

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: Christopher Columbus – School No. 15
Chief School Administrator: OLGA HUGELMEYER	Address: 511 Third Ave., Elizabeth, NJ 07202
Chief School Administrator’s E-mail:hugelmo@elizabeth.k12.nj.us	Grade Levels: K-8
Title I Contact: Rosa Carbone	Principal: Mr. Antonio Di Fonzo
Title I Contact E-mail:carbonro@elizabeth.k12.nj.us	Principal’s E-mail: difonzan@elizabeth.k12.nj.us
Title I Contact Phone Number: 908 436-5267	Principal’s Phone Number: 908 436-5717

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.

Mr. Antonio Di Fonzo

Principal’s Name (Print)

Principal’s Signature **Date**

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held 4 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
Antonio Di Fonzo	School Staff - Administrators	✓	✓	✓	
Maria Vita Guiducci	School Staff - Administrators	✓	✓	✓	
Fabi Ramos	School Staff- Guidance	✓	✓	✓	
Carol Howell	School Staff- Support	✓	✓	✓	
Sonya Ameli	School Staff – ScIP Team	✓	✓	✓	
Yashima Thomas-Jones	School Staff – Special Education ICS	✓	✓	✓	
Maria Lojo	School Staff – Bilingual, LEP	✓	✓	✓	
Jennifer Whitford	School Staff - Teachers	✓	✓	✓	
Martha Cedeno	Community Stakeholder	✓	✓	✓	
Christine Lucia	Parents	✓	✓	✓	

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
November 12, 2014	Christopher Columbus School No. 15	Comprehensive Needs Assessment	Yes	No
January 21, 2015	Christopher Columbus School No. 15	Schoolwide Plan Development	Yes	No
March 18, 2015	Christopher Columbus School No. 15	Program Evaluation	Yes	No
May 14, 2015	Dr. Martin Luther King ECC School No. 52	NCLB/ESEA Title I Schoolwide Plan	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?	Our mission is to provide excellent educational experiences and services to inspire every one of our students 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, the program was implemented as planned in last year's schoolwide Title I Plan.

2. What were the strengths of the implementation process?

Through the implementation of the Title I Plan, we were able to identify students in need of improvement and grouped them appropriately according to their identified areas of need. These needs were met during Intervention classes, the After School Academic Program and Lunchtime Tutoring. Funding provided allowed for professional development for instructional staff, from outside sources in various content areas and topics. Workshops were also provided for parents, and it increased the level of parent involvement in the school community.

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

A few of our barriers and challenges during the implementation process were the lack of flexibility in our school day schedule, lack of physical space in the building, and the demands of the District Pacing Guides and curriculums. In order to fully implement the schoolwide plan effectively, we would need to be able to provide for working with larger groups of students and have more common grade level Preps and planning time.

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

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

Through conducting a needs assessment, we were able to identify our priority problems and needs of improvement. We analyzed multiple forms of data such as: NJASK, Terra Nova, ACCESS, SUPERA, DRA2, EDL2, District Benchmarks, and unit tests. One of our weaknesses in this step or area, was the ability to properly separate and group the high volume of students identified in need of improvement into lunchtime tutoring and intervention groups due to the lack of Interventionists.

Our next step was identifying our main priority problems which were: Reading Comprehension with an emphasis on non-fiction text is an area in need of improvement along with Vocabulary, Writing, Questioning and Explaining Student Thinking. The priority problems identified for Math were Numeracy, Measurement and Data, Ratio and Proportion Relations, and developing deeper mathematical understanding. The third problem identified was Data Analysis.

One of the strengths is that identifying these priority problems gave us instructional focus, objectives, and goals to keep in mind when creating activities, lesson plans, programs, providing professional development, workshops for Parents and events at our school. We were successful in identifying priority problems and did not confront any weaknesses. We successfully planned strategies and interventions to implement schoolwide and all of the staff members participated in working towards these goals and implementing them in their classrooms. Some of our challenges included: lack of materials, lack of time, and lack of support staff.

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

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

All stakeholders have a clear understanding of our priority needs. They were involved in the implementation and planning of programs and activities that were based on our data. Parents, community members, and staff are all made aware of the schoolwide plan through opening of school activities such as: District Teacher PD in September, Open House, and Teacher Presentations at Back to School Night, Data Analysis Workshops, SciP Team Meetings, PLC group meetings and grade level meetings.

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

The staff reacted positively to the challenge of meeting the needs of our students and implementing our schoolwide plan. They have been active in meetings, planning strategies and interventions for their own classrooms and grade levels. A School Climate Survey revealed that the staff were on board with Administrative decisions and were more than willing to participate in all activities that would benefit the students.

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

The community has been very supportive throughout the school year and have been responsive to our student's needs. They actively participate in many school events and offer assistance when possible. They have been welcomed into the building all year and have provided positive feedback about the changes they see in the school this year.

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

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

Each program was implemented through small group instruction: LLI, Read 180, Sonday, Mondo, System 44, Afterschool programs and Lunchtime Tutoring. Groups of 20 students or less were created for Math, Guided Reading, Neufeld, Everyday Math Online, CMP3 and One-On-One instruction by Interventionists.

9. How did the school structure the interventions?

Interventions were structured and students were placed into small groups. Students were chosen for these groups from our data spreadsheet according to their NJASK/Terra Nova, DRA2 and EDL2 scores. Each student was then either assigned to an Interventionist (if they were more than one year below grade level) or a small group for Guided Reading during their LAL block. Math groups were also created based on student need for daily interventions and teachers worked with these groups during Math instruction. Some students were also invited to attend the After School Academic Program and received lunchtime tutoring. For System44 ESL/ELL students were selected by their DRA2 and EDL2 scores. For Read180, students were selected if they fell in the lower 30% of the grade level in Reading. These students NJASK scores and DRA2 reading levels were taken into consideration when groups were being made.

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

10. How frequently did students receive instructional interventions?

Students receive these aforementioned interventions daily with the exception of the After School program which runs on Tuesdays, Wednesdays, and Thursdays and the Lunchtime Tutoring Program which was provided during the weeks before PARCC Testing.

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

Technology utilized to support these programs were: Read180 software and headsets, System44 software and headsets, student laptops, One to One Laptop Initiative, Everyday Math Online, CMP3, Pearsonsucccess.net, Neufeld Math Program, StarBoards and iPads. Many teachers also found outside technological resources that were used to enhance their curriculum and engage the students.

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

Yes, the technology contributed to the success of the programs because students were more engaged in the activities and tasks at hand. They were more motivated to participate during lessons, they were learning using multiple intelligences and the technology allowed them to work at their own pace and level.

**Provide a separate response for each question.*

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

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

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

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	38/79 48%	37/70 53%	After School Academic and Arts Programs were provided to improve Language Arts literacy, and writing skills. Differentiated instruction was determined and provided via NJASK and DRA2/EDL2 scores, Language Arts Intervention Blocks, leveled libraries and centers. During school interventions; Read180/System44, Guided Reading, Lunchtime Tutoring.	Evidence shows an increase of partially proficient students over a two year period when looking at 2013/2014 – 2014/2015 data. 2015 data results will provide further evidence of effectiveness.
Grade 5	53/75 71%	38/58 66%	After School Academic and Arts Programs were provided to improve Language Arts literacy, and writing skills. Differentiated instruction was determined and provided via NJASK and DRA2/EDL2 scores, Language Arts Intervention Blocks, leveled libraries and centers. During school interventions; Read180/System44, Guided Reading, Lunchtime Tutoring.	Evidence shows a decrease of partially proficient students over a two year period when looking at 2013/2014 – 2014/2015 data. 2015 data results will provide further evidence of effectiveness.
Grade 6	47/71 66%	34/51 66%	After School Academic and Arts Programs were provided to improve Language Arts literacy, and writing skills. Differentiated instruction was determined and provided via NJASK and DRA2/EDL2 scores, Language Arts Intervention Blocks, leveled libraries and centers. During school interventions; Read180/System44, Guided Reading,	Evidence shows no change in partially proficient students over a two year period when looking at 2013/2014 – 2014/2015 data. 2015 data results will provide further evidence of effectiveness.

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

			Lunchtime Tutoring.	
Grade 7	32/59 54%	35/65 54%	After School Academic and Arts Programs were provided to improve Language Arts literacy, and writing skills. Differentiated instruction was determined and provided via NJASK and DRA2/EDL2 scores, Language Arts Intervention Blocks, leveled libraries and centers. During school interventions; Read180/System44, Guided Reading, Lunchtime Tutoring.	Evidence shows no change in partially proficient students over a two year period when looking at 2013/2014 – 2014/2015 data. 2015 data results will provide further evidence of effectiveness.
Grade 8	15/53 28%	26/60 43%	After School Academic and Arts Programs were provided to improve Language Arts literacy, and writing skills. Differentiated instruction was determined and provided via NJASK and DRA2/EDL2 scores, Language Arts Intervention Blocks, leveled libraries and centers. During school interventions; Read180/System44, Guided Reading, Lunchtime Tutoring.	Evidence shows an increase of partially proficient students over a two year period when looking at 2013/2014 – 2014/2015 data. 2015 data results will provide further evidence of effectiveness.

