

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

DISTRICT INFORMATION	SCHOOL INFORMATION
District: : ELIZABETH (39-1320)	School: BENJAMIN FRANKLIN SCHOOL NO. 13 (39-1320-160)
Chief School Administrator: OLGA HUGELMYER	Address: 248 RIPLEY PLACE
Chief School Administrator's E-mail: hugelmol@elizabeth.k12.nj.us	Grade Levels: KINDERGARTEN-GRADE 8
Title I Contact: ROSA CARBONE	(Interim) Principal: CHIHUI SEO-ALFARO
Title I Contact E-mail: carbonero@elizabeth.k12.nj.us	Principal's E-mail: alfaroch@elizabeth.k12.nj.us
Title I Contact Phone Number:	Principal's Phone Number:908-436-5677

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 Schoolwide 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.

Chihui Seo Alfaro _____
Principal's Name

Principal's Signature

June 27, 2015
Date

SCHOOLWIDE SUMMARY INFORMATION

Critical Overview Elements

- The School had 4 (number) of stakeholder engagement meetings.
- State/local funds comprised _____% of the school’s budget in 2014-2015.
- State/local funds will comprise _____\$ of the school’s budget in 2014-2015.
- Title I funded programs/interventions/strategies/activities in 2014-2015 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
K-8 Extended learning opportunities Jean Brown/ Kean Univserisity; 1.Keeping your cool 2.Notetaking Strategies	ELA / Math			
Supplies and materials for extended learning opportunities.	ELA/ Math			
Parental Involvement Activities; VIP services Session 1: Tuesday, January 27, 2015 - Effective Communication/Conflict Resolution (9:00am - 10:00am) Session 2: Tuesday, February 17, 2015 - Building Healthy Relationships (3:30pm - 4:30pm) Session 3: Wednesday, March 11, 2015 - Promoting Healthy Lifestyles (3:30pm - 4:30pm)	Professional Development- School Climate and Culture			

SCHOOLWIDE SUMMARY INFORMATION

Parent Resource Center; 1. Kindergarten; off to a great start 2. Common Core State Standards for parents				
PD for teachers; 1. Cultural Sensitivity 2. Classroom management strategies	Professional Development- School Climate and Culture			

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

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 continuity, some representatives from this needs assessment stakeholder committee should be included in the stakeholder group planning committee. Identify the stakeholders who participated in the needs assessment and/or development of the plan. Signatures should be kept on file in the school office for review. Print a copy of this page to obtain signatures. *Add lines as necessary.

Name	Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
CHIHUI SEO ALFARO	ADMINISTRATOR	YES	YES	YES	<i>Yalitza Torres</i>
NANCY CARRERO-MUNOZ	ESL TEACHER	YES	YES	YES	<i>Nancy Carrero-Munoz</i>
CARLA TWYNE	PARENT	YES	YES	YES	<i>Carla Twyne</i>
CAROLYM LATHAM	COMMUNITY MEMBER	YES	YES	YES	<i>Carolyn Latham</i>

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

Stakeholder/Schoolwide 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, Schoolwide Plan development, and the program evaluation below.

Date	Location	Topic	Agenda on File		Minutes on File	
			<u>Yes</u>	No	<u>Yes</u>	No
May 14, 2015	Main Office Conference Room	Initial Meeting for plan				
September 30, 2015	Main Office Conference Room	Evaluate plan and development				
November 30, 2015	Main Office Conference Room	Evaluate plan and development				
January 30, 2016	Main Office Conference Room	Evaluate plan and development				
April 30, 2016	Main Office Conference Room	Evaluate plan and development				

*Add rows as necessary

School's Mission

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

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

- What is our purpose here? Improve the academic achievement of the disadvantaged students.
- What are our expectations for students? All students achieve to their maximum capacity despite their socioeconomic status.
- What are the responsibilities of the adults who work here? Work collaboratively and utilize resources to provide students necessary resources.
- How important are collaborations and partnerships? Crucial as resources are maximized with partnerships and teamwork.
- How are we committed to continuous improvement? Continuous efforts to monitor, research and improve teaching and learning opportunities for our students

What is the school's mission statement?

