

# 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 PUBLIC SCHOOLS	School: No. 6
Chief School Administrator: OLGA HUGELMEYER	Address:1071 Julia St. Elizabeth, New Jersey 07208
Chief School Administrator's E-mail:Hugelmol@elizabeth.k12.nj.us	Grade Levels: pre k- 8
Title I Contact: Rosa Carbone	Principal: Christopher Mingoia
Title I Contact E-mail: Carbonro@elizabeth.k12.nj.us	Principal's E-mail:mingoich@elizabeth.k12.nj.us
Title I Contact Phone Number: 908 436 5257	Principal's Phone Number: 908 436 5594

**Principal's Certification**

**The following certification must be made by the principal of the school. Note:** Signatures must be kept on file at the school.

I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of School wide Plan. I have been an active member of the planning committee and provided input to the school 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.

\_\_\_\_\_  
Christopher Mingoia  
Principal's Name

\_\_\_\_\_  
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
Math	3b	Numeracy, vocabulary, questioning and explaining student thinking, and developing deeper mathematical understanding		\$75,000
ELA	3a	Reading comprehension with an emphasis on expository and non-fiction text is an area in need of improvement		\$75,000
Technology	4	MATH/ELA-		\$75,0000

**SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114**

## 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 Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Christopher Mingoia	Principal	X	X	X	
James Mondesir	Vice-Principal	X	X	X	
Kim Aleksandrich	Resource Teacher Special Education	X	X	X	
Lance Grahl	Teacher Grade 5	X	X	X	
David Martin	Physical Education Teacher	X	X	X	
Chanise Hurst	Guidance Counselor		X		

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

### Stakeholder/School wide Committee Meetings

The purpose of this committee is to organize and oversee the needs assessment process; lead the development of the schoolwide plan; and conduct or oversee the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at different times of the year (e.g., fall and spring). List the dates of the meetings when the Stakeholder/Schoolwide Committee discussed the needs assessment, School wide Plan development, and the program evaluation below.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
May 14, 2015	Dr. Martin Luther King ECC School No. 52	NCLB/ESEA Title I School wide Plan	Yes			
May 21, 2015	Conference Room	Comprehensive Needs Assessment/ School wide Plan Development	Yes			X
June 4, 2015	Conference Room	DATA	N/A			X
June 11, 2015	Conference Room	Program Evaluation	N/A			X

\*Add rows as necessary.

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

### School's Vision

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

- **What is our purpose here?** To decrease the learning gap between proficient and non-proficient students.
- **What are our expectations for students?** We expect our students to be developing skills which will allow them to show growth and perform at or above a proficient level.
- **What are the responsibilities of the adults who work here?** Staff is to provide a safe and purposeful learning environment.
- **How important are collaborations and partnerships?** Collaboration is key, in order to achieve our goals.
- **How are we committed to continuous improvement?** Professional Development, Team/Faculty meeting, and PLC's.

<b>What is the school's vision statement?</b>	The Elizabeth Public Schools will be one of the best school systems in New Jersey.
School #6 will be one of the best schools in the state of New Jersey.	The Elizabeth Public Schools will provide excellent educational experiences and services to inspire every student to think, to learn, to achieve and to care.

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

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

### Evaluation of 2014-2015 School wide Program \*

(For schools approved to operate a school wide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

The 2014-2015 program was implemented as planned. Strengthening the core academic program in the school occurred in ELA and Mathematics for teachers and administrators. The extended learning time built in for extended day included guided reading, LLI and Sunday instruction during intervention. Additionally, the after school program and lunchtime tutoring programs were completed. Both programs occurred for specifically identified students. The promotion retention program is in effect as well. Ongoing job embedded professional development remained in place for both ELA and Mathematics for teachers of all students. Family engagement through parent workshops was provided and available for parents of all students.

2. What were the strengths of the implementation process?

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

3. What implementation challenges and barriers did the school encounter? One of our barriers or challenges during the implementation process would be the lack of flexibility in our school day schedule and the demands of the district pacing guides/curriculums. In order to fully implement the schoolwide plan effectively we need more faculty and time to assist with our intervention to meet the needs of our students.

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

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

The initial step strength included being able to properly place all students in classes and programs based on their need identified through screening tools. Strengths also include district based professional development for all staff members that was consistent and coherent.

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

Parent workshops strengths include the regularity of scheduled workshops. However, weakness continues to be present in the attendance of parents at meetings and workshops.

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

The administration remains transparent in the sharing of all data as well as on open communication through grade level team meetings, faculty meetings, SCIP team meetings, Crisis Team meetings, individual parent meetings and IRS&S meetings.

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

The 2014-2015 school year marked a turning point in staff involvement and buy-in with the restructuring of John Marshall School No. 20. Staff perceptions are positive and motivation to meet students' needs and be involved is high. Staff freely meets with instructional coaches and reflects on curriculum and instruction and implementation of programs. As a result, professional development has been tailored to better address staff and student needs.

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

Feedback from family surveys and interaction with the parents themselves shows that the school is being received positively. Communication with parents and guardians is ongoing and their child's progress is clearly articulated with implementation of strategies and results documented (e.g. during I&RSS meetings)

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

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

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

9. How did the school structure the interventions?

Initially, all students were screened using mathematics tools and ELA tools (Moving with Math, DRA2). Those measures coupled with state test scores and benchmark results were used to successfully place students into intervention programs to address their needs. All students received placements in intervention math and reading periods. All students also received strategy based instruction within their period of the core programs. Additionally, students were chosen for lunch tutoring and the after school program based on performance on state assessments and screening measures. Within the core program, teachers were required to progress monitor all students response to strategies.