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	18/79 23%	25/70 36%	After School Academic and Arts Programs were provided to improve Mathematics skills. Differentiated instruction was provided based on assessment data collected from NJASK, Math Intervention Blocks and during centers. During school interventions; Moving with Math, Everyday Math Online, Question Quest, focus on Problem Solving and CMP3.	Evidence shows an increase of partially proficient students over a two year period when looking at 2013/2014 - 2014/2015 data. 2015 data results will provide further evidence of effectiveness.
Grade 5	37/75 49%	18/58 31%	After School Academic and Arts Programs were provided to improve Mathematics skills. Differentiated instruction was provided	Evidence shows a decrease of partially proficient students over a two year period when looking at 2013/2014 - 2014/2015 data. 2015 data results will provide further

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

			based on assessment data collected from NJASK, Math Intervention Blocks and during centers. During school interventions; Moving with Math, Everyday Math Online, Question Quest, focus on Problem Solving and CMP3.	evidence of effectiveness.
Grade 6	27/71 38%	12/51 24%	After School Academic and Arts Programs were provided to improve Mathematics skills. Differentiated instruction was provided based on assessment data collected from NJASK, Math Intervention Blocks and during centers. During school interventions; Moving with Math, Everyday Math Online, Question Quest, focus on Problem Solving and CMP3.	Evidence shows a decrease of partially proficient students over a two year period when looking at 2013/2014 - 2014/2015 data. 2015 data results will provide further evidence of effectiveness.
Grade 7	26/59 44%	21/65 32%	After School Academic and Arts Programs were provided to improve Mathematics skills. Differentiated instruction was provided based on assessment data collected from NJASK, Math Intervention Blocks and during centers. During school interventions; Moving with Math, Everyday Math Online, Question Quest, focus on Problem Solving and CMP3.	Evidence shows a decrease of partially proficient students over a two year period when looking at 2013/2014 - 2014/2015 data. 2015 data results will provide further evidence of effectiveness.
Grade 8	17/53 32%	36/65 55%	After School Academic and Arts Programs were provided to improve Mathematics skills. Differentiated instruction was provided based on assessment data collected from NJASK, Math Intervention Blocks and during centers. During school interventions; Moving with Math, Everyday Math Online, Question Quest, focus on Problem Solving and CMP3.	Evidence shows an increase of partially proficient students over a two year period when looking at 2013/2014 - 2014/2015 data. 2015 data results will provide further evidence of effectiveness.

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

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

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

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Kindergarten			Mondo, Leveled Literacy Interventions, After-school programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA2/EDL2, leveled libraries, and centers.	No change was evident over a two-year period. Even though implementation of the new reading series, "Reading Street," interventions for at-risk students, such as Mondo and LLI were in place. These interventions are provided consistently in a small group setting by trained Interventionists. Continuous progress monitoring also assists in targeting specific skills that need to be addressed.
Grade 1	10/67 15%	25/65 38%	Leveled Literacy Interventions, Sondag, After-school programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA2/EDL2, leveled libraries, and centers.	An increase of partially proficient was evident over a two-year period. Even though implementation of the new reading series, "Reading Street," interventions for at-risk students, such as Sondag, and LLI were in place. These interventions are provided consistently in a small group setting by trained Interventionists. Continuous progress monitoring also assists in targeting specific skills that need to be addressed.
Grade 2	7/64 11%	14/45 31%	Leveled Literacy Interventions, Sondag, After-school programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA2/EDL2, leveled libraries, and centers.	An increase of partially proficient was evident over a two-year period. Even though implementation of the new reading series, "Reading Street," interventions for at-risk students, such as Sondag, and LLI were in place. These interventions are provided consistently in a small group setting by trained Interventionists. Continuous progress monitoring also assists in targeting specific skills that need to be addressed.

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

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Kindergarten			Use of Moving with Math, Everyday Math online website; RSA checklists and leveled instruction additional practice in needed skills and Neufeld skills program.	This can be attributed to the implementation of the Moving with Math and the implementation of Recognizing Student Achievement Component of daily checklists and formative assessments. These interventions are provided consistently in a small group setting by a teacher. Continuous progress monitoring also assists in targeting specific skills that need to be addressed.
Grade 1	2/67 3%	2/65 2%	Use of Moving with Math, Everyday Math online website; RSA checklists and leveled instruction additional practice in needed skills and Neufeld skills program.	This slight decrease can be attributed to the implementation of Moving with Math and the implementation of Recognizing Student Achievement Component of daily checklists and formative assessments. These interventions are provided consistently in a small group setting by a teacher. Continuous progress monitoring also assists in targeting specific skills that need to be addressed.
Grade 2	4/64 6%	11/45 24%	Use of Moving with Math, Everyday Math online website; RSA checklists and leveled instruction additional practice in needed skills and Neufeld skills program.	There was an increase in Partially Proficient students even though implementation of Moving with Math and the implementation of Recognizing Student Achievement Component of daily checklists and formative assessments. These interventions are provided consistently in a small group setting by a teacher. Continuous progress monitoring also assists in targeting specific skills that need to be addressed.

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

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	<ul style="list-style-type: none"> • Team Meetings • Peer Observations • Use of technology • LEADS • Guided Reading • Read Alouds • Think Alouds • Responding to text • Resource In Class Support • LLI • Cite the Text • Frayer Model • Data analysis to plan instruction • Double Entry Journal • Corrective Reading • Cooperative Learning Strategies • Cite the Text • Mondo • Sondag • Word Study 	Yes	<ul style="list-style-type: none"> • Report Cards • Benchmarks • Chapter Tests • Teacher Observations • Center Work • Observations and Feedback • Midterms & Finals • DRA2/EDL2 • MAP Testing • Pending Results of PARCC 	<ul style="list-style-type: none"> • Implementation of “Reading Street” program helped to ensure student achievement. • There was some evidence of improved reading levels on benchmark scores. • Utilizing centers, enabled students to better understand while reinforcing the concepts learned during “whole group”. • In LAL, double entry journals, citing the text and use of the Frayer Model have led to improved comprehension scores on the benchmarks. • Team meetings often focused on analyzing data to improve test scores. • Faculty meetings were a source of targeted Professional Development and were also used to analyze data. • Peer observations and the use of the coaching cycle with outside consultants, increased successful transfer of best practices.

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<ul style="list-style-type: none"> • Fountas & Pinnell • Leveled Reading • Reading Response Journals 			
Math	Students with Disabilities	<ul style="list-style-type: none"> • Use of manipulatives • Team Meetings • Peer Observations • Math Instructional Coaches • Resource In Class Support • Data analysis to plan instruction • Frayer Model • Admit/Exit Slips • Math Talk Rubric • Problem of the Day/Open-Ended Questions • Use of calculators and graphing calculators • Use of technology • Hall graphs for comparative data • Software programs: Everyday Math Assessment Program 	Yes	<ul style="list-style-type: none"> • Report Cards • Benchmarks • Chapter Tests • Teacher Observations • Center Work • Observations and Feedback • Midterms & Finals • MAP Testing • Pending Results of PARCC 	<ul style="list-style-type: none"> • In mathematics, use of admit/exit slips, Math Talk Learning Community, Frayer Model and manipulatives are developing as evidenced by observations, walk-throughs, team meetings and on one-on-one conferences with teachers. • There was some evidence of improvement on the math benchmarks; however, improvement in benchmark scores was inconsistent depending on the grade level and marking period. • Utilizing centers, students were able to better understand the concepts they didn't understand in the classroom during "whole group". • Team meetings often focused on analyzing data and brainstorming strategies to improve test scores. • The proper implementation of the 90 minute block helped to ensure student achievement in math. • Faculty meetings were a source of targeted Professional Development and were also used to analyze data.

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)
		online, CMP3.			
ELA	Homeless	<ul style="list-style-type: none"> All academic programs and strategies 	Yes	<ul style="list-style-type: none"> Report Cards Benchmarks Chapter Tests Teacher Observations Center Work Observations and Feedback Midterms & Finals DRA2/EDL2 MAP Testing Pending Results of PARCC 	<ul style="list-style-type: none"> These students were assessed using the same measures as our general education students for LAL.
Math	Homeless	<ul style="list-style-type: none"> All academic programs and strategies 	Yes	<ul style="list-style-type: none"> Report Cards Benchmarks Chapter Tests Teacher Observations Center Work Observations and Feedback Midterms & Finals MAP Testing Pending Results of 	<ul style="list-style-type: none"> These students were assessed using the same measures as our general education students for math.

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)
				PARCC	
ELA	Migrant	<ul style="list-style-type: none"> All academic programs and strategies 	Yes	<ul style="list-style-type: none"> Report Cards Benchmarks Chapter Tests Teacher Observations Center Work Observations and Feedback Midterms & Finals DRA2/EDL2 MAP Testing Pending Results of PARCC 	<ul style="list-style-type: none"> These students were assessed using the same measures as our general education students for LAL.
Math	Migrant	<ul style="list-style-type: none"> All academic programs and strategies 	Yes	<ul style="list-style-type: none"> Report Cards Benchmarks Chapter Tests Teacher Observations Center Work Observations and Feedback Midterms & Finals MAP Testing Pending Results of PARCC 	<ul style="list-style-type: none"> These students were assessed using the same measures as our general education students for math.