The Elizabeth Public Schools will be one of the best school systems in America.
The Elizabeth Public Schools will provide excellent educational experiences and services to inspire every student to think, to learn, to achieve and to care.
Benjamin Franklin School Number 13 will be one of the best schools in New Jersey

SCHOOLWIDE COMPONENT: EVALUATION

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 prior to 2014-2015)

1. Did the school implement the program as planned? Yes, the program was implemented as planned.
2. What were the strengths of the implementation process? Development of classroom by student ability, test scores and relationships. In addition an increase in the performance of our black population in ELA. New teachers, teacher ability and knowledge.
3. What implementation challenges and barriers did the school encounter? Knowledge and skills of the teachers, student participation, and parental involvement.
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? The strength: data analysis and its display, teacher buy-in, and new leadership. Weaknesses: lack of educational strategies, parental involvement, and student's proficiency levels in ELA and Math, new assessment criteria and higher accountable standards with the CCSS.
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? Based on evidence from state and district testing it was evident to teachers there was a definite need for student improvement as well as evidence Danielson.

SCHOOLWIDE COMPONENT: EVALUATION

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? The staff held a positive view of the strategies implemented to improve academic achievement. The staff held a positive view of the strategies implemented to improve academic achievement. The principal and SciP used the Danielson Framework to monitor and measure staff perceptions.
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? The community continues to be supportive in all of our school endeavors as evidence by a 10% increase of parental involvement each year. The school used parent sign in sheets and surveys to measure parent participation.
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc?) Delivery of the programs varied: one-to-one, daily intervention, small group intervention, and afterschool and Saturday program.
9. How did the school structure the interventions? ? In grade k-5, 45 minute LAL and Math intervention classes' were scheduled every day. In grades 4-8, there are four LAL and math intervention classes' schedules in 45 minutes interval every day.
10. How frequently did students receive instructional interventions? In grade k-5, 45 minute LAL and Math intervention classes' were scheduled every day. In grades 4-8, there are four LAL and math intervention classes' schedules in 45 minutes interval every day. Interventions were during the Afterschool and Saturday intervention program for grades 4-8.

SCHOOLWIDE COMPONENT: EVALUATION

11. What technologies did the school use to support the program? READ 180, SONDAY, SYSTEM 44, MY ACCESS, PADLET.COM, CARNEGIE, NEUFELD MATH, and MATHXL.
12. Did the technology contribute to the success of the program, and if so, how? Yes, the technology did contribute to the success of the program.

SCHOOLWIDE COMPONENT: EVALUATION

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	2012-2013	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency.
Grade 4	26	1		Afterschool programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA's, leveled libraries, and centers. During school tutoring and Saturday Program intensification, After-School Program, Individualized Tutoring, Saturday Intensification Program. In addition the school continued the Scholastic Read 180 program for these students	PARCC 2014/2015 Results are not available
Grade 5	13	17		Afterschool programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA's, leveled libraries, and centers. During school tutoring and Saturday Program intensification. In addition the school continued with the Scholastic Read 180 program for these students as well implementing the My Access Computerized Writing Program.	PARCC 2014/2015 Results are not available
Grade 6	15	15		Afterschool programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA's, leveled libraries, and centers. During school tutoring and Saturday Program intensification. In addition the school continued with the Scholastic Read 180 program for these students as well as implementing the My Access Computerized Writing Program.	PARCC 2014/2015 Results are not available
Grade 7	15	15		Afterschool programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA's, leveled libraries, and centers. During school tutoring and Saturday Program intensification. In addition the school continued with the Scholastic Read 180 program for students. The My Access Computerized Writing Program was used with these 7 th Grade students these students	PARCC 2014/2015 Results are not available
Grade 8	12	0		Afterschool programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA's, leveled libraries, and centers. During school tutoring and Saturday Program intensification. In addition the school continued with the Scholastic Read 180 program for these students as well as the My Access Writing Program.	PARCC 2014/2015 Results are not available