10. How frequently did students receive instructional interventions?

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

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

Progress monitoring was done electronically through the use of excel and/or program tools such as Reading Street, Every Day Mathematics, Math XLe, etc.. Online components of mathematics and reading programs are built in to our curricula.

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

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

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

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

**Evaluation of 2014-2015 Student Performance**

***State Assessments-Partially Proficient***

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

<b>English Language Arts</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>Interventions Provided</b>	<b>Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).</b>
Grade 4	15		After-school programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA's, leveled libraries, and centers. During school interventions;	NJASK: Even though all subgroups did not meet the ELA goals within the allowed interval of confidence during the 2013-2014 school year, student growth was evident. Most students are lacking basic literacy skills, requiring intense intervention that is not necessarily reinforced in the homes and maintained over the summer months.
Grade 5	31		After-school programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA's, leveled libraries, and centers. During school interventions; Homeroom/lunch tutoring	NJASK: Even though all subgroups did not meet the ELA goals within the allowed interval of confidence during the 2013-2014 school year, student growth was evident. Most students are lacking basic literacy skills, requiring intense intervention that is not necessarily reinforced in the homes and maintained over the summer months.
Grade 6	22		After-school programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA's, leveled libraries, and centers. During school interventions;	NJASK: Even though all subgroups did not meet the ELA goals within the allowed interval of confidence during the 2012-2013 school year, student growth was evident. Most students are lacking basic literacy skills, requiring intense intervention that is not necessarily reinforced in the homes and maintained over the summer months.
Grade 7	24		After-school programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA's, leveled libraries, and centers. During school interventions; Homeroom/lunch tutoring	NJASK: Even though all subgroups did not meet the ELA goals within the allowed interval of confidence during the 2012-2013 school year, student growth was evident. Most students are lacking basic literacy skills, requiring intense intervention that is not necessarily reinforced in the homes and maintained over the summer months.

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Grade 8				
Grade 11				
Grade 12				

<b>Mathematics</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>Interventions Provided</b>	<b>Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).</b>
Grade 4	12		During and after after school tutoring and Afterschool programs to improve mathematics skills, literacy, and writing skills. Differentiated instruction was provided During school intensification. Moving with Math, Neufeld/Carnegie, Math XLAfterschool programs to improve Mathematical skills. Differentiated instruction was provided via assessment data during centers. During school interventions; Moving with Math, Question Quest, Problem Solving, & Math Talk	NJASK: Even though all subgroups did not meet the mathematics goals within the allowed interval of confidence during the 2013-2014 school year, student growth was evident. Most students are lacking basic mathematical skills in number sense and common math operations like (addition, subtraction, multiplication, and division concepts and operations.
Grade 5	46		During and after after school tutoring and Afterschool programs to improve mathematics skills, literacy, and writing skills. Differentiated instruction was provided During school intensification. Moving with Math, Neufeld/Carnegie, Math XLAfterschool programs to improve Mathematical skills. Differentiated instruction was provided via assessment data during centers. During school interventions; Moving with Math, Question Quest, Problem Solving, & Math Talk	NJASK: Even though all subgroups did not meet the mathematics goals within the allowed interval of confidence during the 2013-2014 school year, student growth was evident. Even though all subgroups did not meet the mathematics goals within the allowed interval of confidence during the 2013-2014 school year, student growth was evident. Most students are lacking basic mathematical skills in number sense and common math operations like (addition, subtraction, multiplication, and division concepts and operations.

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Grade 6	29		During and after after school tutoring and Afterschool programs to improve mathematics skills, literacy, and writing skills. Differentiated instruction was provided During school intensification. Moving with Math, Neufeld/Carnegie, Math XLAfterschool programs to improve Mathematical skills. Differentiated instruction was provided via assessment data during centers. During school interventions; Moving with Math, Question Quest, Problem Solving, & Math Talk	NJASK: Even though all subgroups did not meet the mathematics goals within the allowed interval of confidence during the 2013-2014 school year, student growth was evident. Even though all subgroups did not meet the mathematics goals within the allowed interval of confidence during the 2013-2014 school year, student growth was evident. Most students are lacking basic mathematical skills in number sense and common math operations like (addition, subtraction, multiplication, and division concepts and operations.
Grade 7	30		During and after after school tutoring and Afterschool programs to improve mathematics skills, literacy, and writing skills. Differentiated instruction was provided During school intensification. Moving with Math, Neufeld/Carnegie, Math XLAfterschool programs to improve Mathematical skills. Differentiated instruction was provided via assessment data during centers. During school interventions; Moving with Math, Question Quest, Problem Solving, & Math Talk	NJASK: Even though all subgroups did not meet the mathematics goals within the allowed interval of confidence during the 2012-2013 school year, student growth was evident. Even though all subgroups did not meet the mathematics goals within the allowed interval of confidence during the 2013-2014 school year, student growth was evident. Most students are lacking basic mathematical skills in number sense and common math operations like (addition, subtraction, multiplication, and division concepts and operations.
Grade 8				
Grade 11				
Grade 12				

