & End of the marking

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)
					period assessments
Math	ELLs	<ul style="list-style-type: none"> • Math Talk • Classroom discussions • Higher Order Thinking Stems 	<ul style="list-style-type: none"> • Building Administrators • Math Coach and/or Math Supervisors 	<ul style="list-style-type: none"> • iObservations • Targeted walk-throughs/informational observations 	<ul style="list-style-type: none"> • According to NWEA, MAP assessment provides teachers insight to maximize every student's learning and growth through powerful data driven education. • Baseline information will be collected from August 2015 using MAP results from the previous year. • Report cards, district benchmarks & End of the marking period assessments
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> • Higher Order Thinking • Interactive Read Alouds • Reading/Writing Strategies for 	<ul style="list-style-type: none"> • Building Administrators • ELA coaches and / or supervisors 	<ul style="list-style-type: none"> • iObservations • Targeted walk-throughs/informational observations 	<ul style="list-style-type: none"> • According to NWEA, MAP assessment provides teachers insight to maximize every student's learning and growth through powerful

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)
		PARCC <ul style="list-style-type: none"> • MAP assessments 			data driven education. <ul style="list-style-type: none"> • Baseline information will be collected from August 2015 using MAP results from the previous year. • Report cards, district benchmarks & End of the marking period assessments
Math	Economically Disadvantaged	<ul style="list-style-type: none"> • Math Talk • Classroom discussions • Higher Order Thinking Stems 	<ul style="list-style-type: none"> • Building Administrators • Math Coach and/or Math Supervisors 	<ul style="list-style-type: none"> • iObservations • Targeted walk-throughs/informational observations 	<ul style="list-style-type: none"> • According to NWEA, MAP assessment provides teachers insight to maximize every student's learning and growth through powerful data driven education. • Baseline information will be collected from August 2015 using MAP results from the previous year.

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)
					<ul style="list-style-type: none"> Report cards, district benchmarks & End of the marking period assessments

**Use an asterisk to denote new programs.*

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

Evaluation of Schoolwide Program*

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

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

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

Yes, the school administration along with the ScIP will review the plan.

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

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

Scheduling common planning time for teachers to meet, identify, and review needs and apply interventions across grade levels and providing time and available space for Professional Learning Communities (PLCs) to meet and discuss cross-curricular and cross-grade areas of concern.

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

The Title 1 plan will be shared with all team members, SciP/ILT members received feedback from their team members and shared out concerns. All team members will implement the necessary interventions to meet the needs of their students as well as ensure student growth on SGO's.

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

Teachers will receive a school climate/culture survey on a yearly basis.

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

Parents/guardians will receive a school climate/culture survey on a yearly basis. Students will also receive a school climate/culture survey.

6. How will the school structure interventions?

An intervention period is built into the master schedule to allow for students to be pulled for additional tutoring/interventions. Students will be identified through standardized test scores, DRA2/Word Analysis scores, MAP, Moving with Math assessments, teacher interventionists.

7. How frequently will students receive instructional interventions?

All students will receive 1 intervention period daily. Student will be offered a lunchtime intensification program for 15 weeks 3x a week in grades 4-6. Students can also opt to come in early or stay late to receive help from their teachers based on need.

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

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

All students in grades 3-8 will receive their own laptop computer. Intervention materials such as Moving with Math, Math XL, System 44, LLI, Sonday, Carnegie, Neufield, Esuite and Mondo will be replenished. Teach To One will be implemented in grades 6-8. A technology teacher will be provided to teach grades 3-5.

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

Results of quarterly benchmark assessments, midterm and final exams, DRA2/Word Analysis scores, SGOs, standardized testing results, MAP to measure effectiveness.

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

Administration will disseminate results to school level team members through faculty meetings, grade level meetings and ILT/ScIP meetings. Results will also be disseminated to parents/guardians via parent workshops and PTO meetings.