SCHOOLWIDE COMPONENT: EVALUATION

Mathematics	2012-2013	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency.
Grade 4	18	1	0	Afterschool Programs to improve Mathematical Skills. During school tutoring and Saturday Program intensification was provided. Moving with Math was implemented to improve these students' math skills. Neufeld Math Web Base Program to improve skills	PARCC 2014/2015 Results are not available
Grade 5	7	3	1	Afterschool Programs to improve Mathematical Skills. During school tutoring and Saturday Program intensification was provided. Moving with Math was implemented to improve these students' math skills. Neufeld Math Web Base Program to improve skills	PARCC 2014/2015 Results are not available
Grade 6	9	8	16	Afterschool Programs to improve Mathematical Skills. During school tutoring and Saturday Program intensification was provided. Moving with Math was implemented to improve these students' math skills. Neufeld Math Web Base Program to improve skills	PARCC 2014/2015 Results are not available
Grade 7	15	13	16	Afterschool Programs to improve Mathematical Skills. During school tutoring and Saturday Program intensification was provided. Moving with Math was implemented to improve these students' math skills. Neufeld Math Web Base Program to improve skills	PARCC 2014/2015 Results are not available
Grade 8	9	0	16	Afterschool Programs to improve Mathematical Skills. During school tutoring and Saturday Program intensification was provided. Moving with Math was implemented to improve these students' math skills. Carnegie Web Base Program to improve skills	

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2013-2014 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	2012-2013	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency.
Pre-Kindergarten	NA	NA	NA		
Kindergarten	15	0	0	After School Tutoring, Tutoring During School with Mondo Programs.	MAP data
Grade 1	6	7	0	After School Tutoring, Tutoring During School with Mondo and Sondag Programs.	MAP data
Grade 2	45	8	8	After School Tutoring, Tutoring During School with Mondo and Sondag Programs.	MAP data
Grade 9	NA	NA	NA		
Grade 10	NA	NA	NA		

Mathematics	2012-2013	2013-2014	2014-2015	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency.
Pre-Kindergarten	NA	NA	NA		
Kindergarten	4	0	0	After School Tutoring, Tutoring During School with the Moving with Math Program	MAP data
Grade 1	7	8	0	After School Tutoring, Tutoring During School with the Moving with Math Program	MAP data
Grade 2	13	2	6	After School Tutoring, Tutoring During School with the Moving with Math Program	MAP data
Grade 9	NA	NA	NA		
Grade 10	NA	NA	NA		

SCHOOLWIDE COMPONENT: EVALUATION

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2013-2014 Interventions and Strategies

Interventions to Increase Student Achievement Implemented in 2013-2014

1 Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Read 180 and Systems 44, My ACCESS Writing Program Grades 3-8 One to One Tutoring, After School Tutoring Saturday Program	ELA	Test Results Not Available as of June 30, 2014	PARCC SCORES and Reading Lexile Scores	PARCC proficiency which is to be determined by the DOE in the Fall of 2015
Moving with Math Interventions, One to One Tutoring, After School Tutoring Saturday Program	Mathematics	Test Results Not Available as of May 30, 2014	NJASK Scores	PARCC proficiency which is to be determined by the DOE in the Fall of 2015
READ 180, One to One Tutoring, After School Tutoring Saturday Program Moving with Math Interventions, One to One Tutoring, After School Tutoring Saturday Program	Students with Disabilities	Test Results Not Available as of May 30, 2014	NJASK Scores	PARCC proficiency which is to be determined by the DOE in the Fall of 2015
	Homeless/Migrant			
System 44	ELLs	Test Results Not Available as of May 30, 2014	NJASK Scores	PARCC proficiency which is to be determined by the DOE in the Fall of 2015

SCHOOLWIDE COMPONENT: EVALUATION

Extended Day/Year Interventions Implemented in 2014-2015 to Address Academic Deficiencies

Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Instructional strategies-Guided Reading	ELA	PARCC Scores have not been Received yet	PARCC Data and Scores	PARCC proficiency which is to be determined by the DOE in the Fall of 2015
Moving With Math intervention	Mathematics	PARCC Scores have not been Received yet	PARCC Data and Scores	PARCC proficiency which is to be determined by the DOE in the Fall of 2015
				PARCC proficiency which is to be determined by the DOE in the Fall of 2015
Instructional strategies-Guided Reading Moving With Math intervention	Students with Disabilities	PARCC Scores have not been Received yet	PARCC Data and Scores	PARCC proficiency which is to be determined by the DOE in the Fall of 2015
	Homeless/Migrant			PARCC proficiency which is to be determined by the DOE in the Fall of 2015
Instructional strategies-Guided Reading Moving With Math intervention	ELLs	PARCC Scores have not been Received yet	PARCC Data and Scores	PARCC proficiency which is to be determined by the DOE in the Fall of 2015

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Interventions and Strategies

Professional Development Implemented in 2014-2015

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Guided Reading Writers' Workshop Reading Street Reading Program My ACCESS(by consultants)	ELA	PARCC Test Results Not Available	PARCC Scores	PARCC proficiency which is to be determined by the DOE in the Fall of 2015
Moving with Math, Everyday Mathematics Consultants	Mathematics	PARCC Test Results Not Available	PARCC Scores	PARCC proficiency which is to be determined by the DOE in the Fall of 2015
Moving with Math "Foundations" Consultants ,	Students with Disabilities	PARCC Test Results Not Available	PARCC Scores	PARCC proficiency which is to be determined by the DOE in the Fall of 2015
	Homeless/Migrant			
SIOP	ELLs	PARCC Test Results Not Available	PARCC Scores	PARCC proficiency which is to be determined by the DOE in the Fall of 2015

Family and Community Engagement Implemented in 2013-2014

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Reading Nights, Book Fair	ELA	PARCC Test Results Not Available	PARCC Scores	PARCC proficiency which is to be determined by the DOE in the Fall of 2015
Math Nights	Mathematics	PARCC Test Results Not Available	PARCC Scores	PARCC proficiency which is to be determined by the DOE in the Fall of 2015
Reading Nights, Book	Students with	PARCC Test Results	PARCC Scores	PARCC proficiency which is to be determined by the DOE in the Fall of 2015

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
Fair, Math Nights.	Disabilities	Not Available		
	Homeless/Migrant			
Multicultural Fair/feast	ALL	PARCC Test Results Not Available	Parent Logs Surveys	Parent Involvement will improve by 10%

SCHOOLWIDE COMPONENT: EVALUATION

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 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.

Chihui Seo Alfaro

Principal's Name

Principal's Signature

6/27/15

Date

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children . . . 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 . . ."

2014-2015 Needs Assessment Process *Data Collection and Analysis*

Multiple Measures Analyzed by the School in the Needs Assessment Process for 2014-2015 Interventions and Strategies

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	PARCC 3-8 District benchmarks Grade Level Assessments Local Assessments: MAP	By September 2015, there will be an increase in assessment data measured by PARCC and MAP assessments.
Academic Achievement - Writing	PARCC 3-8 District benchmarks Grade Level Assessments Local Assessments: MAP	By September 2015, there will be an increase in assessment data measured by PARCC and MAP assessments.
Academic Achievement - Mathematics	PARCC 3-8 District benchmarks Grade Level Assessments Local Assessments: MAP	By September 2015, there will be an increase in assessment data measured by PARCC and MAP assessments.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Family and Community Engagement	Attendance, Participation in Parent Workshops, Involvement in the IRS Process, PTO Meetings, Collaboration with Parent Liaisons	
Professional Development	Attendance at school-sponsored, district sponsored and out of district workshops	
Homeless	N/A	
Students with Disabilities	PARCC 3-8 District benchmarks Grade Level Assessments Local Assessments: MAP	By September 2015, there will be an increase in assessment data measured by PARCC and MAP assessments.
English Language Learners	PARCC 3-8 and ACCESS District benchmarks Grade Level Assessments Local Assessments: Supera	By September 2015, there will be an increase in assessment data measured by PARCC and MAP assessments.
Economically Disadvantaged	NJASK 3-8 District benchmarks Grade Level Assessments Local Assessments: TerraNova	By September 2015, there will be an increase in assessment data measured by PARCC and MAP assessments.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
School Climate and Culture	Exit Slips from Meetings, Faculty surveys, and Danielson	As of June 2015, the overall climate and culture will show an improvement of 10% as evident in surveys.
Leadership	Danielson's Framework for Learning	As of June 2015
School-Based Youth Services	N/A	