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

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

English Language	2013 -	2014 -	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in
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Arts	2014	2015		proficiency (Be specific for each intervention).
Pre-Kindergarten			Differential instruction was provided in each classroom according to student’s level and age. Letter and sound recognition activities and small group instruction. Exercises to recognize last name and first name. Associating writing words. Leveled Literacy Intervention through Read Alouds	Improvement was evident and can be attributed to the implementation of new literacy based program. These interventions are provided consistently in a small group setting by trained teachers and CDAs. Continuous progress monitoring also assists in targeting specific skills that need to be addressed.
Kindergarten	21		After School Academics Leveled Literacy Interventions Differentiated Instruction during daily Intervention periods	Slight increase in student growth was evident due to the implementation of “Reading Street,” and interventions for at-risk students such as Soliday and LLI. These interventions are provided consistently in a small group setting by trained interventionists but are clearly needed for a longer amount of time to reap significant results in increasing student proficiency. Continuous progress monitoring also assisted in targeting specific skills that need to be addressed during daily intervention periods but is often difficult to implement due to time constraints and size of class enrollment. Inconsistent attendance during school day and during the After School Academics program.
Grade 1	33		Leveled Literacy Interventions, Soliday, After-school programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA’s, leveled libraries, and centers	Slight increase in student growth was evident due to the implementation of “Reading Street,” and interventions for at-risk students such as Soliday and LLI. These interventions are provided consistently in a small group setting by trained interventionists but are clearly needed for a longer amount of time to reap significant results in increasing student proficiency. Continuous progress monitoring also assisted in targeting specific skills that need to be addressed during daily intervention periods but is often difficult to implement due to time constraints and size of class enrollment. Inconsistent attendance during school day and during

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				the After School Academics program.
Grade 2	17		Leveled Literacy Interventions, Sonday, After-school programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA's, leveled libraries, and centers	Slight increase in student growth was evident due to the implementation of "Reading Street," and interventions for at-risk students such as Sonday and LLI. These interventions are provided consistently in a small group setting by trained interventionists but are clearly needed for a longer amount of time to reap significant results in increasing student proficiency. Continuous progress monitoring also assisted in targeting specific skills that need to be addressed during daily intervention periods but is often difficult to implement due to time constraints and size of class enrollment. nconsistent attendance during school day and during the After School Academics program.
Grade 9				
Grade 10				

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten			Recognizing Shapes through the use of Games and Writing number skills. Modeled by teachers and CDAs	Improvement was evident and can be attributed to the implementation of whole group math talk. These interventions are provided consistently in a small group setting by trained teachers and CDAs. Continuous progress monitoring also assists in targeting specific skills that need to be addressed.
Kindergarten	25		Use of Math Task Analysis Guide to create lessons with connections, with a deepening understanding of math and with a high cognitive demand; Moving with Math, Everyday Math online website; RSA checklists and leveled instruction additional practice in needed skills.	Slight increase in student growth was evident due to the implementation of Moving with Math and the implementation of Recognizing Student Achievement Component of daily checklists and formative assessments. These interventions are provided consistently in a small group setting by the classroom teacher but are clearly needed for a longer amount of

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				<p>time to reap significant results in increasing student proficiency. Continuous progress monitoring also assisted in targeting specific skills that need to be addressed during daily intervention periods but is often difficult to implement due to time constraints and size of class enrollment.</p> <p>Inconsistent attendance during school day and during the After School Academics program.</p> <p>Excessive staff absence in 2 of the 5 classes</p>
Grade 1	18		<p>Use of Math Task Analysis Guide to create lessons with connections, with a deepening understanding of math and with a high cognitive demand; Moving with Math, Everyday Math online website; RSA checklists and leveled instruction additional practice in needed skills.</p>	<p>Slight increase in student growth was evident due to the implementation of Moving with Math and the implementation of Recognizing Student Achievement Component of daily checklists and formative assessments. These interventions are provided consistently in a small group setting by the classroom teacher but are clearly needed for a longer amount of time to reap significant results in increasing student proficiency. Continuous progress monitoring also assisted in targeting specific skills that need to be addressed during daily intervention periods but is often difficult to implement due to time constraints and size of class enrollment.</p> <p>Inconsistent attendance during school day and during the After School Academics program. Excessive staff absence in 1 of the 4 classes</p>
Grade 2	19		<p>Use of Math Task Analysis Guide to create lessons with connections, with a deepening understanding of math and with a high cognitive demand; Moving with Math, Everyday Math online website; RSA checklists and leveled instruction additional practice in needed skills.</p>	<p>Slight increase in student growth was evident due to the implementation of math strategies and the implementation of Recognizing Student Achievement Component of daily checklists and formative assessments. These interventions are provided consistently in a small group setting by the classroom teacher but are clearly needed for a longer amount of time to reap significant results in increasing student proficiency. Continuous progress monitoring also</p>

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				<p>assisted in targeting specific skills that need to be addressed during daily intervention periods but is often difficult to implement due to time constraints and size of class enrollment.</p> <p>Inconsistent attendance during school day and during the After School Academics program.</p>
Grade 9				
Grade 10				

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

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

***Interventions to Increase Student Achievement*** – Implemented in 2014-2015

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 Homeless Migrant Economically Disadvantaged ELLs	Direct explicit reading instruction in the use of research based comprehension strategies.  Guided practice and discussion at students' instructional level during guided reading  Book Talk and Accountable Talk  Provide engaging and motivating context in which to teach reading  LLI – Leveled Literacy Intervention System READ 180 *SpellRead *Sunday Mondo Let's TalkAbout It		Report cards Benchmarks DRA 2 Center work Observations and feedback Pending results of PARCC MAP testing SGO	There was some evidence of improved reading levels on benchmark scores. Utilizing centers, enabled students to better understand while reinforcing the concepts learned during “whole group”. Implementation of “Reading Street” program helped to ensure student achievement. In LAL, double entry journals, citing the text and use of leveled learning have led to improved comprehension scores on the benchmarks. Peer observations and the use of the coaching cycle with outside consultants, increased successful transfer of best practices. Feedback from Instructional Rounds and NJQSAC evaluations allowed for future planning and our next level of work. Developing a deeper understanding of Grant Wiggins’s, UBD model through the use of “The Big/Essential Question” and by building concepts through Concept Talk Aligning instruction to the new Common Core anchor Standards PLCs and grade level team meetings often focused on analyzing data to improve test scores. Faculty meetings were a source of targeted Professional Development and were also used to analyze data.