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	ELLs	<ul style="list-style-type: none"> • “ESL” Instruction • Bilingual Program • “Calle de Lectura” • System44 	Yes	<ul style="list-style-type: none"> • Report Cards • Benchmarks • Chapter Tests • Teacher Observations • Center Work • Observations and Feedback • Midterm & Final Exams • DRA2/ELD2 	<ul style="list-style-type: none"> • Student progress was measured through standardized measures. • The results of PARCC/ACCESS/Supera Assessments further indicated effectiveness of programs. • Students are assessed in their primary language on benchmarks, chapter test, and PARCC, depending on their language proficiency level.
Math	ELLs	<ul style="list-style-type: none"> • “ESL” Instruction • Bilingual Program 	Yes	<ul style="list-style-type: none"> • Report Cards • Benchmarks • Chapter Tests • Teacher Observations • Center Work • Observations and Feedback • Midterms & Finals • MAP Testing • Pending Results of PARCC 	<ul style="list-style-type: none"> • Student progress was measured through standardized measures. • The results of PARCC/ACCESS/Supera Assessments further indicated effectiveness of programs. • Students are assessed in their primary language on benchmarks, chapter test, and PARCC, depending on their language proficiency level.
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> • All academic programs and strategies 	Yes	<ul style="list-style-type: none"> • Report Cards • Benchmarks 	<ul style="list-style-type: none"> • These students were assessed using the same measures as our general education students for LAL.

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				<ul style="list-style-type: none"> • Chapter Tests • Teacher Observations • Center Work • Observations and Feedback • Midterms & Finals • DRA2/EDL2 • MAP Testing • Pending Results of PARCC 	
Math	Economically Disadvantaged	<ul style="list-style-type: none"> • All academic programs and strategies 	Yes	<ul style="list-style-type: none"> • Report Cards • Benchmarks • Chapter Tests • Teacher Observations • Center Work • Observations and Feedback • Midterms & Finals • MAP Testing • Pending Results of PARCC 	<ul style="list-style-type: none"> • These students were assessed using the same measures as our general education students for math.
ELA		<ul style="list-style-type: none"> • LEADS • Guided Reading • Read Alouds 	Yes	<ul style="list-style-type: none"> • Report Cards • Benchmarks • Chapter Tests 	<ul style="list-style-type: none"> • Utilizing centers, enabled students to better understand while reinforcing the concepts learned during “whole group”.

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<ul style="list-style-type: none"> • Responding to text • LLI • Data analysis to plan instruction • Team Meetings • Peer Observations • Use of technology • Double Entry Journal • Cite the Text • Frayer Model • Think Alouds • Mondo • Sonday • Word Study • Fountas & Pinnell • Leveled Reading • Guided Reading • Reading Response Journals • Cooperative Learning Strategies 		<ul style="list-style-type: none"> • DRA2/EDL2 • Center Work • Observations and Feedback • Midterms and Finals • MAP Testing • Pending results of PARCC 	<ul style="list-style-type: none"> • Implementation of “Reading Street” program helped to ensure student achievement. • There was some evidence of improved reading levels on benchmark scores. • Team meetings often focused on analyzing data to improve test scores. Faculty meetings were a source of targeted Professional Development and were also used to analyze data. • In LAL, double entry journals, citing the text and use of the Frayer Model have led to improved comprehension scores on the benchmarks. • Peer observations and the use of the coaching cycle with outside consultants, increased successful transfer of best practices.
Math		<ul style="list-style-type: none"> • Team Meetings • Peer Observations • Math Instructional Coaches • Use of manipulatives 	Yes	<ul style="list-style-type: none"> • Report Cards • Benchmarks • Chapter Tests • Teacher Observations 	<ul style="list-style-type: none"> • There was some evidence of improvement on the math benchmarks; however, improvement in benchmark scores was inconsistent depending on the grade level and marking period.

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<ul style="list-style-type: none"> Data analysis to plan instruction Hall graphs for comparative data Frayer Model Admit/Exit Slips Math Talk Rubric Problem of the Day/Open-Ended Questions Use of calculators and graphing calculators Use of technology Software programs: Everyday Math Assessment Program online and CMP3. 		<ul style="list-style-type: none"> Center Work Observations and Feedback Midterms & Finals MAP Testing Pending results of PARCC 	<ul style="list-style-type: none"> The proper implementation of the 90 minute block helped to ensure student achievement in math. Utilizing centers, students were able to better understand the concepts they didn't understand in the classroom during "whole group". In mathematics, use of admit/exit slips, Math Talk Learning Community, Frayer Model and manipulatives are developing as evidenced by observations, walk-throughs, team meetings and on one-on-one conferences with teachers. Faculty meetings were a source of targeted Professional Development and were also used to analyze data. Team meetings often focused on analyzing data and brainstorming strategies to improve test scores.

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	<ul style="list-style-type: none"> After School Academic and Arts Programs 	Yes	<ul style="list-style-type: none"> District Benchmarks 	<ul style="list-style-type: none"> Overall benchmark proficiency levels have increased. Students in grades 4-8 who attended programs had improved

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<ul style="list-style-type: none"> • Lunchtime Tutoring • Read180 • Promotion/ Retention 		<ul style="list-style-type: none"> • Report Cards • DRA2/EDL2 • READ180/SRI • Observations and Feedback • MAP Testing • Midterms & Finals • Pending results of PARCC 	<p>reading levels.</p> <ul style="list-style-type: none"> • Confirmation of effectiveness will be shown in PARCC scores which are forthcoming.
Math	Students with Disabilities	<ul style="list-style-type: none"> • After School Academic and Arts Programs • Lunchtime Tutoring • Moving with Math • CMP3 • Promotion/ Retention 	Yes	<ul style="list-style-type: none"> • District Benchmarks • Report Cards • Observations and Feedback • MAP Testing • Midterms & Finals • Pending results of PARCC 	<ul style="list-style-type: none"> • Overall benchmark proficiency levels have increased. • Confirmation of effectiveness will be shown in PARCC scores which are forthcoming.
ELA	Homeless	<ul style="list-style-type: none"> • After School Academic and Arts Programs • Lunchtime Tutoring • Read180 • Promotion/ 	Yes	<ul style="list-style-type: none"> • District Benchmarks • Report Cards • DRA2/EDL2 • READ180/SRI • Observations and 	<ul style="list-style-type: none"> • Overall benchmark proficiency levels have increased. Students in grades 4-8 who attended programs had improved reading levels. • Confirmation of effectiveness will be shown in PARCC scores which are forthcoming.

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)
		Retention		Feedback <ul style="list-style-type: none"> • MAP Testing • Midterms & Finals • Pending results of PARCC 	
Math	Homeless	<ul style="list-style-type: none"> • After School Academic and Arts Programs • Lunchtime Tutoring • Moving with Math • CMP3 • Promotion/Retention 	Yes	<ul style="list-style-type: none"> • District Benchmarks • Report Cards • Observations and Feedback • MAP Testing • Midterms & Finals • Pending results of PARCC 	<ul style="list-style-type: none"> • Overall benchmark proficiency levels have increased. • Confirmation of effectiveness will be shown in PARCC scores which are forthcoming.
ELA	Migrant	<ul style="list-style-type: none"> • After School Academic and Arts Programs • Lunchtime Tutoring • Read180 • Promotion/Retention 	Yes	<ul style="list-style-type: none"> • District Benchmarks • Report Cards • DRA2/EDL2 • READ180/SRI • Observations and Feedback • MAP Testing • Midterms & Finals • Pending results of 	<ul style="list-style-type: none"> • Overall benchmark proficiency levels have increased. Students in grades 4-8 who attended programs had improved reading levels. • Confirmation of effectiveness will be shown in PARCC scores which are forthcoming.

