

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: Elmora School No. 12
Chief School Administrator: OLGA HUGELMEYER	Address: 638 Magie Ave
Chief School Administrator's E-mail:hugelmo@elizabeth.k12.nj.us	Grade Levels: K-8
Title I Contact: Rosa Carbone	Principal: Gladys Castellanos
Title I Contact E-mail:carbonro@elizabeth.k12.nj.us	Principal's E-mail: castelgl@elizabeth.k12.nj.us
Title I Contact Phone Number:908 436-5267	Principal's Phone Number: 908-436-5644

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.

Gladys Castellanos

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held ____4____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ _____, which comprised _____% of the school’s budget in 2014-2015.
- State/local funds to support the school will be \$ _____, which will comprise _____% of the school’s budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

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

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

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

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

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

****Add lines as necessary.***

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Gladys Castellanos	Principal	X	X	X	
Melissa Kulick	Vice Principal	X	X	X	
Lourdes Labbate	Guidance Counselor	X	X	X	
Joel Arisso	Teacher	X	X	X	
Magdalena Dabrowski	Teacher	X	X	X	
Lauren Clark-Depp	Teacher	X	X	X	

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

Stakeholder/Schoolwide Committee Meetings

Purpose:

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

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

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
May 14, 2015	Elmora School No. 12	NCLB/ESEA Title I Schoolwide Plan	Yes	No	Yes	No
January, 2015	Elmora School No. 12	Comprehensive Needs Assessment	Yes			No
April, 2015	Elmora School No. 12	Schoolwide Plan Development	Yes			No
July 2015	Elmora School No. 12	Program Evaluation	Yes			No
October, 2014	Emora School No. 12	Anit-Bullying Program	Yes			No

**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?

What is the school's mission statement?	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.
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

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

Evaluation of 2014-2015 Schoolwide Program *

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

1. Did the school implement the program as planned? Yes
2. What were the strengths of the implementation process?

- Professional Development for Interventions, Language Arts, and Mathematics
- Highly Qualified Staff
- Parent and Community Involvement through PTO meetings and seminars
- Board Recommendations completed for programs/staffing
Faculty meetings, PLCs, and grade level meetings were held during which strategies were turn-keyed and professional development was offered to staff. Throughout the academic school year, teachers were offered professional development through trainers that visited the school.

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

The after school teachers were not able to attend faculty meetings therefore having to receive an abridged version which did not include the professional development activities.

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

Strengths:

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

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

- Modified master schedule

Weaknesses:

- Availability of space
- Available funding
- Staff trained in Read 180 felt they needed more training in order to properly implement the program. Read 180 is a very comprehensive program that is beneficial to the students that struggle the most with Reading.
- Staff training in Moving and Math
- Staff training in LEADS
- Promotion/Retention program was not as successful as previous years due to the fact that grade levels were combined and class sizes were increased. (22 students)

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

- Grade Level and Faculty meeting discussions
- PLCs
- Input from school community
- Creation of student goals
- Research based program that yielded positive results
- Teacher, Parent, and Student surveys.
- AVID
- Student Government
- Student Newspaper
- Teachers felt supported by administration and colleagues.

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

- Willingness to participate
- Realization that the program was necessary

Tools:

- Staff Survey
- Grade-Level Meetings
- SCIP Meetings
- Faculty Meetings

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

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

- Programs were necessary and welcomed by the parents

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

- READ 180 and System 44- computer bases, independent practice, small group instruction
- After School Program
- Interventions/AVID/Student Government/Student Newspaper

9. How did the school structure the interventions?

Student groups were formed based on:

- State assessment scores
- District Benchmarks
- Teacher recommendation
- Progress Monitoring

10. How frequently did students receive instructional interventions?

- READ 180 and System 44 – daily for 45 minutes
- 45 minutes twice a day for Math and Language Arts
- Soliday, LLI for identified students in grades K-3