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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)
					Our 90 Day Plan was used to measure outcomes and was revisited for review and revisions.
Math	Students with Disabilities Homeless Migrant Economically Disadvantaged ELLs	Moving With Math Question Quest Math Talk Learning	Yes	Report Cards Benchmarks Chapter Tests Teacher observations Center work Observations and feedback Midterms & Finals MAP Pending results PARCC	<p>There was some evidence of improvement on the math benchmarks; however, improvement in benchmark scores was inconsistent depending on the grade level and marking period.</p> <p>In mathematics, use of admit/exit slips, Math Talk Learning Community, Frayer Model and manipulatives are developing as evidenced by observations, walk throughs, team meetings and on one on one conferences with teachers.</p> <p>The proper implementation of the 90 minute block helped to ensure student achievement in math.</p> <p>Utilizing centers, students were able to better understand the concepts they didn't understand in the classroom during "whole group".</p> <p>Feedback from Instructional Rounds allowed for future planning and our next level of work.</p> <p>Team meetings often focused on analyzing data and brainstorming strategies to improve test scores..</p> <p>Faculty meetings were a source of targeted Professional Development and were also used to analyze data.</p>

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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)
					Our 90 Day Plan was used to measure outcomes and was revisited for review and revisions.

***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	Total Population Students with Disabilities  Homeless Migrant Economically Disadvantaged ELLs	After School Academic Program  Lunch Tutoring	Yes  No	Quarterly Benchmarks, DRA 2 Map Testing K-8, PARCC	There was some evidence of improved reading levels on benchmark scores. Utilizing centers, enabled students to better understand while reinforcing the concepts learned during “whole group”. Implementation of “Reading Street” program helped to ensure student achievement. There was some evidence of improvement on the math benchmarks; however, improvement in benchmark scores was inconsistent depending on the grade level and marking period.
Math	Total Population Students with Disabilities	Language Arts & Mathematics	Yes	Quarterly Benchmarks, DRA 2 Map Testing K-8, PARCC	There was some evidence of improved reading levels on benchmark scores. Utilizing centers, enabled students to better understand while reinforcing the concepts

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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)
	Homeless Migrant Economically Disadvantaged ELLs				learned during “whole group”. Implementation of “Reading Street” program helped to ensure student achievement. There was some evidence of improvement on the math benchmarks; however, improvement in benchmark scores was inconsistent depending on the grade level and marking period.
ELA/ MATH	Total Population Students with Disabilities Homeless Migrant Economically Disadvantaged ELLs	Retention, Summer Enrichment	Yes	Report Cards DRA SRI, RSA	There has been a consistent decrease in the number of student failures in academic courses that meet the promotion/retention program requirements.  Teachers were trained in the components of each managed instruction curricula and developed individualized plans to address each student’s needs. All interventions implemented were research based and remained flexible depending on student need and progress monitoring data.

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

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

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Total Population Students with Disabilities Homeless Migrant Economically Disadvantaged ELLs	Close Reading  LEADS  Reading Street  Sonday  Using DRA2 to Guide Instruction,  Reading Street curricula  Common Core Standards  Lesson planning	yes	PARCC MAP Benchmarks/Report Cards DRA Progress Monitoring/SRI/ Intervention Programs Knowledge of new programs and teaching strategies. Informal Walk throughs Consultant Feedback I-Observations SGO scores	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 are required to attend monthly Professional Learning Community(PLCs) meetings to have professional discussions regarding data, student achievement, curriculum and instructions related topics, best practices, strategies, and interventions  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.  The levels of implementation of strategies, use of data in lesson planning are documented by teacher observations and Annual Professional Performance Review.  Teachers continued to develop and improve their instructional practice. The following consultants from Staff 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)
					<p>Workshops Inc.</p> <p>Teachers had the opportunity to attend 22 workshop provided at our school from September to June.</p> <p>Consultants and Workshop training such as: Early Literacy, LEADS, and ELL Education Reading Street Consultants</p>
Math	Total Population Students with Disabilities Homeless Migrant Economically Disadvantaged ELLs	Everyday Mathematics  Moving with Math  Calendar Routines  Data Analysis  Common Core Standards  Lesson planning	yes	PARCC MAP Benchmarks/Report Cards SRA daily check for understanding Intervention Programs Knowledge of new programs and teaching strategies. Informal Walk throughs Consultant Feedback I-Observations SGO scores	<p>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.</p> <p>Individually selected as needed through administrator observation.</p> <p>Teachers are required to attend monthly Professional Learning Community(PLCs) meetings to have professional discussions regarding data, student achievement, curriculum and instructions related topics, best practices, strategies, and interventions</p> <p>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.</p> <p>The levels of implementation of strategies,</p>

**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)
					<p>use of data in lesson planning are documented by teacher observations and Annual Professional Performance Review.</p> <p>Teachers continued to develop and improve their instructional practice. The following consultants from Staff Development Workshops Inc.</p> <p>Teachers had the opportunity to attend 22 workshop provided at our school from September to June.</p> <p>Consultants and Workshop training such as: Early Literacy, LEADS, and ELL Education Reading Street Consultants</p>
MATH ELA	ALL	PARCC/Common Core	YES		<p>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.</p> <p>The levels of implementation of strategies, use of data in lesson planning are documented by teacher observations and Annual Professional Performance Review.</p>