**Provide a separate response for each question.*

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

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	<ol style="list-style-type: none"> 1. Guidance will meet monthly and provide mini workshops for parents and teachers. 2. District and school website will help students and parents monitor their progress and become knowledgeable of important school and district information 3. 2015-2016 District Calendar will incorporate 1 half day sessions for parent conferences. 4. PTO Events 	<ol style="list-style-type: none"> 1.Guidance Counselors PTO 2.District Technology Department 3. Elizabeth Public School 4. Parents Teacher 	<ol style="list-style-type: none"> 1.Parent Attendance will increase by 10% 2. Parents responding to information on websites, powerschool and social media. Increase in parent participation in school related activities. Parents are able to see the academic performance of their children on a regular basis. 3.Parent participation in conferences will increase by 10%. The School calendar helps improve parent attendance at school related events by 	<p>1.Research done by Blank, Melaville, and Shahs clearly shows that school programs that emphasize family involvement have students who perform better than those in schools lacking these qualities. Not only do students flourish, but schools are strengthened when families take an active interest in their children's educations. (Blank, Melaville, Shahs, 2003) The results include the following:</p> <ul style="list-style-type: none"> ▪Improved academic achievement ▪Better attendance ▪Improved behavior ▪Higher quality of education ▪Safe, disciplined learning environment <p>2. Sponsoring parent-to-parent communication and events are key parts of an effective parent-involvement program (Berla, Henderson, & Kerewsky, 1989).</p> <p>3. According to Vandergrift and Greene (1992), parent involvement</p>

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

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)
			Organization	10% 4. Increased participation of parents at PTO meetings by 10%. More evening meetings will be scheduled to help meet the needs of working parents.	has two independent components: parents as supporters and parents as active partners. Focusing on one of these components alone is not a sufficient approach to parent involvement. Parents can be active, yet not supportive of the education process. They also can be supportive but not active at the school. Of course, the ideal is the parent who is both supportive and active; but this often is difficult when both parents work outside the home, or when there is only one parent in the home. 4. Not only do students flourish, but schools are strengthened when families take an active interest in their children's educations. (Blank, Melaville, Shahs, 2003)
Math	Students with Disabilities	1.Guidance will meet monthly and provide mini workshops for parents and teachers. 2.District and school website will help students and parents monitor their progress and become knowledgeable of important school and district information	1.Guidance Counselors PTO 2.District Technology Department	1.Parent Attendance will increase by 10% 2. Parents responding to information on websites, powerschool and social media. Increase in parent participation in school related activities. Parents are able to see the academic performance of their	1.Research done by Blank, Melaville, and Shahs clearly shows that school programs that emphasize family involvement have students who perform better than those in schools lacking these qualities. Not only do students flourish, but schools are strengthened when families take an active interest in their children's educations. (Blank, Melaville, Shahs, 2003) The results include the

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

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)
		<p>3. 2015-2016 District Calendar will incorporate 1 half day sessions for parent conferences.</p> <p>4. PTO Events</p>	<p>3. Elizabeth Public School</p> <p>4. Parents Teacher Organization</p>	<p>children on a regular basis.</p> <p>3. Parent participation in conferences will increase by 10%. The School calendar helps improve parent attendance at school related events by 10%</p> <p>4. Increased participation of parents at PTO meetings by 10%. More evening meetings will be scheduled to help meet the needs of working parents.</p>	<p>following:</p> <ul style="list-style-type: none"> ▪Improved academic achievement ▪Better attendance ▪Improved behavior ▪Higher quality of education ▪Safe, disciplined learning environment <p>2. Sponsoring parent-to-parent communication and events are key parts of an effective parent-involvement program (Berla, Henderson, & Kerewsky, 1989).</p> <p>3. According to Vandergrift and Greene (1992), parent involvement has two independent components: parents as supporters and parents as active partners. Focusing on one of these components alone is not a sufficient approach to parent involvement. Parents can be active, yet not supportive of the education process. They also can be supportive but not active at the school. Of course, the ideal is the parent who is both supportive and active; but this often is difficult when both parents work outside the home, or when there is only one parent in the home.</p> <p>4. Not only do students flourish, but</p>

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

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)
				4. Increased participation of parents at PTO meetings by 10%. More evening meetings will be scheduled to help meet the needs of working parents.	<p>parents as supporters and parents as active partners. Focusing on one of these components alone is not a sufficient approach to parent involvement. Parents can be active, yet not supportive of the education process. They also can be supportive but not active at the school. Of course, the ideal is the parent who is both supportive and active; but this often is difficult when both parents work outside the home, or when there is only one parent in the home.</p> <p>4. Not only do students flourish, but schools are strengthened when families take an active interest in their children's educations. (Blank, Melaville, Shahs, 2003)</p>
Math	Homeless	<p>1.Guidance will meet monthly and provide mini workshops for parents and teachers.</p> <p>2.District and school website will help students and parents monitor their progress and become knowledgeable of important school and district information</p>	<p>1.Guidance Counselors PTO</p> <p>2.District Technology Department</p>	<p>1.Parent Attendance will increase by 10%</p> <p>2. Parents responding to information on websites, powerSchool and social media. Increase in parent participation in school related activities. Parents are able to see the academic performance of their children on a regular basis.</p>	<p>1.Research done by Blank, Melaville, and Shahs clearly shows that school programs that emphasize family involvement have students who perform better than those in schools lacking these qualities. Not only do students flourish, but schools are strengthened when families take an active interest in their children's educations. (Blank, Melaville, Shahs, 2003) The results include the</p>