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

- One-to-One Initiative
- READ 180
- System 44
- Smart Board
- Auditory/verbal Computer Programs
- iPads

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

- Student engagement

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

- Student motivation
- Instant diagnostic feedback

**Provide a separate response for each question.*

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

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

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4			System 44, READ 180, Afterschool programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA's, leveled libraries, and centers. During lunchtime individualized Tutoring. Tier III Activities	<p>2014 data results will provide further evidence of effectiveness.</p> <p>Data collections from our implemented programs show substantial growth for most students.</p> <p>Saturday intensification program was not offered this year.</p> <p>Instructional Coaches were not available to provide feedback and resources to teachers with questions.</p>
Grade 5			System 44, READ 180, Afterschool programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA's, leveled libraries, and centers. During lunchtime individualized Tutoring. Tier III Activities	<p>2014 data results will provide further evidence of effectiveness.</p> <p>Data collections from our implemented programs show substantial growth for most students.</p> <p>Saturday intensification program was not offered this year.</p> <p>Instructional Coaches were not available to provide feedback and resources to teachers with questions.</p>

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Grade 6			<p>System 44, READ 180, Afterschool programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA's, leveled libraries, and centers. During lunchtime individualized Tutoring. Leveled Intervention periods Tier III Activities</p>	<p>2014 data results will provide further evidence of effectiveness.</p> <p>Data collections from our implemented programs show substantial growth for most students.</p> <p>Saturday intensification program was not offered this year.</p> <p>Instructional Coaches were not available to provide feedback and resources to teachers with questions.</p> <p>Low attendance and frequent tardiness.</p>
Grade 7			<p>System 44, READ 180, Afterschool programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA's, leveled libraries, and centers. During lunchtime individualized Tutoring. Leveled Intervention periods: AVID, Student Government, Student Newspaper. Tier III Activities</p>	<p>2014 data results will provide further evidence of effectiveness.</p> <p>Data collections from our implemented programs show substantial growth for most students.</p> <p>Saturday intensification program was not offered this year.</p> <p>Instructional Coaches were not available to provide feedback and resources to teachers with questions.</p> <p>Low attendance and frequent tardiness.</p>
Grade 8			<p>System 44, READ 180, Afterschool programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA's, leveled libraries, and centers. During lunchtime individualized Tutoring. Leveled Intervention periods: AVID, Student Government, Student Newspaper. Tier III Activities</p>	<p>2014 data results will provide further evidence of effectiveness.</p> <p>Data collections from our implemented programs show substantial growth for most students.</p> <p>Saturday intensification program was not offered this year.</p> <p>Instructional Coaches were not available to provide feedback and resources to teachers with questions.</p>

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

				Low attendance and frequent tardiness.
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Mathematics	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			Lunch, during and after school tutoring and Afterschool programs to improve mathematics skills, literacy, and writing skills. Differentiated instruction was provided. Moving with Math. Leveled Intervention periods. Utilizing resources to focus on Common Core Standards. Math Talk	2014 data results will provide further evidence of effectiveness. Growth in the Part B section of the Math test was evident Saturday intensification program was not offered this year. Instructional Coaches were not available to provide feedback and resources to teachers with questions.
Grade 5			Lunch, during and after school tutoring and Afterschool programs to improve mathematics skills, literacy, and writing skills. Differentiated instruction was provided. Moving with Math. Leveled Intervention periods. Utilizing resources to focus on Common Core Standards. Math Talk.	2014 data results will provide further evidence of effectiveness. Growth in the Part B section of the Math test was evident Saturday intensification program was not offered this year. Instructional Coaches were not available to provide feedback and resources to teachers with questions.
Grade 6			Lunch, during and after school tutoring and Afterschool programs to improve mathematics skills, literacy, and writing skills. Differentiated instruction was provided. Moving with Math. Leveled Intervention periods. Utilizing resources to focus on Common Core Standards. Math Talk	2014 data results will provide further evidence of effectiveness. Growth in the Part B section of the Math test was evident Saturday intensification program was not offered this year. Instructional Coaches were not available to provide feedback and resources to teachers with questions.
Grade 7			Lunch, during and after school tutoring and Afterschool programs to improve mathematics skills, literacy, and writing skills. Differentiated instruction was provided. Moving with Math.	2014 data results will provide further evidence of effectiveness.