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

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math/ ELA	Total Population Students with Disabilities Homeless Migrant Economically Disadvantaged ELLs	Parent Workshops focusing on academics: “Early Childhood” “Nutrition and Learning” “Discipline & Learning Styles for NJ ASK” “ESL Workshops” “Powerschool” “21 Century Learning” “Bullying”  School Events: PTO Meetings Open House I&RS Meetings Parent Conferences Grandparents’ Breakfast	NO	Parent Sign-In/Participation Parent feedback Students’ assessed performance	Parent participation varied depending on the workshop. Workshops were provided to assist parents and deepen their understanding of academic programs so that they may reinforce strategies and skills at home. Parent feedback was always positive, yet the overall effect would be greater if the number of parents in attendance increased.  Parent participation varied depending on the meeting. Parent feedback was always positive, yet the overall effect would be greater if the number of parents in attendance increased. Meetings were provided to assist parents and deepen their understanding of academic programs so that they may reinforce strategies and skills at home.  The number of I&RS referrals increased in Grades K-3 significantly due to the increased number of intervention & support services.  Student participation in events helped all members of the school community and greater community by instilling empathy and a spirit of giving and selflessness.

**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)

**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	PARCC, DRA, Benchmarks, Unit Assessments, Teacher Created Materials, MAP Testing, Teacher Created Assessments DRA/EDL Benchmark Assessment LLI Progress Monitoring	Data was collected from all student subgroups through the use of standardized instruments approved for use by the New Jersey Department of Education, the district and other entities working within the school. Sources of data were analyzed by standard methods, and disaggregated by appropriate subgroups. The data was then used to enlighten practice at the school level. Survey data was treated in much the same manner. All stakeholders had access to the disaggregated data and were invited to take part in focus groups, including but not limited to the Instructional Leadership Team, Grade Level Meetings, Faculty Meetings and Parent/Teacher Organization. Pre-Test/Post-Test Independent Reading Level
Academic Achievement - Writing	PARCC, Benchmarks, Unit Assessments, Teacher Created Materials, MAP Testing, Teacher Created Assessments	Data was collected from all student subgroups through the use of a variety of instruments approved for use by the New Jersey Department of Education, the district and other entities working within the school. Sources of data were analyzed by standard methods, and disaggregated by appropriate subgroups. The data was then used to enlighten practice at the school level. All stakeholders had access to the disaggregated data . All were invited to take part in focus groups, including but not limited to the Instructional Leadership Team, Grade Level Meetings, Faculty Meetings and Parent/Teacher Organization, Pre-Test/Post-Test, Independent Reading

**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>Level and Grade Level Proficiency on State Tests.</p> <p>During the 2013-2014 school year, the school wide Annual Performance Target in Language Arts Literacy was 62.6%. The school did not reach that target for it scored 27.4%.</p>
Academic Achievement - Mathematics	PARCC, Benchmarks, Unit Assessments, Teacher Created Materials, MAP Testing, Teacher Created Assessments	<p>Data was collected from all student subgroups through the use of a variety of instruments approved for use by the New Jersey Department of Education, the district and other entities working within the school. Sources of data were analyzed by standard methods, and disaggregated by appropriate subgroups. The data was then used to enlighten practice at the school level. All stakeholders had access to the disaggregated data . All were invited to take part in focus groups, including but not limited to the Instructional Leadership Team, Grade Level Meetings, Faculty Meetings and Parent/Teacher Organization, Pre-Test/Post-Test, Independent Reading Level and Grade Level Proficiency on State Tests.</p>
Family and Community Engagement	Attendance and participation in Parent Workshops, Involvement in the I&RS Process and ILT Meetings, PTO Meetings, Collaboration with Teachers, Back to School Night and Winter/Spring Concerts.	<p>Parent communication was on-going throughout the year. Parents were invited to attend school and district sponsored workshops. They were also invited to participate in I&amp;RS meetings related to academic concerns. The School #27 community worked with students and their families to support students' academic success. Our school based Social Worker kept in close contact with students and families through one on one and small group sessions. Our parent liaison organized activities to increase parent involvement. After evaluating attendance, we recognize a need to promote and increase parent attendance at PTO sponsored activities.</p>
Professional Development	Job embedded professional development through the support of school based administrators. Danielson/I-Observation PLC's Outside & Program	<p>During the 2013-2014 school year, the district continued to guide schools in the effective delivery of the curriculum and deepen teachers' content knowledge and content-specific pedagogy. Professional learning opportunities were offered in order to prepare teachers to use research-based teaching strategies and best practices appropriate to their instructional objectives which were aligned with the Common Core</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)
	<p>consultants/“Implementing Everyday Math”                      “Reading Street Implementation”                      “Leads Implementation”                      “Connect Math”</p> <p>Attendance at school/district/out of district sponsored workshops including, but not limited to the following:                      “Using Data to Drive Instruction”                      “Guided ReadingComprehension”                      “Read Alouds”                      “Using Higher Order Thinking &amp; Questioning”                      “Implementing Everyday Math”                      “Reading Street Implementation”                      Leveled Literacy Intervention                      SpellRead</p>	<p>Standards.</p> <p>The professional development structures involve the principal, district leaders, instructional coaches and teachers in collaborative learning opportunities that focus on creating excellence in academics, athletics, and fine arts as well as on boosting performances on all state exams. As a school professional learning community, we focus on advancing pedagogical approaches and techniques in order to improving student learning outcomes. Through the melding of formative and summative assessments, teachers analyze student data and utilize the results for purposeful planning of lessons. Professional learning focuses on differentiated instruction and fostering alignment between assessment and instruction. Professional growth occurs both incrementally during the school year through observations, walkthroughs, feedback, workshops and more broadly through general professional development experiences:</p> <ul style="list-style-type: none"> <li>• district/school after-school and weekend workshops (scheduled through <a href="http://www.MyLearningPlan.com">www.MyLearningPlan.com</a>)</li> <li>• district-wide Institute for Teaching and Learning offers over 100 professional development opportunities per year</li> <li>• traditional coaching</li> <li>• job-embedded training sessions :                         <ul style="list-style-type: none"> <li>-<i>Weekly grade level meetings</i> with administrator and/or instructional coaches</li> <li>-<i>TEQ: Interactive Use of Starboards</i></li> <li>-<i>Max Buxton:Close Reading/Common Core/PARCC</i></li> <li>-<i>Matthew Hall: Guided Reading</i></li> <li>-<i>Sue Stewart: Everyday Mathematics</i></li> <li>-<i>Shantel Farley: Guided Reading/Reading Street</i></li> <li>-<i>Nina Hanson: MyAccess</i></li> <li>-Blackboard</li> <li>-GCN</li> </ul> </li> </ul>