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

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)
		<p>3. 2015-2016 District Calendar will incorporate 1 half day sessions for parent conferences.</p> <p>4. PTO Events</p>	<p>3. Elizabeth Public School</p> <p>4. Parents Teacher Organization</p>	<p>3. Parent participation in conferences will increase by 10%. The School calendar helps improve parent attendance at school related events by 10%</p> <p>4. Increased participation of parents at PTO meetings by 10%. More evening meetings will be scheduled to help meet the needs of working parents.</p>	<p>following:</p> <ul style="list-style-type: none"> ▪Improved academic achievement ▪Better attendance ▪Improved behavior ▪Higher quality of education ▪Safe, disciplined learning environment <p>2. Sponsoring parent-to-parent communication and events are key parts of an effective parent-involvement program (Berla, Henderson, & Kerewsky, 1989).</p> <p>3. According to Vandergrift and Greene (1992), parent involvement has two independent components: parents as supporters and parents as active partners. Focusing on one of these components alone is not a sufficient approach to parent involvement. Parents can be active, yet not supportive of the education process. They also can be supportive but not active at the school. Of course, the ideal is the parent who is both supportive and active; but this often is difficult when both parents work outside the home, or when there is only one parent in the home.</p> <p>4. Not only do students flourish, but</p>

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

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)
					schools are strengthened when families take an active interest in their children's educations. (Blank, Melaville, Shahs, 2003)
ELA	Migrant	<p>1.Guidance will meet monthly and provide mini workshops for parents and teachers.</p> <p>2.District and school website will help students and parents monitor their progress and become knowledgeable of important school and district information</p> <p>3. 2015-2016 District Calendar will incorporate 1 half day sessions for parent conferences.</p> <p>4. PTO Events</p>	<p>1.Guidance Counselors PTO</p> <p>2.District Technology Department</p> <p>3. Elizabeth Public School</p> <p>4. Parents Teacher Organization</p>	<p>1.Parent Attendance will increase by 10%</p> <p>2. Parents responding to information on websites, powerschool and social media. Increase in parent participation in school related activities. Parents are able to see the academic performance of their children on a regular basis.</p> <p>3.Parent participation in conferences will increase by 10%. The School calendar helps improve parent attendance at school related events by 10%</p>	<p>1.Research done by Blank, Melaville, and Shahs clearly shows that school programs that emphasize family involvement have students who perform better than those in schools lacking these qualities. Not only do students flourish, but schools are strengthened when families take an active interest in their children's educations. (Blank, Melaville, Shahs, 2003) The results include the following:</p> <ul style="list-style-type: none"> ▪Improved academic achievement ▪Better attendance ▪Improved behavior ▪Higher quality of education ▪Safe, disciplined learning environment <p>2. Sponsoring parent-to-parent communication and events are key parts of an effective parent-involvement program (Berla, Henderson, & Kerewsky, 1989).</p> <p>3. According to Vandergrift and Greene (1992), parent involvement has two independent components:</p>