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			<p>Leveled Intervention periods. Utilizing resources to focus on Common Core Standards. Math Talk</p>	<p>Growth in the Part B section of the Math test was evident</p> <p>Saturday intensification program was not offered this year.</p> <p>Instructional Coaches were not available to provide feedback and resources to teachers with questions.</p> <p>New program that leads students through inquiry as opposed to direct instruction has shown to engage students more, leading to proficiency</p>
<p>Grade 8</p>			<p>Lunch, during and after school tutoring and Afterschool programs to improve mathematics skills, literacy, and writing skills. Differentiated instruction was provided. Moving with Math. Leveled Intervention periods. Utilizing resources to focus on Common Core Standards. Math Talk</p>	<p>2014 data results will provide further evidence of effectiveness.</p> <p>Growth in the Part B section of the Math test was evident</p> <p>Saturday intensification program was not offered this year.</p> <p>Instructional Coaches were not available to provide feedback and resources to teachers with questions.</p> <p>New program that leads students through inquiry as opposed to direct instruction has shown to engage students more, leading to proficiency</p>

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).
Pre-Kindergarten				
Kindergarten			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 the next year.
Grade 1			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 the next year.
Grade 2			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 the next year.
Grade 9				
Grade 10				

Mathematics	2013 -	2014 -	Interventions Provided	Describe why the interventions provided <i>did or did not</i>
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

	2014	2015		result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten			Neufeld Mathematics eSuite Moving with Math Curriculum Math Talk	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			Neufeld Mathematics eSuite Moving with Math Curriculum Math Talk	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			Neufeld Mathematics eSuite Moving with Math Curriculum Math Talk	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 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	READ 180, System 44, Small group, LLI, Sonday, Leveled Interventions, Afterschool Academic Programs, Summer School Promotion/Retention Programs,	YES	Data results compiled by the program and teachers Running Records Progress Monitoring Benchmark Data SGOs DRAs Tier III activities Vocabulary Strategies	These programs were implemented to help bridge the gap with the students who are not functioning on grade level. Each program was monitored and the students were assessed for progress. These programs benefited the student’s attendance also. The instruction was aligned with the daily programs as ensured by the Division of Elementary & Secondary Education. Data received from LLI, Sonday, And SpellRead Programs showed that 100% of students showed a gain from the beginning of the year to the end. 2014 data results will provide further evidence of effectiveness.
Math	Students with Disabilities	Moving with Math, Afterschool and lunchtime tutoring, Math Talk, Leveled Interventions, Afterschool Academic Programs, Summer School Promotion/Retention Programs,	YES	Data results compiled by the program and teachers Progress Monitoring Benchmark Data Pre and Post Test Scores	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. 2014 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)
				SGOs	
ELA	Homeless	READ 180, System 44, Small group, LLI, Soliday, Leveled Interventions, Afterschool Academic Programs, Summer School Promotion/Retention Programs,		Data results compiled by the program and teachers Running Records Progress Monitoring Benchmark Data SGOs DRAs Tier III activities Vocabulary Strategies	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. 2014 data results will provide further evidence of effectiveness.
Math	Homeless	Moving with Math, Afterschool and lunchtime tutoring, Math Talk, Leveled Interventions, Afterschool Academic Programs, Summer School Promotion/Retention Programs,		Data results compiled by the program and teachers Progress Monitoring Benchmark Data Pre and Post Test Scores SGOs	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. 2014 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	Migrant	READ 180, System 44, Small group, LLI, Soliday, Leveled Interventions, Afterschool Academic Programs, Summer School Promotion/Retention Programs,		Data results compiled by the program and teachers Running Records Progress Monitoring Benchmark Data SGOs DRAs Tier III activities Vocabulary Strategies	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. 2014 data results will provide further evidence of effectiveness.
Math	Migrant	Moving with Math, Afterschool and lunchtime tutoring, Math Talk, Leveled Interventions, Afterschool Academic Programs, Summer School Promotion/Retention Programs,,		Data results compiled by the program and teachers Progress Monitoring Benchmark Data Pre and Post Test Scores SGOs	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. 2014 data results will provide further evidence of effectiveness.