**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)
		-Danielson
Leadership	Principal-observation by Assistant Superintendent School Level Leaders as measured by assuming leadership roles One-on- one meetings SCIP Team	John Marshall School No.20 that has been implemented to encourage achievement for our students and instructional staff. The building administrator initiates the leadership chain reaction and the responsibility of leading our building is shared with teacher-leaders. We attain success by working collectively and collaboratively to achieve the high standards and goals we set for students and teachers.  The principal’s observation indicated her professional growth as measured by the ISLLC standards. Principal leads the SCIP Team. The team is comprised of content area teachers, the instructional coaches, school administrator, and guidance. The direct link between administration and faculty is the SCIP Team. The principal works closely with the Instructional Coaches, and the SCIP Team to determine if goals, plans, and policies are positively impacting the teaching and learning environment. Encouraging the success of teachers with frequent formal and informal observations, evaluations, and targeted feedback creates confident, motivated, knowledge academic leaders.
School Climate and Culture	Surveys Back to School NIGHT Open House American Education Week Behavior Referrals Participation in school-sponsored events/activities Attendance Rate Teacher Committee Participation I&RSS Behavior referrals	Sources of data were analyzed by standard methods, and disaggregated by appropriate subgroups. This data were then used to enlighten practices at the school level. Survey data was treated in much the same manner. All stakeholders had access to the disaggregated data and were invited to take part in focus groups, including but not limited to the Instructional Leadership Team, PLC’s, Faculty Meetings and Parent/Teacher Organization. This data was helpful in planning for future workshops and presentations that were needed. A high percentage of our students dressed appropriately for teaching and learning by wearing their school uniform each day. The School Culture survey showed that Dr. Antonia Pantoja’s overall school learning environment is positive. Through teacher surveys a need for behavior management professional development was identified, student engagement and questioning. Our school celebrated and fostered a positive

**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)
	Implementation of a school wide Social Skills Initiative Black History Celebrations American Education Week Read Across America Multicultural Door Contest & Activities Monthly Faculty Breakfasts & Luncheons School Dances	attitude toward diversity. Activities including the Multicultural Door Decorating contest were fun ways to learn about and show appreciation for the culture of other countries and wonders around the world. School #27 had an exceptional rate of teacher participation in the school committees which promoted social and academic excellence. They also helped to celebrate diversity, increase school spirit, and instill in our students that idea that our school community is a "special place" and that we are all life-long learners.
Students with Disabilities	Benchmarks, Unit Assessments, MAP testing, Teacher Created Materials, Progress Monitoring for LLI and Sunday	Students with disabilities participate in literacy/math instruction within the general education programs and receive necessary support and services from a special education teacher within the classroom settings. The special education teacher in collaboration with the general education classroom teacher creates a comfortable setting for students to be engaged in vigorous and cooperative learning activities. The special education teacher implements the regular education teachers' lesson plans and modifies when necessary for differential instruction. The special education teacher modifies the instruction, materials and/or assessments, as needed, to further students' literacy/mathematics development as prescribed in the student's IEP.
Homeless Students	Principal's Consolidated Monthly Report of Homeless Students After School Academics Program Lunchtime tutoring	These programs were implemented to help bridge the gap for students that are not functioning on grade level. Each program was monitored and the students were assessed for progress.  Tutoring programs included after school and lunchtime. These programs benefited the student's attendance as well as the instruction being aligned with the daily programs as the division of Elementary & Secondary Education has ensured.

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
English Language Learners	ACCESS/Supera ELL Survey WAPT District Benchmarks in Native Language ESL benchmarks DRA/EDL Home Language Survey SGOs	New entrants were assessed using WAPT in listening, speaking, reading and writing. They were then placed in classes according to their language level. Students were serviced by a certified ESL teacher for 45 minutes daily. Access measured the four domains of English language development. This was one form used to determine eligibility in the program. DRA2's/EDL's were also used to determine independent reading level.
Economically Disadvantaged	Title 1 funded programs Title 1 funded workshops Parent Surveys	Economic status was determined through the use of an eligibility survey. Those who were determined to be economically disadvantaged were provided with free breakfast and lunch. Title 1 funded programs were analyzed for effectiveness through standardized instruments approved by the NJDOE and District. Title 1 Programs provided additional support in reading and writing. Title 1 workshops were provided to enhance instructional practice. Observations walk-throughs, visitations, and conferences helped measure the degree of implementation. The progress of students in the moderate cognitive classes was assessed through the growth they made in meeting their IEP goals. Inclusion students were assessed using the same assessments as our general education students. A number of them have achieved proficiency on standardized tests and benchmarks. Progress has been monitored through report card grades, teacher formative and summative assessments, MAP, DRA2's and benchmarks.