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)
				PARCC	
Math	Migrant	<ul style="list-style-type: none"> • After School Academic and Arts Programs • Lunchtime Tutoring • Moving with Math • CMP3 • Promotion/Retention 	Yes	<ul style="list-style-type: none"> • District Benchmarks • Report Cards • Observations and Feedback • MAP Testing • Midterms & Finals • Pending results of PARCC 	<ul style="list-style-type: none"> • Overall benchmark proficiency levels have increased. • Confirmation of effectiveness will be shown in PARCC scores which are forthcoming.
ELA	ELLs	<ul style="list-style-type: none"> • After School Academic and Arts Programs • System 44 • Promotion/Retention 	Yes	<ul style="list-style-type: none"> • ACCESS • Supera • Benchmarks • Report Cards • Observations and Feedback • DRA2/ELD2 • Midterms & Finals • Pending results of PARCC 	<ul style="list-style-type: none"> • Overall benchmark proficiency levels have increased. Students in grades 4-8 who attended programs had improved reading levels. • Confirmation of effectiveness will be shown in PARCC scores which are forthcoming.
Math	ELLs	<ul style="list-style-type: none"> • After School Academic and Arts Programs 	Yes	<ul style="list-style-type: none"> • Benchmarks • Report Cards 	<ul style="list-style-type: none"> • Overall benchmark proficiency levels have increased. • Confirmation of effectiveness will be

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<ul style="list-style-type: none"> • Promotion/ Retention • Lunchtime Tutoring • Moving with Math 		<ul style="list-style-type: none"> • Moving with Math • Observations and Feedback • Midterms & Finals • Pending results of PARCC 	<p>shown in PARCC scores which are forthcoming.</p>
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> • After School Academic and Arts Programs • Lunchtime Tutoring • Read180 • Promotion/ Retention 	Yes	<ul style="list-style-type: none"> • District Benchmarks • Report Cards • DRA2/EDL2 • READ180/SRI • Observations and Feedback • MAP Testing • Midterms & Finals • Pending results of PARCC 	<ul style="list-style-type: none"> • Overall benchmark proficiency levels have increased. Students in grades 4-8 who attended programs had improved reading levels. • Confirmation of effectiveness will be shown in PARCC scores which are forthcoming.
Math	Economically Disadvantaged	<ul style="list-style-type: none"> • After School Academic and Arts Programs • Lunchtime Tutoring • Moving with Math • CMP3 • Promotion/ 	Yes	<ul style="list-style-type: none"> • District Benchmarks • Report Cards • Moving with Math • Observations and Feedback • MAP Testing 	<ul style="list-style-type: none"> • Overall benchmark proficiency levels have increased. • Confirmation of effectiveness will be shown in PARCC scores which are forthcoming.

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)
		Retention		<ul style="list-style-type: none"> • Midterms & Finals • Pending results of PARCC 	
ELA		<ul style="list-style-type: none"> • Tier II & III Interventions • After School Academic Program • Lunchtime Tutoring • Read180 • LLI • Fountas & Pinnell • Phonic Lessons • Word Study • Syste 44 • Mondo • Small Group Intensification 	Yes	<ul style="list-style-type: none"> • Pending Results of PARCC • District Benchmarks • Report Cards • Teacher Observations • DRA2/EDL2 • Center Work • Observations and Feedback • Midterms & Finals • READ180/SRI 	<ul style="list-style-type: none"> • Those students receiving LLI made some progress as evidence in their improved DRA2 and EDL2 Levels & program progress monitoring reports. • Overall benchmark proficiency levels have increased. Students in grades 4-8 who attended programs had improved reading levels. • Confirmation of effectiveness will be shown in PARCC scores which are forthcoming.
Math		<ul style="list-style-type: none"> • After School Academic and Arts Programs • Lunchtime Tutoring • Moving with Math • CMP3 • Promotion/ Retention 	Yes	<ul style="list-style-type: none"> • District Benchmarks • Report Cards • Moving with Math • Observations and Feedback • MAP Testing • Midterms & Finals 	<ul style="list-style-type: none"> • Overall benchmark proficiency levels have increased. • Confirmation of effectiveness will be shown in PARCC scores which are forthcoming.

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				<ul style="list-style-type: none"> Pending results of PARCC 	

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	<ul style="list-style-type: none"> • Language Arts Literacy • LEADS • Reading Street • Read180 • LLI • Data Binders • Peer to Peer Observations • Phonic Lessons • Sonday • Mondo • System44 • Positive Classroom Culture • Faculty Meetings • I&RS Meetings • PLC Meetings and Reflections • District PD Institute 	Yes	<ul style="list-style-type: none"> • District Benchmarks • Report Cards • DRA2/EDL2 • Progress Monitoring • READ180/SRI • Intervention Programs • Knowledge of new programs and teaching strategies. • Informal Walk-Throughs • Consultant Feedback • I-Observations • Teacher Professional Development Plans • Pending results of PARCC 	<ul style="list-style-type: none"> • Required monthly Faculty meetings allowed administrators and teachers to work collaboratively on data, instruction, student engagement, Costa's, classroom management, anticipatory sets and recognizing success. • Individually selected Peer Observations as needed through administrator observation. • Teachers are required to attend monthly Professional Learning Community (PLCs) meetings to have professional discussions regarding data, student achievement, curriculum and instructions related topics, best practices, strategies, and interventions • The levels of implementation of strategies, use of data in lesson planning are documented by teacher observations and Professional Development Plans. • Teachers continued to develop and improve their instructional practice. • Early Literacy, LEADS, and ELL Education • Reading Street Consultants

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Students with Disabilities	<ul style="list-style-type: none"> • Everyday Math • CMP3 • Moving with Math • Data Binders • Faculty Meetings • PLC Meetings and Reflections • Peer to Peer Observations • I&RS Meetings • District PD Institute 	Yes	<ul style="list-style-type: none"> • District Benchmarks • Report Cards • Progress Monitoring • Knowledge of new programs and teaching strategies • Informal Walk-Throughs • Consultant Feedback • I-Observations • Professional Development Plans • Pending results of PARCC 	<ul style="list-style-type: none"> • The levels of implementation of strategies, use of data in lesson planning are documented by teacher observations and Professional Development Plans. • Moving with Math Post-Test • Everyday Math Consultants • Teachers are required to attend monthly Professional Learning Community (PLCs) meetings to have professional discussions regarding data, student achievement, curriculum and instructions related topics, best practices, strategies, and interventions • Data input in Everyday Math Online Assessment Program - E-Suite. • E-Suite used for monitoring student progress, RSAs and Unit Assessments
ELA	Homeless	<ul style="list-style-type: none"> • Language Arts Literacy • LEADS • Reading Street • Read180 • LLI • Data Binders • Peer to Peer Observations • Phonic Lessons 	Yes	<ul style="list-style-type: none"> • District Benchmarks • Report Cards • DRA2/EDL2 • Progress Monitoring • READ180/SRI • Intervention Programs 	<ul style="list-style-type: none"> • Required monthly Faculty meetings allowed administrators and teachers to work collaboratively on data, instruction, student engagement, Costa's, classroom management, anticipatory sets and recognizing success. • Individually selected Peer Observations as needed through administrator observation.

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<ul style="list-style-type: none"> • Sondag • Mondo • System44 • Positive Classroom Culture • Faculty Meetings • I&RS Meetings • PLC Meetings and Reflections • District PD Institute 		<ul style="list-style-type: none"> • Knowledge of new programs and teaching strategies. • Informal Walk-Throughs • Consultant Feedback • I-Observations • Professional Development Plans • Pending results of PARCC 	<ul style="list-style-type: none"> • Teachers are required to attend monthly Professional Learning Community (PLCs) meetings to have professional discussions regarding data, student achievement, curriculum and instructions related topics, best practices, strategies, and interventions • Teachers acquired new and improved teaching strategies. They experienced personal and professional growth working in teams of educators from across several schools. Teachers are exposed, and then challenged to experiment with new techniques. • The levels of implementation of strategies, use of data in lesson planning are documented by teacher observations and Professional Development Plans. • Teachers continued to develop and improve their instructional practice. • Early Literacy, LEADS, and ELL Education • Reading Street Consultants
Math	Homeless	<ul style="list-style-type: none"> • Everyday Math • CMP3 • Moving with Math • Data Binders • Faculty Meetings 		<ul style="list-style-type: none"> • District Benchmarks • Report Cards • Progress Monitoring 	<ul style="list-style-type: none"> • The levels of implementation of strategies, use of data in lesson planning are documented by teacher observations and Professional Development Plans.

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<ul style="list-style-type: none"> • PLC Meetings and Reflections • Peer to Peer Observations • I&RS Meetings • District PD Institute 		<ul style="list-style-type: none"> • Knowledge of new programs and teaching strategies. • Informal Walk-Throughs • Consultant Feedback • I-Observations • Professional Development Plans • Pending results of PARCC 	<ul style="list-style-type: none"> • Moving with Math Post-Test • Everyday Math Consultants • Teachers are required to attend monthly Professional Learning Community (PLCs) meetings to have professional discussions regarding data, student achievement, curriculum and instructions related topics, best practices, strategies, and interventions • Data input in Everyday Math Online Assessment Program - E-Suite. • E-Suite used for monitoring student progress, RSAs and Unit Assessments.
ELA	Migrant	<ul style="list-style-type: none"> • Language Arts Literacy • LEADS • Reading Street • Read180 • LLI • Data Binders • Peer to Peer Observations • Phonic Lessons • Sonday • Mondo • System44 • Positive Classroom Culture • Faculty Meetings 	Yes	<ul style="list-style-type: none"> • District Benchmarks • Report Cards • DRA2/EDL2 • Progress Monitoring • READ180/SRI • Intervention Programs • Knowledge of new programs and teaching strategies. • Informal Walk-Throughs 	<ul style="list-style-type: none"> • Required monthly Faculty meetings allowed administrators and teachers to work collaboratively on data, instruction, student engagement, Costa's, classroom management, anticipatory sets and recognizing success. • Teachers are required to attend monthly Professional Learning Community (PLCs) meetings to have professional discussions regarding data, student achievement, curriculum and instructions related topics, best practices, strategies, and interventions • Teachers acquired new and improved teaching strategies. They experienced