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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)
ELA	ELLs	System 44 Components of a Balanced Literacy Program, including LEADS, Afterschool Academic Programs, Summer School Promotion/Retention Programs, Summer Bilingual Enrichment Program	YES	Data results from ACCESS testing ELL benchmarks Progress Monitoring Benchmark Data SGOs DRAs Tier III activities Vocabulary Strategies	This program was implemented to help bridge the gap with the students who are not functioning on grade level. Each program was monitored and the students were assessed for progress. These programs benefit the student's attendance also. The instruction was aligned with the daily programs as ensured by the Division of Elementary & Secondary Education. 2014 data results will provide further evidence of effectiveness.
Math	ELLs	Moving with Math, Afterschool and lunchtime tutoring, Math Talk, Leveled Interventions, Afterschool Academic Programs, Summer School Promotion/Retention Programs, Summer Bilingual Enrichment Program		Data results compiled by the program and teachers Progress Monitoring Benchmark Data Pre and Post Test Scores SGOs	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. 2014 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	Economically Disadvantaged	READ 180, System 44, Small group, LLI, Soliday, Leveled Interventions, Afterschool Academic Programs, Summer School Promotion/Retention Programs,		Data results compiled by the program and teachers Running Records Progress Monitoring Benchmark Data SGOs DRAs Tier III activities Vocabulary Strategies	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. 2014 data results will provide further evidence of effectiveness.
Math	Economically Disadvantaged	Moving with Math, Afterschool and lunchtime tutoring, Math Talk, Leveled Interventions, Afterschool Academic Programs, Summer School Promotion/Retention Programs,		Data results compiled by the program and teachers Progress Monitoring Benchmark Data Pre and Post Test Scores SGOs	
ELA					

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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					

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	READ 180, System 44, Small group, LLI, Soliday, Leveled Interventions, Afterschool Academic Programs, Summer School Promotion/Retention Programs,	YES	Data results compiled by the program and teachers Running Records Progress Monitoring Benchmark Data SGOs DRAs Tier III activities Vocabulary Strategies	These programs were implemented to help bridge the gap with the students who are not functioning on grade level. Each program was monitored and the students were assessed for progress. These programs benefited the student’s attendance also. The instruction was aligned with the daily programs as ensured by the Division of Elementary & Secondary Education. Data received from LLI, Soliday, And SpellRead Programs showed that 100% of students showed a gain from the beginning of the year to the end. 2014 data results will provide further evidence of effectiveness.
Math	Students with Disabilities	Moving with Math, Afterschool and	YES	Data results compiled by the program and teachers	Students were able to work at their own pace and level in each of the mathematical

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)
		lunchtime tutoring, Math Talk, Leveled Interventions, Afterschool Academic Programs, Summer School Promotion/Retention Programs,		Progress Monitoring Benchmark Data Pre and Post Test Scores SGOs	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. 2014 data results will provide further evidence of effectiveness.
ELA	Homeless	READ 180, System 44, Small group, LLI, Soliday, Leveled Interventions, Afterschool Academic Programs, Summer School Promotion/Retention Programs,		Data results compiled by the program and teachers Running Records Progress Monitoring Benchmark Data SGOs DRAs Tier III activities Vocabulary Strategies	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. 2014 data results will provide further evidence of effectiveness.
Math	Homeless	Moving with Math, Afterschool and lunchtime tutoring,		Data results compiled by the program and teachers	Students were able to work at their own pace and level in each of the mathematical computer programs. These programs give the