2014-2015 Needs Assessment Process *Narrative*

1. What process did the school use to conduct its needs assessment? *Parent and teacher surveys and formative and summative assessments.*
2. What process did the school use to collect and compile data for student subgroups?? *Benchmarks grades, MAP scores, and NJASK scores.*
3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?¹ *The assessments are aligned with the common core state standards.*
4. What did the data analysis reveal regarding classroom instruction? *There are areas of focus that need improvement such reading comprehension, analyzing data, argumentative writing, elapse time, and problem solving.*

¹ Definitions taken from "Understanding Research Methods" by Mildred Patten
Patten, M. L. (2012). Understanding Research Methods. Glendale, California: Pyrczak Publishing

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? *Professional development had a positive effective on teaching and learning and the programs implemented. The strategies observed via iObservation and instructional walkthrough revealed the evidence.*
6. How does the school identify educationally at-risk students in a timely manner? *Informal assessments, DRAs, district benchmarks, analysis of district and state tests.*
7. How does the school provide effective interventions to educationally at-risk students? *In grade k-8, 45 minute intervention classes were scheduled every day with teaching that assist as support.*
8. How does the school address the needs of migrant students? *N/A*
9. How does the school address the needs of homeless students? *Through the use of the Food bank and the back pack program.*
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? *Bi-monthly data analysis meetings are held at each grade level to discuss student achievement, and strategies are then designed for struggling students. Power Lunches has been instituted to keep teachers abreast of new strategies in teaching to better deliver the instructional programs.*
11. How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high school? *Through teacher articulation meetings, visits, and student visits we ensure smooth transition amongst grades.*
12. How did the school select the priority problems and root causes for the 2015-2016 school wide plan? *The priority problems are selected based on teacher evaluations, student data based on the Benchmarks, SGO and MAP data.*

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2015-2016 Needs Assessment Process

Description of Priority Problems and Interventions to Address Them

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

	#1	#2
Name of priority problem	Academic Achievement – Language Arts Literacy	Academic Achievement-Writing
Describe the priority problem using at least two data sources	A majority of students score partially proficient on the NJASK and District Benchmarks.	A majority of students score partially proficient on the NJASK and District Benchmarks.
Describe the root causes of the problem	Below grade level Reading Comprehension and student mobility and former LEP’s	Content and organization as well as mechanics and grammar
Subgroups or populations addressed	ALL	All
Related content area missed	Comprehension (Literature and Informative Text)	Informative and explanatory
Name of scientifically research based intervention to address priority problems	Read 180, System 44, Study Island	My ACCESS Writing Program for Grades 3-8
How does the intervention align with the Common Core State Standards?	All programs utilized by EBOE are aligned to the common core Standards	All programs utilized by EBOE are aligned to the common core Standards

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2015-2016 Needs Assessment Process

Description of Priority Problems and Interventions to Address them (continued)

	#3	#4
Name of priority problem	Academic Achievement- Mathematics	Community and Family Involvement/ Professional Development
Describe the priority problem using at least two data sources	A majority of students score partially proficient on the NJASK and District Benchmarks.	Poor parent attendance at workshops and student conferences as evident in logs.
Describe the root causes of the problem	Poor mastery of skills in these areas: Numbers and Operations, Geometry, and Problem Solving	Working Parents
Subgroups or populations addressed	All	All
Related content area missed	Numbers and Operations, Geometry, Problem Solving	N/A
Name of scientifically research based intervention to address priority problems	Moving with Math and Moving with Math "Foundations", Carnegie Learning and Neufeld Math	N/A
How does the intervention align with the Common Core State Standards?	All programs utilized by EBOE are aligned to the common core Standards	N/A