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<ul style="list-style-type: none"> • I&RS Meetings • PLC Meetings and Reflections • District PD Institute 		<ul style="list-style-type: none"> • Consultant Feedback • I-Observations • Professional Development Plans • Pending results of PARCC 	<p>personal and professional growth working in teams of educators from across several schools. Teachers are exposed, and then challenged to experiment with new techniques.</p> <ul style="list-style-type: none"> • Individually selected Peer Observations as needed through administrator observation. • The levels of implementation of strategies, use of data in lesson planning are documented by teacher observations and Professional Development Plans. • Teachers continued to develop and improve their instructional practice. • Early Literacy, LEADS, and ELL Education • Reading Street Consultants
Math	Migrant	<ul style="list-style-type: none"> • Everyday Math • CMP3 • Moving with Math • Data Binders • Faculty Meetings • PLC Meetings and Reflections • Peer to Peer Observations • I&RS Meetings • District PD 	Yes	<ul style="list-style-type: none"> • District Benchmarks • Report Cards • Progress Monitoring • Knowledge of new programs and teaching strategies. • Informal Walk-Throughs 	<ul style="list-style-type: none"> • The levels of implementation of strategies, use of data in lesson planning are documented by teacher observations and Professional Development Plans. • Moving with Math Post-Test • Teachers are required to attend monthly Professional Learning Community (PLCs) meetings to have professional discussions regarding data, student achievement, curriculum

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 align="center">Institute</p>		<ul style="list-style-type: none"> • Consultant Feedback • I-Observations • Professional Development Plans • Pending results of PARCC 	<p align="center">and instructions related topics, best practices, strategies, and interventions</p> <ul style="list-style-type: none"> • Data input in Everyday Math Online Assessment Program - E-Suite. • E-Suite used for monitoring student progress, RSAs and Unit Assessments. • Everyday Math Consultants
ELA	ELLs	<ul style="list-style-type: none"> • Calle de la Lectura • Language Arts Literacy • LEADS • Reading Street • Read180 • LLI • Data Binders • Peer to Peer Observations • Phonic Lessons • Sonday • Mondo • System44 • Positive Classroom Culture • Faculty Meetings • I&RS Meetings • PLC Meetings and Reflections • District PD Institute 	Yes	<ul style="list-style-type: none"> • Access • Supera program assessment. • District Benchmarks • Report Cards • DRA2/EDL2 • Progress Monitoring • READ180/SRI • Intervention Programs • Knowledge of new programs and teaching strategies. • Informal Walk-Throughs • Consultant Feedback 	<ul style="list-style-type: none"> • Required monthly Faculty meetings allowed administrators and teachers to work collaboratively on data, instruction, student engagement, Costa's, classroom management, anticipatory sets and recognizing success. • Teachers are required to attend monthly Professional Learning Community (PLCs) meetings to have professional discussions regarding data, student achievement, curriculum and instructions related topics, best practices, strategies, and interventions • Teachers acquired new and improved teaching strategies. They experienced personal and professional growth working in teams of educators from across several schools. Teachers are exposed, and then challenged to experiment with new techniques. • The levels of implementation of

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				<ul style="list-style-type: none"> • I-Observations • Professional Development Plans • Pending results of PARCC 	<p>strategies, use of data in lesson planning are documented by teacher observations and Professional Development Plans.</p> <ul style="list-style-type: none"> • Teachers continued to develop and improve their instructional practice. • Individually selected Peer Observations as needed through administrator observation. • Early Literacy, LEADS, and ELL Education • Reading Street Consultants
Math	ELLs	<ul style="list-style-type: none"> • Everyday Math • CMP3 • Moving with Math • Data Binders • Faculty Meetings • PLC Meetings and Reflections • Peer to Peer Observations • I&RS Meetings • District PD Institute 	Yes	<ul style="list-style-type: none"> • District Benchmarks • Report Cards • Progress Monitoring • Knowledge of new programs and teaching strategies. • Informal Walk-Throughs • Consultant Feedback • I-Observations • Professional Development Plans • Pending results of 	<ul style="list-style-type: none"> • The levels of implementation of strategies, use of data in lesson planning are documented by teacher observations and Professional Development Plans. • Moving with Math Post-Test • Teachers are required to attend monthly Professional Learning Community (PLCs) meetings to have professional discussions regarding data, student achievement, curriculum and instructions related topics, best practices, strategies, and interventions • Everyday Math Consultants • Data input in Everyday Math Online Assessment Program - E-Suite. • E-Suite used for monitoring student

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)
				PARCC	progress, RSAs and Unit Assessments.
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> • Language Arts Literacy • LEADS • Reading Street • Read180 • LLI • Data Binders • Peer to Peer Observations • Phonic Lessons • Sondag • Mondo • System44 • Positive Classroom Culture • Faculty Meetings • I&RS Meetings • PLC Meetings and Reflections • District PD Institute 	Yes	<ul style="list-style-type: none"> • District Benchmarks • Report Cards • DRA2/EDL2 • Progress Monitoring • READ180/SRI • Intervention Programs • Knowledge of new programs and teaching strategies. • Informal Walk-Throughs • Consultant Feedback • I-Observations • Professional Development Plans • Pending results of PARCC 	<ul style="list-style-type: none"> • Required monthly Faculty meetings allowed administrators and teachers to work collaboratively on data, instruction, student engagement, Costa's, classroom management, anticipatory sets and recognizing success. • Individually selected Peer Observations as needed through administrator observation. • Teachers continued to develop and improve their instructional practice. • Teachers are required to attend monthly Professional Learning Community (PLCs) meetings to have professional discussions regarding data, student achievement, curriculum and instructions related topics, best practices, strategies, and interventions • Teachers acquired new and improved teaching strategies. They experienced personal and professional growth working in teams of educators from across several schools. Teachers are exposed, and then challenged to experiment with new techniques. • The levels of implementation of strategies, use of data in lesson

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)
					planning are documented by teacher observations and Professional Development Plans. <ul style="list-style-type: none"> • Early Literacy, LEADS, and ELL Education • Reading Street Consultants
Math	Economically Disadvantaged	<ul style="list-style-type: none"> • Everyday Math • CMP3 • Moving with Math • Data Binders • Faculty Meetings • PLC Meetings and Reflections • Peer to Peer Observations • I&RS Meetings • District PD Institute 	Yes	<ul style="list-style-type: none"> • District Benchmarks • Report Cards • Progress Monitoring • Knowledge of new programs and teaching strategies. • Informal Walk-Throughs • Consultant Feedback • I-Observations • Professional Development Plans • Pending results of PARCC 	<ul style="list-style-type: none"> • The levels of implementation of strategies, use of data in lesson planning are documented by teacher observations and Professional Development Plans. • Teachers are required to attend monthly Professional Learning Community (PLCs) meetings to have professional discussions regarding data, student achievement, curriculum and instructions related topics, best practices, strategies, and interventions • Data input in Everyday Math Online Assessment Program - E-Suite. • E-Suite used for monitoring student progress, RSAs and Unit Assessments. • Everyday Math Consultants • Moving with Math Post-Test
ELA		<ul style="list-style-type: none"> • Language Arts Literacy 	Yes	<ul style="list-style-type: none"> • District Benchmarks 	<ul style="list-style-type: none"> • Required monthly Faculty meetings allowed administrators and teachers

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<ul style="list-style-type: none"> • LEADS • Reading Street • Read180 • LLI • Data Binders • Peer to Peer Observations • Phonic Lessons • Sondag • Mondo • System44 • Positive Classroom Culture • Faculty Meetings • I&RS Meetings • PLC Meetings and Reflections • District PD Institute 		<ul style="list-style-type: none"> • Report Cards • DRA2/EDL2 • Progress Monitoring • READ180/SRI • Intervention Programs • Knowledge of new programs and teaching strategies. • Informal Walk-Throughs • Consultant Feedback • I-Observations • Professional Development Plans • Pending results of PARCC 	<p>to work collaboratively on data, instruction, student engagement, Costa’s, classroom management, anticipatory sets and recognizing success.</p> <ul style="list-style-type: none"> • Teachers are required to attend monthly Professional Learning Community (PLCs) meetings to have professional discussions regarding data, student achievement, curriculum and instructions related topics, best practices, strategies, and interventions • Teachers acquired new and improved teaching strategies. They experienced personal and professional growth working in teams of educators from across several schools. Teachers are exposed, and then challenged to experiment with new techniques. • The levels of implementation of strategies, use of data in lesson planning are documented by teacher observations and Professional Development Plans. • Teachers continued to develop and improve their instructional practice. • Individually selected Peer Observations as needed through administrator observation. • Early Literacy, LEADS, and ELL Education

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					<ul style="list-style-type: none"> • Reading Street Consultants
Math		<ul style="list-style-type: none"> • Everyday Math • CMP3 • Moving with Math • Data Binders • Faculty Meetings • PLC Meetings and Reflections • Peer to Peer Observations • I&RS Meetings • District PD Institute 	Yes	<ul style="list-style-type: none"> • District Benchmarks • Report Cards • Progress Monitoring • Knowledge of new programs and teaching strategies. • Informal Walk-Throughs • Consultant Feedback • I-Observations • Professional Development Plans. • Pending results of PARCC 	<ul style="list-style-type: none"> • The levels of implementation of strategies, use of data in lesson planning are documented by teacher observations and Professional Development Plans. • Data input in Everyday Math Online Assessment Program - E-Suite. • E-Suite used for monitoring student progress, RSAs and Unit Assessments. • Moving with Math Post-Test • Teachers are required to attend monthly Professional Learning Community (PLCs) meetings to have professional discussions regarding data, student achievement, curriculum and instructions related topics, best practices, strategies, and interventions • Everyday Math Consultants