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 Talk, Leveled Interventions, Afterschool Academic Programs, Summer School Promotion/Retention Programs,		Progress Monitoring Benchmark Data Pre and Post Test Scores SGOs	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. 2014 data results will provide further evidence of effectiveness.
ELA	Migrant	READ 180, System 44, Small group, LLI, Sondag, Leveled Interventions, Afterschool Academic Programs, Summer School Promotion/Retention Programs,		Data results compiled by the program and teachers Running Records Progress Monitoring Benchmark Data SGOs DRAs Tier III activities Vocabulary Strategies	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. 2014 data results will provide further evidence of effectiveness.
Math	Migrant	Moving with Math, Afterschool and lunchtime tutoring, Math Talk, Leveled		Data results compiled by the program and teachers Progress Monitoring	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

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)
		Interventions, Afterschool Academic Programs, Summer School Promotion/Retention Programs,		Benchmark Data Pre and Post Test Scores SGOs	when mistakes are made. Teachers and students both are able to keep track of their progress and monitor their success. 2014 data results will provide further evidence of effectiveness.
ELA	ELLs	READ 180, System 44, Small group, LLI, Sonday, Leveled Interventions		Data results compiled by the program and teachers Running Records Progress Monitoring Benchmark Data SGOs DRAs Tier III activities Vocabulary Strategies	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. 2014 data results will provide further evidence of effectiveness.
Math	ELLs	Moving with Math, Afterschool and lunchtime tutoring, Math Talk, Leveled Interventions,		Data results compiled by the program and teachers Progress Monitoring	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

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)
		Afterschool Academic Programs, Summer School Promotion/Retention Programs,		Benchmark Data Pre and Post Test Scores SGOs	students both are able to keep track of their progress and monitor their success. 2014 data results will provide further evidence of effectiveness.
ELA	Economically Disadvantaged	READ 180, System 44, Small group, LLI, Soliday, Leveled Interventions, Afterschool Academic Programs, Summer School Promotion/Retention Programs,		Data results compiled by the program and teachers Running Records Progress Monitoring Benchmark Data SGOs DRAs Tier III activities Vocabulary Strategies	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. 2014 data results will provide further evidence of effectiveness.
Math	Economically Disadvantaged	Moving with Math, Afterschool and lunchtime tutoring, Math Talk, Leveled Interventions, Afterschool Academic		Data results compiled by the program and teachers Progress Monitoring	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

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)
		Programs, Summer School Promotion/Retention Programs,		Benchmark Data Pre and Post Test Scores SGOs	progress and monitor their success. 2014 data results will provide further evidence of effectiveness.
ELA					
Math					

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

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Reading Strategy Workshops Common Core Workshops Staff Certifications and continued studies CoTeacher workshops PLC meetings Faculty Meeting Reading Street Consultant	YES	Teacher feedback and surveys New resources available to the teachers were implemented Targeted walkthroughs Data results Informal Observations Portfolios	
Math	Students with Disabilities	PARCC informational session on using the data Everyday Math Consultant – Progress Sheets		Teacher feedback New resources available to the teachers were implemented Targeted walkthroughs	

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)
				Data results Informal Observations Portfolios	
ELA	Homeless	Reading Strategy Workshops Common Core Workshops CoTeacher workshops PLC meetings Faculty Meeting Reading Street Consultant		Teacher feedback New resources available to the teachers were implemented Targeted walkthroughs Data results Informal Observations Portfolios	
Math	Homeless	PARCC informational session on using the data PLC meetings Faculty Meeting Everyday Math		Teacher feedback New resources available to the teachers were implemented Targeted walkthroughs	