SCHOOLWIDE COMPONENT: Reform Strategies

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

2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
Instructional Strategies Grades K-5	ELA	All Students	Principal and Teachers	Proficiency and student growth in PARCC and MAP data	Read 180 Sunday, Mondo and LLI (Leveled Literacy Interventions)
LEADS	ELA	All Students	Teachers	Proficiency and student growth in PARCC and MAP data	Read 180, My Access Writing Program, Middle School supervisors will visit classrooms. Review of Benchmark, SGO and testing data
Carnegie Learning/ Neufeld	Mathematics	All Students	Teachers	Proficiency and student growth in PARCC and MAP data	Assisting Students Struggling with Mathematics using Moving with Math and Everyday Mathematics Resources
Tutoring Small Group	ELA/Math	All Students	Teachers	Proficiency and student growth in PARCC and MAP data	Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools
		Homeless Migrant		N/A	
		ELLs			
		Students with Disabilities			

*Use an asterisk to denote new programs.

2014-2015 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

SCHOOLWIDE COMPONENT: Reform Strategies

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

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
Instructional Strategies Grades K-5	ELA	All Students	Principal and Teachers	Proficiency and student growth in PARCC and MAP data	Read 180 Sunday, Mondo and LLI
LEADS	ELA	All Students	Teachers	Proficiency and student growth in PARCC and MAP data	Read 180, My Access Writing Program, Middle School supervisors will visit classrooms monthly. Review of Benchmark and testing data
Carnegie/Neufeld Mathematics	Mathematics	All Students	Teachers	Proficiency and student growth in PARCC and MAP data	Assisting Students Struggling with Mathematics using Moving with Math and Everyday Mathematics Resources
Tutoring Small Group	ELA/mathematics	All Students	Teachers	Proficiency and student growth in PARCC and MAP data	Early Intervention in Reading (EIR) Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools
		Homeless Migrant		N/A	
		ELLs			
		Students with Disabilities			

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies

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.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Higher Order Thinking, Interactive Read Alouds, NJ ASK Reading/Writing Strategies, New ELA Common Core and PARC Test	ELA	All Teachers	Principal	iObservations and Targeted Walkthroughs/Informal Observations. The amount of “Proficient” and “Distinguished” results in the components listed during iObservations	Charlotte Danielson Framework for Teaching.
Math Talk, Classroom Discussions & Higher Order Thinking Questioning and Skills	Mathematics	All Teachers	Principal	iObservations and Targeted Walkthroughs/Informal Observations. The amount of “Proficient” and “Distinguished” results in the components listed during	Math Teachers Press has continually refined its learning objectives to address the instructional needs of school districts nationwide. For example, we have expanded our learning objectives to include Pre-K, Kindergarten, Pre-Algebra, and high school graduation standards. These learning objectives reflect the most recent NCTM standards (including NCTM Focal Points), key state standards, and international standards. Moving to the Common Core State Standards and CCSS-aligned assessment by 2014-2015 represents a continuation of this process of refinement. In fact, current users of Moving with Math programs have been pleasantly surprised to find that our curriculum materials are already highly matched and aligned to the CCSS.

SCHOOLWIDE COMPONENT: Reform Strategies

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.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
		Homeless Migrant			
		ELL			
		Students with Disabilities			

*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

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

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

1. Who will be responsible for evaluating the school wide program for 2015-2016? staff, or externally? Does the school anticipate during the implementation process?
2. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? What measurement tool(s) will the school use to gauge the perceptions of the staff?
3. What measurement tool(s) will the school use to gauge the perceptions of the community? How will the school structure interventions?
4. How frequently will students receive instructional interventions?
5. What resources/ technologies will the school use to support the school wide program?
6. What quantitative data will the school use to measure the effectiveness of each intervention provided?
7. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

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

Research continues to demonstrate that successful schools have significant and sustained levels of family and community engagement. Therefore, it is important that schoolwide plans 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.