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

### *Narrative*

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

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

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

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

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

The instruments used to collect data have been rated for validity and reliability. School data was collected by grade level as well as by cohort. This enabled the school to gain an understanding of both the instructional output at a given grade level and the progress students obtained as they moved to the next grade. Achievement data is triangulated with other factors such as historical and demographic data in order to support the reliability of the measures in place as well as the validity of the findings. All objectives were intended to enable the school population to reach targeted performance goals. Correlation methods will assist in the determination of possible relationships between the various methods of data collection in use.

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

Data analysis revealed that classroom instruction was used to identify; area of improvements in literacy, math, and writing. Teachers maintain a data binder of student's NJASK scores, ACCESS, district benchmarks data, interventions, progress monitoring, DRA and reflection on assessments. This data binder is utilized to identify areas of improvement for student achievement, differentiate instruction, and the development of student wide academic goals.

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

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

During the 2013-14 school year, the district continued to guide schools in the effective delivery of the curriculum and deepen teachers' content knowledge and content-specific pedagogy. Professional learning opportunities were offered to prepare teachers to use research-based teaching strategies or best practices appropriate to their instructional objectives which are aligned with the Common Core Standards.

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

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

In accordance with N.J.A.C. 6A:10A the Elizabeth Public Schools Central Office and schools collaborated to ensure that all students continue to be provided with instruction that moves them toward mastery of the Common Core Standards. Benchmarks, MAP tests, teacher's formative and summative assessments, DRA 2 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 interventions that begin with the deeper diagnosis of the issue. Assessment tools used in a more formative manner include DRA2, portfolio assessment and progress monitoring in the area of literacy and math.

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

Lack of attainment of grade level proficiency triggers appropriate grade level interventions that begin with the deeper diagnosis of the issue. Assessment tools used in a more formative manner include DRA2, portfolio assessment and progress monitoring in the area of literacy. The needs of English Language Learners (ELLs) are provided with specialized research-based programs through the district's approved English Language Learner Literacy Proficiency model. Teachers differentiate their instructional practice based on the results of these quarterly benchmark assessments. Students with identified learning disabilities are addressed with specialized research-based programs through, our Special Education Literacy approach that utilizes LLI and Sonday at appropriate grade levels.

### **8. How does the school address the needs of migrant 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 Standards (NJCCCS). A targeted assistance program offers supplemental services to identified children who are low-achieving or at risk of low-achievement.

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

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

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

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

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

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

Transition is an ongoing process that facilitates and maintains continuity of all grade level programs. Preparing families for the transition from pre-school to kindergarten, elementary to middle school and middle to high school helps them to become familiar with the programs 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 with the kindergarten teachers
- Guidance counselors meet with incoming middle school students to discuss transition and expectations.
- Administrator and guidance counselor meets with eighth graders to discuss transition and expectations

Transition activities conducted for families:

- Disseminating information to the parents about the kindergarten program
- Back to school night is provided for parents
- High school visitations and information sessions are available to all eighth graders

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

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

The SCIP Team along with the classroom teachers disaggregated the data from the various yearly assessments, as well as the quarterly benchmarks and teacher generated assessments to prioritize problems for this plan.

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

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

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

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

	<b>#1</b>	<b>#2</b>
Name of priority problem	Reading comprehension with an emphasis on expository and non-fiction text is an area in need of improvement;	Numeracy, vocabulary, questioning and explaining student thinking, and developing deeper mathematical understanding
Describe the priority problem using at least two data sources	Reading comprehension with an emphasis on expository and non-fiction text is an area in need of improvement; Not all students are scoring proficient on questions that use an open-ended format and require addressing problem solving and critical thinking.	Numeracy, vocabulary, questioning and explaining student thinking, and developing deeper mathematical understanding Not all students are scoring proficient on questions that use an open-ended format and require addressing problem solving and critical thinking.
Describe the root causes of the problem	Most students are lacking basic literacy skills, requiring intense intervention that is not necessarily reinforced in the homes and maintained over the summer months.	Most students are lacking basic mathematical skills in number sense and common math operations like (addition, subtraction, multiplication, and division concepts and operations.
Subgroups or populations addressed	All students with an emphasis on those students who failed to achieve a proficient rating on the NJASK.	All students with an emphasis on those students who failed to achieve a proficient rating on the NJASK.
Related content area missed (i.e., ELA, Mathematics)	Content area missed includes vocabulary, word recognition, utilizing context clues to determine the meanings of words, higher order thinking skills (including analysis, synthesis and application)	Content area missed acquire fluency with arithmetic combinations (math facts), and lack of proficiency with math operations
Name of scientifically research based intervention to address priority problems	LLI- Leveled Literacy Intervention Balanced Literacy Sonday Guided Reading Project Based Learning	Everyday Math CMP3 Math Carnegie/Neufield Math XL

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

How does the intervention align with the Common Core State Standards?	The curriculum is aligned to the Common Core Standards in literacy.	The curriculum is aligned to the Common Core Standards in mathematics.
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**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	<b>Instructional Skills and Strategies</b>	
Describe the priority problem using at least two data sources	PARCC BENCHMARKS	
Describe the root causes of the problem	Teacher(s) preparation and knowledge.	
Subgroups or populations addressed	All	
Related content area missed (i.e., ELA, Mathematics)	ELA AND MATH	
Name of scientifically research based intervention to address priority problems	Charlotte Danielson Teacher Assessment Framework; Classroom Walkthroughs; Richard Elmore’s Instructional Rounds; Bloom’s Taxonomy	
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