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)
		Consultant – Progress Sheets		Data results Informal Observations Portfolios	
ELA	Migrant	Reading Strategy Workshops Common Core Workshops PLC meetings Faculty Meeting Reading Street Consultant		Teacher feedback New resources available to the teachers were implemented Targeted walkthroughs Data results Informal Observations Portfolio	
Math	Migrant	PARCC informational session on using the data PLC meetings Faculty Meeting		Teacher feedback New resources available to the teachers were implemented Targeted walkthroughs	

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)
		Everyday Math Consultant – Progress Sheets		Data results Informal Observations Portfolios	
ELA	ELLs	Reading Strategy Workshops Common Core Workshops Staff ESL Certification and continued studies PLC meetings Faculty Meeting Reading Street Consultant		Teacher feedback New resources available to the teachers were implemented Targeted walkthroughs Data results Informal Observations Portfolios	
Math	ELLs	PARCC informational session on using the data PLC meetings		Targeted walkthroughs Data results Informal Observations	

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)
		Faculty Meeting Everyday Math Consultant – Progress Sheets		Portfolios	
ELA	Economically Disadvantaged	Reading Strategy Workshops Common Core Workshops PLC meetings Faculty Meeting Reading Street Consultant		Teacher feedback New resources available to the teachers were implemented	
Math	Economically Disadvantaged	PARCC informational session on using the data PARCC informational session on using the data Everyday Math Consultant – Progress Sheets		Targeted walkthroughs Data results Informal Observations Portfolios	
ELA					

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					

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)
School-wide	Elmora School No. 12	<p>PTO Sponsored Mini Workshops for parents</p> <p>District website</p> <p>PTO STEM Night and Family Events</p> <p>School Culture and Climate Surveys</p> <p>I&RS meetings</p> <p>Open House</p> <p>Parent Teacher Conferences</p>	YES	<p>Parents are notified of the school's status</p> <p>Parents are informed of strategies that the school will use to promote effective plan involvement</p> <p>Parents attending school and Bd. Of Ed. Meetings</p> <p>Parents responding to information on website, PowerSchool, EPS Homepage</p> <p>Parent participation in school related activities</p> <p>Parents helping with the various activities that further the education of their children.</p>	<p>Parent Attendance will increase by 15%</p> <p>Parents are able to see the academic performance of their children on a regular basis.</p> <p>The School Calendar helps improve parent attendance at school related events.</p> <p>Increased participation of parents at PTO meetings by 10%.</p> <p>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 reading 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.</p> <p>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.</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>AVID Parent Night</p> <p>Thanksgiving drive</p> <p>Scholar Breakfast</p> <p>Winter and Spring Concerts</p> <p>Multicultural Festival</p> <p>Hat and coat drive</p> <p>Healthy Alliance</p> <p>Fruit and Vegetable</p> <p>Promotion Ceremonies</p>			<p>Meetings were provided to assist parents and deepen their understanding of academic programs so that they may reinforce strategies and skills at home.</p> <p>The number of I&RS referrals increased significantly due to the increased number of intervention & support services.</p> <p>These programs provided a show of gratitude for support and cooperation. We honored extended family members.</p> <p>Student participation in events helped all members of the school community and greater community by instilling empathy and a spirit of giving and selflessness.</p> <p>Recognition of success in social and academic areas applauded their accomplishments while encouraging them to reach for excellence.</p>