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

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	<ul style="list-style-type: none"> • Parent Workshops focusing on academic: • Discipline & Learning Styles for PARCC • Bullying Workshop • PTO Meetings • Open House • I&RS Meetings • Child Study Team Meetings • Thanksgiving Food Drive • Winter Coat, Hats, Scarves and Mittens Drive • HIB Parent Training • AVID Parent Workshop • Student of the Month Breakfasts • Scholar Award Ceremonies • PARCC Training 	Yes	<ul style="list-style-type: none"> • Parent Sign-In/Participation • Parent feedback • Students' assessed performance 	<ul style="list-style-type: none"> • Parent participation varied depending on the meeting. Parent feedback was always positive, yet the overall effect would be greater if the number of parents in attendance increased. Meetings were provided to assist parents and deepen their understanding of academic programs so that they may reinforce strategies and skills at home. • Parent participation varied depending on the workshop. Workshops were provided to assist parents and deepen their understanding of academic programs so that they may reinforce strategies and skills at home. Parent feedback was always positive, yet the overall effect would be greater if the number of parents in attendance increased. • Recognition of success in social and academic areas applauded their accomplishments while encouraging them to reach for excellence. • These programs provided a show of gratitude for support and cooperation. We honored extended family members. • Student participation in events helped all members of the school community and greater community by instilling

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<ul style="list-style-type: none"> • Graduation 			<p>empathy and a spirit of giving and selflessness.</p>
Math	Students with Disabilities	<ul style="list-style-type: none"> • Parent Workshops focusing on academic: • Discipline & Learning Styles for PARCC • Bullying Workshop • PTO Meetings • Open House • I&RS Meetings • Child Study Team Meetings • Thanksgiving Food Drive • Winter Coat, Hats, Scarves and Mittens Drive • HIB Parent Training • AVID Parent Workshop • Student of the Month Breakfasts • Scholar Award Ceremonies 	Yes	<ul style="list-style-type: none"> • Parent Sign-In/Participation • Parent feedback • Students' assessed performance 	<ul style="list-style-type: none"> • Parent participation varied depending on the meeting. Parent feedback was always positive, yet the overall effect would be greater if the number of parents in attendance increased. Meetings were provided to assist parents and deepen their understanding of academic programs so that they may reinforce strategies and skills at home. • Parent participation varied depending on the workshop. Workshops were provided to assist parents and deepen their understanding of academic programs so that they may reinforce strategies and skills at home. Parent feedback was always positive, yet the overall effect would be greater if the number of parents in attendance increased. • Recognition of success in social and academic areas applauded their accomplishments while encouraging them to reach for excellence. • These programs provided a show of gratitude for support and cooperation. We honored extended family members. • Student participation in events helped all members of the school community

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<ul style="list-style-type: none"> • PARCC Training • Graduation 			<p>and greater community by instilling empathy and a spirit of giving and selflessness.</p>
ELA	Homeless	<ul style="list-style-type: none"> • Parent Workshops focusing on academic: • Discipline & Learning Styles for PARCC • Bullying Workshop • PTO Meetings • Open House • I&RS Meetings • Child Study Team Meetings • Thanksgiving Food Drive • Winter Coat, Hats, Scarves and Mittens Drive • HIB Parent Training • AVID Parent Workshop • Student of the Month Breakfasts • Scholar Award 	Yes	<ul style="list-style-type: none"> • Parent Sign-In/Participation • Parent feedback • Students' assessed performance 	<ul style="list-style-type: none"> • Parent participation varied depending on the meeting. Parent feedback was always positive, yet the overall effect would be greater if the number of parents in attendance increased. Meetings were provided to assist parents and deepen their understanding of academic programs so that they may reinforce strategies and skills at home. • Parent participation varied depending on the workshop. Workshops were provided to assist parents and deepen their understanding of academic programs so that they may reinforce strategies and skills at home. Parent feedback was always positive, yet the overall effect would be greater if the number of parents in attendance increased. • Recognition of success in social and academic areas applauded their accomplishments while encouraging them to reach for excellence. • These programs provided a show of gratitude for support and cooperation. We honored extended family members.

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<ul style="list-style-type: none"> Ceremonies • PARCC Training • Graduation 			<ul style="list-style-type: none"> • Student participation in events helped all members of the school community and greater community by instilling empathy and a spirit of giving and selflessness.
Math	Homeless	<ul style="list-style-type: none"> • Parent Workshops focusing on academic: • Discipline & Learning Styles for PARCC • Bullying Workshop • PTO Meetings • Open House • I&RS Meetings • Child Study Team Meetings • Thanksgiving Food Drive • Winter Coat, Hats, Scarves and Mittens Drive • HIB Parent Training • AVID Parent Workshop • Student of the 	Yes	<ul style="list-style-type: none"> • Parent Sign-In/Participation • Parent feedback • Students' assessed performance 	<ul style="list-style-type: none"> • Parent participation varied depending on the meeting. Parent feedback was always positive, yet the overall effect would be greater if the number of parents in attendance increased. Meetings were provided to assist parents and deepen their understanding of academic programs so that they may reinforce strategies and skills at home. • Parent participation varied depending on the workshop. Workshops were provided to assist parents and deepen their understanding of academic programs so that they may reinforce strategies and skills at home. Parent feedback was always positive, yet the overall effect would be greater if the number of parents in attendance increased. • Recognition of success in social and academic areas applauded their accomplishments while encouraging them to reach for excellence. • These programs provided a show of

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<ul style="list-style-type: none"> Month Breakfasts • Scholar Award Ceremonies • PARCC Training • Graduation 			<ul style="list-style-type: none"> gratitude for support and cooperation. We honored extended family members. • Student participation in events helped all members of the school community and greater community by instilling empathy and a spirit of giving and selflessness.
ELA	Migrant	<ul style="list-style-type: none"> • Parent Workshops focusing on academic: • Discipline & Learning Styles for PARCC • Bullying Workshop • PTO Meetings • Open House • I&RS Meetings • Child Study Team Meetings • Thanksgiving Food Drive • Winter Coat, Hats, Scarves and Mittens Drive • HIB Parent Training • AVID Parent 	Yes	<ul style="list-style-type: none"> • Parent Sign-In/Participation • Parent feedback • Students' assessed performance 	<ul style="list-style-type: none"> • Parent participation varied depending on the meeting. Parent feedback was always positive, yet the overall effect would be greater if the number of parents in attendance increased. Meetings were provided to assist parents and deepen their understanding of academic programs so that they may reinforce strategies and skills at home. • Parent participation varied depending on the workshop. Workshops were provided to assist parents and deepen their understanding of academic programs so that they may reinforce strategies and skills at home. Parent feedback was always positive, yet the overall effect would be greater if the number of parents in attendance increased. • Recognition of success in social and academic areas applauded their accomplishments while encouraging

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)
		Workshop <ul style="list-style-type: none"> • Student of the Month Breakfasts • Scholar Award Ceremonies • PARCC Training • Graduation 			them to reach for excellence. <ul style="list-style-type: none"> • These programs provided a show of gratitude for support and cooperation. We honored extended family members. • Student participation in events helped all members of the school community and greater community by instilling empathy and a spirit of giving and selflessness.
Math	Migrant	<ul style="list-style-type: none"> • Parent Workshops focusing on academic: • Discipline & Learning Styles for PARCC • Bullying Workshop • PTO Meetings • Open House • I&RS Meetings • Child Study Team Meetings • Thanksgiving Food Drive • Winter Coat, Hats, Scarves and Mittens Drive • HIB Parent 	Yes	<ul style="list-style-type: none"> • Parent Sign-In/Participation • Parent feedback • Students' assessed performance 	<ul style="list-style-type: none"> • Parent participation varied depending on the meeting. Parent feedback was always positive, yet the overall effect would be greater if the number of parents in attendance increased. Meetings were provided to assist parents and deepen their understanding of academic programs so that they may reinforce strategies and skills at home. • Parent participation varied depending on the workshop. Workshops were provided to assist parents and deepen their understanding of academic programs so that they may reinforce strategies and skills at home. Parent feedback was always positive, yet the overall effect would be greater if the number of parents in attendance increased. • Recognition of success in social and academic areas applauded their

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<ul style="list-style-type: none"> • Training • AVID Parent Workshop • Student of the Month Breakfasts • Scholar Award Ceremonies • PARCC Training • Graduation 			<ul style="list-style-type: none"> • accomplishments while encouraging them to reach for excellence. • These programs provided a show of gratitude for support and cooperation. We honored extended family members. • Student participation in events helped all members of the school community and greater community by instilling empathy and a spirit of giving and selflessness.
ELA	ELLs	<ul style="list-style-type: none"> • Parent Workshops focusing on academic: • Discipline & Learning Styles for PARCC • Bullying Workshop • PTO Meetings • Open House • I&RS Meetings • Child Study Team Meetings • Thanksgiving Food Drive • Winter Coat, Hats, Scarves and Mittens Drive 	Yes	<ul style="list-style-type: none"> • Parent Sign-In/Participation • Parent feedback • Students' assessed performance 	<ul style="list-style-type: none"> • Parent participation varied depending on the meeting. Parent feedback was always positive, yet the overall effect would be greater if the number of parents in attendance increased. Meetings were provided to assist parents and deepen their understanding of academic programs so that they may reinforce strategies and skills at home. • Parent participation varied depending on the workshop. Workshops were provided to assist parents and deepen their understanding of academic programs so that they may reinforce strategies and skills at home. Parent feedback was always positive, yet the overall effect would be greater if the number of parents in attendance increased.