<b>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</b>					
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	ALL	Balanced Literacy Program	Instructional Coaches, Administrators	Increased number of students reading and writing at or above grade level by DRA	2005, Leah Mermelstein, <i>Read, Write, Connect</i> 2004, Bruce B. Frey, <i>Balanced Literacy in An Urban District</i> District initiative
ELA Math	ALL	After School Intensification Program	School Administrators Teachers	iObservations and Targeted Walkthroughs/Informal Observations.	Report Cards, & District Benchmarks, End of Marking Periods 2011-2012 Baseline information will be collected, August 2013 – NJASK 3 – 8 Report Cards, Low Grades Report, End of Marking Periods 2012-2013
ELA Math	ALL	Promotion/Retention Summer School Program	School Administrators Teachers	Increase in overall Standardized test scores Proficiency on the NJ ASK Promotion Terra Nova, Report Card and District	Report Cards, & District Benchmarks, End of Marking Periods 2011-2012 Baseline information will be collected, August 2013 – NJASK 3 – 8 Report Cards, Low Grades Report, End of Marking Periods 2012-2013
ELA	ALL	Teacher Support through Instructional Coaching	Supervisors	iObservations and Targeted Walkthroughs/Informal Observations.	Professional Development works shops designed for our teacher’s needs were provided by Staff Development Workshop.  This workshop will cover the Common Core Standards and will prepare participants for implementation. This training will be on LAL.
Math	ALL	Teacher Directed Centers	School Administrators	iObservations and Targeted Walkthroughs/Informal Observations.	Professional Development works shops designed for our teacher’s needs were

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

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

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Intervention</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)</b>
			Supervisors		provided by Staff Development Workshop. This workshop will cover the Common Core Standards and will prepare participants for implementation. This training will be on numbersense.
ELA	ALL	Leveled Literacy Intervention	School Administrators Supervisors Teachers	An increase in the number of students who perform at a proficient level on benchmarks, classwork and assessments	2010, Ransford-Kaldon et al., Center for Research in Educational Policy District initiative
Math	ALL	Tutoring	Teachers	An increase in the number of students who perform at a proficient level on benchmarks, classwork and assessments	Professional Development works shops designed for our teacher's needs were provided by Staff Development Workshop.
ELA	ALL	Carnegie Neufeld Learning Training Math XL	Instructional Coaches, Teachers, Administrators	Time spent on program Increase in PARCC scores Increase in Benchmark scores, MAP and report card grades	Researched Based Program, Math Supervisor Tutoring-small group District initiative

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

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

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

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

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/ Math	All	After School Intensification Program	School Administrators Teachers	Proficiency on the PARCC Increase in SGO, MAP, Report Card grades and District Benchmarks scores	June 2000, United States Department of Education, <i>After school programs: Keeping children safe and smart</i>  Reciprocal Teaching”, September 2010, WWC Intervention Report Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools, April 2009 IES Practice Guide  Using Achievement Data to Support instructional Decision Making, September 2009 IES Practice Guide
ELA/ Math	All	Promotion/Retention Summer School Program	School Administrators Teachers	Proficiency on the PARCC Increase in SGO, MAP, Report Card grades and District Benchmarks scores and lower retention rates	Report Cards, Low Grades Report, End of Marking Periods data

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

### 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.***

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

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
ELA	All	Classroom Management, Social Skill of the Week, Pathways for Exceptional Children	Suspension rates/ teacher surveys/discipline referrals	Decrease in numbers of discipline referrals/suspensions	
Math	All	A Visual Approach for mathematics	Math supervisor coaches RS Consultant	Proficiency on the PARCC Increase in SGO, MAP, Report Card grades and District Benchmarks scores and lower retention rates	Professional Development works shops designed for our teacher’s needs were provided by Staff Development Workshop.
ELA	All	Reading Strategies / Common Core Standards		Proficiency on the PARCC Increase in SGO, MAP, Report Card grades and District Benchmarks scores and lower retention rates	Professional Development works shops designed for our teacher’s needs were provided by Staff Development Workshop. This workshop will cover the Common Core Standards and will prepare participants for implementation. This training will be on LAL.
Math	All	Response to Text Writing	LAL Coaches Teachers	Proficiency on the PARCC Increase in SGO, MAP, Report Card grades and District Benchmarks scores and lower retention rates	Professional Development works shops designed for our teacher’s needs were provided by Staff Development Workshop. This workshop will cover the Common Core Standards and will prepare participants for implementation. This training will be on LAL.

*\*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\***

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

**(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?
2. What barriers or challenges does the school anticipate during the implementation process?
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
4. What measurement tool(s) will the school use to gauge the perceptions of the staff?
5. What measurement tool(s) will the school use to gauge the perceptions of the community?
6. How will the school structure interventions?
7. How frequently will students receive instructional interventions?
8. What resources/technologies will the school use to support the schoolwide program?
9. What quantitative data will the school use to measure the effectiveness of each intervention provided?
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

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

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

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
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: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

### 2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?
2. How will the school engage parents in the development of the written parent involvement policy?
3. How will the school distribute its written parent involvement policy?
4. How will the school engage parents in the development of the school-parent compact?
5. How will the school ensure that parents receive and review the school-parent compact?
6. How will the school report its student achievement data to families and the community?
7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?
8. How will the school inform families and the community of the school's disaggregated assessment results?
9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?
10. How will the school inform families about the academic achievement of their child/children?
11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

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

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

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

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

#### Strategies to Attract and Retain Highly-Qualified Staff

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

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

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

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

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