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, NJASK 3-8; Local Assessments PARCC; MAPP; DRA2 Benchmarks	Our school looked at data from a variety of standardized tools. This information was then analyzed by the stakeholder to determine the next steps in meeting our student’s academic needs.
Academic Achievement - Writing	Guided Reading, NJASK 3-8; Local Assessments PARCC; MAPP; DRA2 Benchmarks Teacher observations SGO (Pre and Post)	Our school looked at data from a variety of standardized tools. This information was then analyzed by the stakeholder to determine the next steps in meeting our student’s academic needs.
Academic Achievement - Mathematics	MAPP, PARCC, Teacher observations, Benchmarks, SGO (Pre and Post) Moving with Math (Pre and Post)	Our school looked at data from a variety of standardized tools. This information was then analyzed by the stakeholder to determine the next steps in meeting our student’s academic needs.
Family and Community Engagement	PTO Meetings -Back to School Night -Parent Workshops (during/after school) -Parent-Teacher-Student Night	P arents are invited to our school and attend school based activities on a regular basis. There were (6) Parent Teacher Organization Meetings during the School year. There were (850) parents at our Back To School Night. The I&RSS meetings which include Guidance Counselor, Parents, Teachers

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>Programs -I&RSS Guidance/Teachers/Parents/Student Meetings -Parent Surveys</p>	<p>and Students 86 Initial I&RS meetings plus follow-ups were held by Child study team The Guidance Counselor held many additional meeting with parents to discuss individual students’ academic performance, as well as behavioral/social emotional concerns. *Parent 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 parents responded to the survey. The survey also indicated that parents agree that there has been improvement in learning, school climate, safety, and school community relations. * The Parent-Teacher- Student Activities/Programs included (16) events which included Student of the Month, Multicultural Week. AVID Parent night about 25 parents attended.</p>
Professional Development	<p>Staff Development Workshop trainings sessions, Teachers implementation of strategies learned as observed during Administrators walkthrough, Teacher’s Evaluation of Professional Development training, READ 180 Read About Reading Street Consultant classroom visitation and meetings with teachers (LEADS)literacy Essential to Adolescent Development and Success</p>	<p>The Instructional Leadership Team and teachers will collaborate to ensure that student performance/data is used to drive rigorous instruction on a regular basis. Professional development opportunities that help our teaching staff access practical strategies and effective methods for assessments and interventions for our students as a response to intervention will be our focus. Our district encourages the use of strategies that are research based. Our K-3rd grade teachers are using Reading Street studies indicate the rigorous criteria of the What Works Clearinghouse has shown that the Reading Street instructional design is highly effective across the many subgroups . <i>READ 180</i> will be used during our intervention block this school year. It is a thoroughly researched and documented reading intervention program that has improved reading achievement for African-American, Latino, English language learners and special education students.</p>
Leadership		

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)
School Climate and Culture	Parent Survey	<p>Analysis of the answers will assist the administration in targeting areas of concern</p> <p>*Parent 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 parents responded to the survey. The survey also indicated that parents agree that there has been improvement in learning, school climate, safety, and school community relations.</p>
School-Based Youth Services		
Students with Disabilities	MAPP, PARCC, Teacher observations, Benchmarks, SGO (Pre and Post) Moving with Math (Pre and Post)	
Homeless Students	MAPP, PARCC, Teacher observations, Benchmarks, SGO (Pre and Post) Moving with Math (Pre and Post)	
Migrant Students	MAPP, PARCC, Teacher observations, Benchmarks, SGO (Pre and Post) Moving with Math (Pre and Post)	
English Language Learners	MAPP, PARCC, Teacher observations, Benchmarks, SGO (Pre and Post) Moving with Math (Pre and Post)	
Economically Disadvantaged	MAPP, PARCC, Teacher observations, Benchmarks, SGO (Pre and Post) Moving with Math (Pre and Post)	

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

2015-2016 Comprehensive Needs Assessment Process* *Narrative*

1. What process did the school use to conduct its 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.

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

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

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 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 Soliday 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

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

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 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.

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

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

- 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

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?

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

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 *Sonday* 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.***

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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 student's 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, 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	

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

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

2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Instructional Strategies LEADS Tutoring-Small Group	Principal Teachers Teachers	Students will meet projected growth as determined by the MAP An Increased in SGO’s SGP	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	Carnegie Learning/Neufeld MathXL Moving With Math Teach To One Math Talk Classroom Discussion Higher Order Thinking Stems Student Engagement	Teachers Administrators Technology Department	Students will meet projected growth as determined by the MAP Assessment An Increased in SGO’s SGP iObservations and Targeted Walkthroughs/Informal Observations	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 encouraged to examine their own lessons and units to infuse critical thinking throughout the curriculum.