2014-2015 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Scholastic Book Fairs	ELA	All Students	Librarian and Parent Liaison	Student purchases and sign out logs in the library.	N/A
Family Math Night	Mathematics	All Students and Parents	District Math Coaches and Math Teachers	Sign in sheets and logs	Math Teachers Press has continually refined its learning objectives to address the instructional needs of school districts nationwide. For example, we have expanded our learning objectives to include Pre-K, Kindergarten, Pre-Algebra, and high school graduation standards. These learning objectives reflect the most recent NCTM standards (including NCTM Focal Points), key state standards, and international standards. Moving to the Common Core State Standards and CCSS-aligned assessment by 2015-2016 represents a continuation of this process of refinement. In fact, current users of Moving with Math

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
					programs have been pleasantly surprised to find that our curriculum materials are already highly matched to CCSS.
Bullying & Parents as Role Models Work shops Family Fitness Night Family Night	Social Skills	All Students	Social Worker and Parent Liaison, Phys. Ed. Teacher	Sign in sheets	Positive Behavior Strategies and Social Skills by Dr. Edward Albert is designed to promote elementary and middle school students' knowledge about core character education values and, through that knowledge, shape children's positive behaviors and support academic success
		Homeless Migrant			
Multi-Cultural Fair	Social Studies and Social Skills	ELL Students	ESL and Bilingual Teachers	Sign in Sheets	N/A
		Students with Disabilities			

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? *Throughout the year, parents have access to their child's academic performance through the district's Power School website. The vice principal arranges quarterly meetings for parents of students in need of improvement as measured by benchmark results and report card grades. The Family and Community engagement program will help address the priority problems identified in the needs assessment*
2. How will the school engage parents in the development of the written parent involvement policy? *The parents will be introduced to the document on Back to School Night and the guidance counselor will assist parents with questions, concerns, and overall understanding during the Title I involvement meeting.*
3. How will the school distribute its written parent involvement policy? *The school-parent compact was sent home to the parents of every child. Parent/Teachers/Students were to sign and return the forms for classroom record-keeping. The guidance counselor and Title I committee members and administration will meet with parents during the Title I meeting and explain their role. An all call will be placed to every parent's home to make them aware of the meeting.*
4. How will the school engage parents in the development of the school-parent compact? *The Title I committee members, guidance counselor and administration will meet with parents during the Title 1 meeting and explain their role. An all call will be placed to every parent's home to make them aware of the meeting.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

5. How will the school ensure that parents receive and review the school-parent compact? *Parents will receive the compact, sign and return to school. Each classroom teacher will be responsible for collecting one per student.*
6. How will the school report its student achievement data to families and the community? *During our Back to School Night and via handouts and literature sent to the home.*
7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III? *Adequate yearly progress for each school is reported in the local newspapers, Parent meetings, Parent newsletters, Superintendents Round Table meetings, Board of Education meetings, and NJDOE. Excellent student achievement is noted through the awarding of Teachers, Principal, and Superintendent Scholars and awards ceremonies.*
8. How will the school inform families and the community of the school's disaggregated assessment results? *Adequate yearly progress for each school is reported in the local newspapers, parent meetings, parent newsletters, Superintendents Round Table meetings, Board of Education meetings, and NJDOE. Excellent student achievement is noted through the awarding of Teachers, Principal, and Superintendent Scholars and awards ceremonies*
9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? *The parent liaison and administration will meet with parents during the Title I meeting and explain their role. An all call will be placed to every parent's home to make them aware of the meeting.*
10. How will the school inform families about the academic achievement of their child/children? *Powerschool, Parent newsletters, Parent meetings, Parent data bulletin boards, I&RS meetings, and through the Scholar's List.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

11. On what specific strategies will the school use its 2015-2016 parent involvement funds? *All students can benefit from families receiving professional development. Providers include; VIP services- Keva White, Jean Brown- Kean University, Staff Development Workshops, out of district workshops and supplies purchased from Parent Resources Center for the upcoming school year.*

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

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 section 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	46	On Going Professional Development
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)	9	On Going Professional Development
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*		

* The district must assign these 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

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. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
<ul style="list-style-type: none">• Partnerships with Universities• Offering ongoing junior and senior field experiences• Demo lessons and teacher portfolio as a component to the interview process.• Job postings should clearly state teachers with MASTERS degree is a plus	District partnerships, school administrator