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<ul style="list-style-type: none"> • HIB Parent Training • AVID Parent Workshop • Student of the Month Breakfasts • Scholar Award Ceremonies • PARCC Training • Graduation 			<ul style="list-style-type: none"> • Recognition of success in social and academic areas applauded their accomplishments while encouraging them to reach for excellence. • These programs provided a show of gratitude for support and cooperation. We honored extended family members. • Student participation in events helped all members of the school community and greater community by instilling empathy and a spirit of giving and selflessness.
Math	ELLs	<ul style="list-style-type: none"> • Parent Workshops focusing on academic: • Discipline & Learning Styles for PARCC • Bullying Workshop • PTO Meetings • Open House • I&RS Meetings • Child Study Team Meetings • Thanksgiving Food Drive • Winter Coat, Hats, Scarves and 	Yes	<ul style="list-style-type: none"> • Parent Sign-In/Participation • Parent feedback • Students' assessed performance 	<ul style="list-style-type: none"> • Parent participation varied depending on the meeting. Parent feedback was always positive, yet the overall effect would be greater if the number of parents in attendance increased. • Meetings were provided to assist parents and deepen their understanding of academic programs so that they may reinforce strategies and skills at home. • Parent participation varied depending on the workshop. Workshops were provided to assist parents and deepen their understanding of academic programs so that they may reinforce strategies and skills at home. Parent feedback was always positive, yet the overall effect would be greater if the

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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)
		Mittens Drive <ul style="list-style-type: none"> • HIB Parent Training • AVID Parent Workshop • Student of the Month Breakfasts • Scholar Award Ceremonies • PARCC Training • Graduation 			number of parents in attendance increased. <ul style="list-style-type: none"> • Recognition of success in social and academic areas applauded their accomplishments while encouraging them to reach for excellence. • These programs provided a show of gratitude for support and cooperation. We honored extended family members. • Student participation in events helped all members of the school community and greater community by instilling empathy and a spirit of giving and selflessness.
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> • Parent Workshops focusing on academic: • Discipline & Learning Styles for PARCC • Bullying Workshop • PTO Meetings • Open House • I&RS Meetings • Child Study Team Meetings • Thanksgiving Food 	Yes	<ul style="list-style-type: none"> • Parent Sign-In/Participation • Parent feedback • Students' assessed performance 	<ul style="list-style-type: none"> • Parent participation varied depending on the meeting. Parent feedback was always positive, yet the overall effect would be greater if the number of parents in attendance increased. Meetings were provided to assist parents and deepen their understanding of academic programs so that they may reinforce strategies and skills at home. • Parent participation varied depending on the workshop. Workshops were provided to assist parents and deepen their understanding of academic programs so that they may reinforce strategies and skills at home. Parent

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<ul style="list-style-type: none"> Drive • Winter Coat, Hats, Scarves and Mittens Drive • HIB Parent Training • AVID Parent Workshop • Student of the Month Breakfasts • Scholar Award Ceremonies • PARCC Training • Graduation 			<p>feedback was always positive, yet the overall effect would be greater if the number of parents in attendance increased.</p> <ul style="list-style-type: none"> • Recognition of success in social and academic areas applauded their accomplishments while encouraging them to reach for excellence. • These programs provided a show of gratitude for support and cooperation. We honored extended family members. • Student participation in events helped all members of the school community and greater community by instilling empathy and a spirit of giving and selflessness.
Math	Economically Disadvantaged	<ul style="list-style-type: none"> • Parent Workshops focusing on academic: • Discipline & Learning Styles for PARCC • Bullying Workshop • PTO Meetings • Open House • I&RS Meetings • Child Study Team Meetings 	Yes	<ul style="list-style-type: none"> • Parent Sign-In/Participation • Parent feedback • Students' assessed performance 	<ul style="list-style-type: none"> • Parent participation varied depending on the meeting. Parent feedback was always positive, yet the overall effect would be greater if the number of parents in attendance increased. Meetings were provided to assist parents and deepen their understanding of academic programs so that they may reinforce strategies and skills at home. • 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

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<ul style="list-style-type: none"> • Thanksgiving Food Drive • Winter Coat, Hats, Scarves and Mittens Drive • HIB Parent Training • AVID Parent Workshop • Student of the Month Breakfasts • Scholar Award Ceremonies • PARCC Training • Graduation 			<p>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> <ul style="list-style-type: none"> • Recognition of success in social and academic areas applauded their accomplishments while encouraging them to reach for excellence. • These programs provided a show of gratitude for support and cooperation. We honored extended family members. • Student participation in events helped all members of the school community and greater community by instilling empathy and a spirit of giving and selflessness.
ELA		<ul style="list-style-type: none"> • Parent Workshops focusing on academic: • Discipline & Learning Styles for PARCC • Bullying Workshop • PTO Meetings • Open House • I&RS Meetings • Child Study Team 	Yes	<ul style="list-style-type: none"> • Parent Sign-In/Participation • Parent feedback • Students' assessed performance 	<ul style="list-style-type: none"> • Parent participation varied depending on the meeting. Parent feedback was always positive, yet the overall effect would be greater if the number of parents in attendance increased. Meetings were provided to assist parents and deepen their understanding of academic programs so that they may reinforce strategies and skills at home. • Parent participation varied depending on the workshop. Workshops were provided to assist parents and deepen

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>Meetings</p> <ul style="list-style-type: none"> • Thanksgiving Food Drive • Winter Coat, Hats, Scarves and Mittens Drive • HIB Parent Training • AVID Parent Workshop • Student of the Month Breakfasts • Scholar Award Ceremonies • PARCC Training • Graduation 			<p>their understanding of academic programs so that they may reinforce strategies and skills at home. Parent feedback was always positive, yet the overall effect would be greater if the number of parents in attendance increased.</p> <ul style="list-style-type: none"> • Recognition of success in social and academic areas applauded their accomplishments while encouraging them to reach for excellence. • These programs provided a show of gratitude for support and cooperation. We honored extended family members. • Student participation in events helped all members of the school community and greater community by instilling empathy and a spirit of giving and selflessness.
Math		<ul style="list-style-type: none"> • Parent Workshops focusing on academic: • Discipline & Learning Styles for PARCC • Bullying Workshop • PTO Meetings • Open House 	Yes	<ul style="list-style-type: none"> • Parent Sign-In/Participation • Parent feedback • Students' assessed performance 	<ul style="list-style-type: none"> • Parent participation varied depending on the meeting. Parent feedback was always positive, yet the overall effect would be greater if the number of parents in attendance increased. Meetings were provided to assist parents and deepen their understanding of academic programs so that they may reinforce strategies and skills at home. • Parent participation varied depending on the workshop. Workshops were

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<ul style="list-style-type: none"> • I&RS Meetings • Child Study Team Meetings • Thanksgiving Food Drive • Winter Coat, Hats, Scarves and Mittens Drive • HIB Parent Training • AVID Parent Workshop • Student of the Month Breakfasts • Scholar Award Ceremonies • PARCC Training • Graduation 			<p>provided to assist parents and deepen their understanding of academic programs so that they may reinforce strategies and skills at home. Parent feedback was always positive, yet the overall effect would be greater if the number of parents in attendance increased.</p> <ul style="list-style-type: none"> • Recognition of success in social and academic areas applauded their accomplishments while encouraging them to reach for excellence. • These programs provided a show of gratitude for support and cooperation. We honored extended family members. • Student participation in events helped all members of the school community and greater community by instilling empathy and a spirit of giving and selflessness.

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

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.

Mr. Antonio Di Fonzo
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	<ul style="list-style-type: none"> • State Test: NJASK 3-8 • Terra Nova K-2 • DRA2/EDL2 • LLI Progress Monitoring • Sondag Assessment • Anecdotal Notes/Teacher Checklists • Read 180 • Quarterly District Benchmarks • Unit Tests • Midterm Exams • Final Exams • Teacher Created Materials • LEADS PBL’s 	<ul style="list-style-type: none"> • All stakeholders had access to the disaggregated data and were invited to take part in focus groups, including but not limited to the Instructional Leadership Team, Grade Level Meetings, Faculty Meetings and Parent/Teacher Organization, Pre-Test/Post-Test, Independent Reading Level and Grade Level Proficiency on State Tests. • NJASK and Terra Nova was collected from all student subgroups through the use of standardized instruments approved for use by the New Jersey Department of Education, the district and other entities working within the school. • Sources of data were analyzed by standard methods, and disaggregated by appropriate subgroups. The data was then used to improve instructional practices at the school level, and survey data was utilized in the same manner.
Academic Achievement - Writing	<ul style="list-style-type: none"> • State Test: NJASK 3-8 • District Writing Benchmarks 	<ul style="list-style-type: none"> • NJASK and Terra Nova Data was collected from all student subgroups through the use of standardized instruments approved for use by the New Jersey Department of Education, the district and other entities working within the school.