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Homeless	Instructional Strategies LEADS Tutoring-Small Group	Principal/Vice Principal Teachers Teachers	Students will meet projected growth as determined by the MAP Assessment An Increased in SGO's SGP	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	Homeless	Carnegie Learning/Neufeld MathXL Moving With Math Math Talk Classroom Discussion Higher Order Thinking Stems Student Engagement	Teachers Administrators Technology Department	Students will meet projected growth as determined by the MAP Assessment An Increased in SGO's SGP iObservations and Targeted Walkthroughs/Informal Observations	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 encouraged to examine their own lessons and units to infuse critical thinking throughout the curriculum.

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Migrant	Instructional Strategies LEADS Tutoring-Small Group	Principal Teachers Teachers		
Math	Migrant	Carnegie Learning/Neufeld MathXL Moving With Math Math Talk Classroom Discussion Higher Order Thinking Stems Student Engagement	Teachers Administrators Technology Department		
ELA	ELLs	Instructional Strategies LEADS Tutoring-Small Group	Principal/Vice Principal Principal Teachers Teachers		

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	ELLs	Carnegie Learning/Neufeld MathXL Moving With Math Math Talk Classroom Discussion Higher Order Thinking Stems Student Engagement	Teachers Administrators Technology Department		
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

**Use an asterisk to denote new programs.*

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

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

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.

- 1. Who will be responsible for evaluating the school wide program for 2014-2015? Will the review be conducted internally (By school staff), or externally?**

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

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

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

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

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

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

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

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

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

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

6. How will the school structure interventions?

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

7. How frequently will students receive instructional interventions?

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

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

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

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

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

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

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

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

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, school wide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the school wide program.

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

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

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

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

2015-2016 Family and Community Engagement Narrative

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

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

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

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

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

The parent involvement policy and contract are distributed in September during Welcome Back to School Night. Once the document is signed it is returned and placed in binder for further reference and use.

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

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

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

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

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

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

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

A letter is sent home in order to inform parents.

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

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

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

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

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

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

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

11. On what specific strategies will the school use its 2014-2015 parent involvement funds?

The Parent Involvement Funds for 2015-16 will be used to develop and deliver workshops for the parents and guardians that focus on building home-school relationships.

“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:

<ul style="list-style-type: none"> • STEM Family Night • Health and Fitness Night • Movie Night • Quarterly Scholar Breakfast Recognition • AVID Dinner • School Dances • Multicultural Student Performances • Winter Concert • Spring Concert • Parent Workshops 	<ul style="list-style-type: none"> • Thanksgiving Food Drive • Choosing the right High School and Application • Parent Teacher Conferees • Flower Sale • HIB • Stress Management • Nutrition • HIB Law: Internet and Social Media Responsibility • Fostering better Behaviors at Home and School
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SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

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

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

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	67	Staff Development Workshops/In-Service workshops/Grade level team meetings/Mentor Program/In school mentoring program/Cross grade level team meetings Observations/Evaluations
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0%	
Instructional Paraprofessionals who meet the qualifications required by ESEA (education, passing score on ParaPro test)	10	Staff Development Workshops and In-Service workshops.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, passing score on ParaPro test)*	0	
	0%	

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

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

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible	
Staff Development Workshops/In school workshops/Grade level team meetings/Mentor Program/In school mentoring program/Cross grade level team meetings Observations/Evaluations	Ms. Gladys Castellanos Ms. Melissa Kulick Ms. Melissa Lucio	Principal of Elmora School No. 12 Vice Principal of Elmora School No. 12 Director of Human Resources