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

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)
				4. Increased participation of parents at PTO meetings by 10%. More evening meetings will be scheduled to help meet the needs of working parents.	<p>parents as supporters and parents as active partners. Focusing on one of these components alone is not a sufficient approach to parent involvement. Parents can be active, yet not supportive of the education process. They also can be supportive but not active at the school. Of course, the ideal is the parent who is both supportive and active; but this often is difficult when both parents work outside the home, or when there is only one parent in the home.</p> <p>4. Not only do students flourish, but schools are strengthened when families take an active interest in their children's educations. (Blank, Melaville, Shahs, 2003)</p>
Math	Migrant	<p>1. Guidance will meet monthly and provide mini workshops for parents and teachers.</p> <p>2. District and school website will help students and parents monitor their progress and become knowledgeable of important school and district information</p>	<p>1.Guidance Counselors PTO</p> <p>2.District Technology Department</p>	<p>1.Parent Attendance will increase by 10%</p> <p>2. Parents responding to information on websites, PowerSchool and social media. Increase in parent participation in school related activities. Parents are able to see the academic performance of their children on a regular basis.</p>	<p>1.Research done by Blank, Melaville, and Shahs clearly shows that school programs that emphasize family involvement have students who perform better than those in schools lacking these qualities. Not only do students flourish, but schools are strengthened when families take an active interest in their children's educations. (Blank, Melaville, Shahs, 2003) The results include the</p>

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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)
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					schools are strengthened when families take an active interest in their children's educations. (Blank, Melaville, Shahs, 2003)
ELA	ELLs	<p>1.Guidance will meet monthly and provide mini workshops for parents and teachers.</p> <p>2.District and school website will help students and parents monitor their progress and become knowledgeable of important school and district information</p> <p>3. 2015-2016 District Calendar will incorporate 1 half day sessions for parent conferences.</p> <p>4. PTO Events</p>	<p>1.Guidance Counselors PTO 2.District Technology Department</p> <p>3. Elizabeth Public School</p> <p>4. Parents Teacher Organization</p>	<p>1.Parent Attendance will increase by 10%</p> <p>2. Parents responding to information on websites, PowerSchool and social media. Increase in parent participation in school related activities. Parents are able to see the academic performance of their children on a regular basis.</p> <p>3.Parent participation in conferences will increase by 10%. The School calendar helps improve parent attendance at school related events by 10%</p>	<p>1.Research done by Blank, Melaville, and Shahs clearly shows that school programs that emphasize family involvement have students who perform better than those in schools lacking these qualities. Not only do students flourish, but schools are strengthened when families take an active interest in their children's educations. (Blank, Melaville, Shahs, 2003) The results include the following:</p> <ul style="list-style-type: none"> ▪Improved academic achievement ▪Better attendance ▪Improved behavior ▪Higher quality of education ▪Safe, disciplined learning environment <p>2. Sponsoring parent-to-parent communication and events are key parts of an effective parent-involvement program (Berla, Henderson, & Kerewsky, 1989).</p> <p>3. According to Vandergrift and Greene (1992), parent involvement has two independent components:</p>

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**Use an asterisk to denote new programs.*

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.

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

The policy has already been written and the Guidance Counselor will have a meeting to discuss all aspects of the policy with the parents. If any future changes are need it will be discussed between the parent liaison and 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 has already been written and the Guidance Counselor will have a meeting to discuss all aspects of theSchool-parent compact at a meet she schedules. If any future changes are needed, it will be discussed between the Guidance Counselor and parents.

5. How will the school ensure that parents receive and review 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.

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.

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

A letter is sent home in order to inform parents.

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

Parents and the community are notified by the Alert System on any important news that needs to be reported. School staff is also on this system and are notified.

9. How will the school involve families and the community in the development of the Title I Schoolwide 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, PowerSchool, 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 2015-2016 parent involvement funds?

The Parent Involvement (PI) funds for 2015-2016 will be utilized to develop and deliver workshops for the parents that can build stronger home school relationships. We would like to develop and create community pieces that are educationally family oriented and interactive among participants.

Implement

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

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“Families and Schools Together, “a program to encourage parents to foster imagination-based play with their kids and support parent-to-parent socialization.

This promote family activities like:

- Game Night
- Family Science Fair
- Health and Fitness Night
- Movie Night
- Student of the Month Breakfast
- Scholar Event
- Fun Day
- Halloween Parade
- Evening Performances
- AVID Dinner
- School Dance
- Multicultural Parade
- Thanksgiving Food Drive
- Choosing the right High School and Application
- ASPCA Adopt a Shelter Animal
- PowerSchool Parent Portal
- Parent Conferees
- Flower Sale
- HIB
- Stress Management
- Nutrition
- HIB Law: Internet and Social Media Responsibility
- Parent Access for PowerSchool
- Fostering better Behaviors at Home and School
- “Knock It Off, Knock It Out

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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	60	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)	11	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 schoolwide program, or terminate their employment with the district.

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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	Jennifer Campel, Principal Cristina Brito, Vice Principal Human Resources Staff Development