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)
	<ul style="list-style-type: none"> • MyAccess • Teacher Created Materials • PBL • Writing Portfolios 	<ul style="list-style-type: none"> • Sources of data were analyzed by standard methods, and disaggregated by appropriate subgroups. • Data was then used to improve practice at the school level with the writing process. • All stakeholders had access to the disaggregated data and were invited to take part in focus groups, including but not limited to the Instructional Leadership Team, Grade Level Meetings, Faculty Meetings and Parent/Teacher Organization and The Writing Process with a grade appropriate rubric.
Academic Achievement - Mathematics	<ul style="list-style-type: none"> • State Test: NJASK 3-8 • Terra Nova K-2 • District Benchmarks • Teacher Created Materials • Chapter Tests • Midterm Exams • Final Exams • Anecdotal Notes/Teacher Checklist • CMP3 • Everyday Math Online • Neufeld Math • Moving with Math 	<ul style="list-style-type: none"> • NJASK and Terra Nova Data was collected from all student subgroups through the use of standardized instruments approved for use by the New Jersey Department of Education, the district and other entities working within the school. • Sources of data were analyzed by standard methods, and disaggregated by appropriate subgroups. These data were then used to enlighten practice at the school level. • Survey data was treated in much the same manner. • All stakeholders had access to the disaggregated data and were invited to take part in focus groups, including but not limited to the Instructional Leadership Team, Grade Level Meetings, Faculty Meetings and Parent/Teacher Organization, Pre-Test/Post-Test and Grade Level Proficiency on State Tests.
Family and Community Engagement	<ul style="list-style-type: none"> • PTO Meetings • Parent Workshops • Back to School Night Involvement in the I&RS Process • Parent Surveys 	<ul style="list-style-type: none"> • Parent communication was on-going throughout the year. Parents were invited to attend school and district sponsored workshops. They were also invited to participate in I&RS meetings related to academic concerns. • The School No. 15 Community worked with students and their families to support students' academic success.

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)
	<ul style="list-style-type: none"> • Parent Conferences • Utilization of Student Agenda's for Parent/Teacher Communication • School-Based Social Worker • Thanksgiving Food Drive • American Education Week • Responses to notices and calls • Holiday Music Shows • College Week • Career Day • Read Across America/Guest Readers • Family Movie Night • Student of the Month Breakfasts • Scholar Awards Ceremony • Graduation 	<ul style="list-style-type: none"> • Our school based Social Worker kept in close contact with students and families through one on one and small group sessions. • Activities were organized to increase parent involvement. After evaluating attendance, we recognize a need to promote and increase parent attendance at PTO sponsored activities.
Professional Development	<ul style="list-style-type: none"> • Job embedded professional development through the support of school based administrators. • Danielson/iObservation • PLC's • Program 	<ul style="list-style-type: none"> • During the 2014-2015 school year, the district continued to guide schools in the effective delivery of the curriculum and deepen teachers' content knowledge and content-specific pedagogy. • At Christopher Columbus, the school community spent a great deal of time on professional development since we consider it the cornerstone for improving instructional capacity and ultimately, improve our students' success. This process is ongoing as we recognize that professional growth is unending.

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	<p>Consultants/Implementing Everyday Math</p> <ul style="list-style-type: none"> • Reading Street Implementation • Attendance at School/District/Out of District sponsored workshops including, but not limited to the following: • Using Higher Order Thinking & Questioning • Guided Reading • District Benchmark Assessments • Read180/System44 • Comprehension • Read Alouds • Implementing Everyday Math • Reading Street Implementation • Leveled Literacy Intervention • Sonday 	<ul style="list-style-type: none"> • Professional learning opportunities were offered in order to prepare teachers to use research-based teaching strategies or best practices appropriate to their instructional objectives which are aligned with the Common Core. • Training was provided in the use of various types of performance assessments. • Professional learning opportunities were offered in order to facilitate the teaching and learning of the mathematics program including the use of manipulatives to better understand the concepts. In addition, data collection from our school was organized, analyzed and used as a basis for making professional learning decisions at the school level. • Schoolwide trainings drove conversation and fostered implementation of new instructional strategies and practices. Professional development and program support was provided for implementation of the Reading Street series, Everyday Math and Read180.
Leadership	<ul style="list-style-type: none"> • Administration • Professional Growth Plan 	<ul style="list-style-type: none"> • The Professional Growth Plan of the principal informed several areas of focus for the school, including increased parent participation in the PTO and solicitation of involvement by

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)
	<ul style="list-style-type: none"> • SCIP Team • PLC's • School Based Committees 	<p>members of the community.</p> <ul style="list-style-type: none"> • The SCIP Team served as a focus group that collaborated on instructional issues and concerns. The team provided valuable input with regards to data analysis, school level professional development, and implementation of tutoring programs. • PLC's were formed and began implementation. The Principal's and Vice Principals' observations indicate a professional growth. In addition, the outcome measures were considered including student performance data and teacher performance.
School Climate and Culture	<ul style="list-style-type: none"> • Parent, Student and Faculty & Staff Surveys • Behavior Referrals • Participation in school-sponsored events/activities • Attendance Rate • Teacher Committee Participation • I&RS • Small Group Counseling Sessions • Black History Celebrations • Women's History • American Education Week • Read Across America • Faculty Breakfasts & Luncheons • School Dances • Tag Days 	<ul style="list-style-type: none"> • All stakeholders had access to the disaggregated data and were invited to take part in focus groups, including but not limited to the Instructional Leadership Team, PLC's, Faculty Meetings and Parent/Teacher Organization. This data was helpful in planning for future workshops and presentations that were needed. • Sources of data were analyzed by standard methods, and disaggregated by appropriate subgroups. This data were then used to improve instructional practices at the school level. Survey data was utilized in the same manner. • A high percentage of our students dressed appropriately for teaching and learning by wearing their school uniform each day. • The School Culture survey showed that Christopher Columbus's overall school learning environment is positive. • Our school celebrated and fostered a positive attitude toward diversity. • Activities including the Student/Teacher Volleyball Game were fun ways to learn about teamwork and citizenship. • School No. 15 had an exceptional rate of teacher participation in the School Committees which promoted social and academic excellence. They also helped to celebrate diversity and increase school spirit.

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)
	<ul style="list-style-type: none"> • Family Fun Day • Anti-Bullying Initiative and Curriculum 	
School-Based Youth Services	<ul style="list-style-type: none"> • Administration • Professional Growth Plan • SciP Team 	<ul style="list-style-type: none"> • The Professional Growth Plan of the principal informed several areas of focus for the school, including increased parent participation in the PTO and solicitation of involvement by members of the community. • The SciP Team served as a focus group that collaborated on instructional issues and concerns. The team provided valuable input with regards to data analysis, school level professional development, and implementation of tutoring programs. • The Principal’s and Vice Principals’ observations indicate professional growth. In addition, the outcome measures were considered including student performance data and teacher performance.
Students with Disabilities	<ul style="list-style-type: none"> • State Test: NJASK 3-8 • Terra Nova K-2 • IEP Annual Reviews • District Benchmarks • Counseling/Group Counseling • LLI • Corrective Reading • Soday • Read180 • DRA2/EDL2 	<ul style="list-style-type: none"> • Inclusion students were assessed using the same assessments as our general education students. A number of them have achieved proficiency on standardized tests and benchmarks. • The progress of students in the moderate cognitive classes was assessed through the growth they made in meeting their IEP goals. • Progress has been monitored through report card grades, chapter tests, DRA2/EDL2 and District Benchmarks.

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)
Homeless Students	<ul style="list-style-type: none"> • Tutoring during the school day (Lunch) • Read180 • After School Academic • After School Arts • Summer Promotion/Retention Program 	<ul style="list-style-type: none"> • Tutoring programs included Lunchtime, After School and Summer Programs. These programs benefited the student’s attendance as well as the instruction being aligned with the daily programs as the division of Elementary & Secondary Education has ensured. • These programs were implemented to help bridge the gap for students that are not functioning on grade level. Each program was monitored and the students were assessed for progress.
Migrant Students	<ul style="list-style-type: none"> • Tutoring during the school day (Lunch) • Read180 • After School Academic • After School Arts • Summer Promotion/Retention Program 	<ul style="list-style-type: none"> • Tutoring programs included Lunchtime, After School and Summer Programs. These programs benefited the student’s attendance as well as the instruction being aligned with the daily programs as the division of Elementary & Secondary Education has ensured. • These programs were implemented to help bridge the gap for students that are not functioning on grade level. Each program was monitored and the students were assessed for progress.
English Language Learners	<ul style="list-style-type: none"> • ACCESS/Supera • ELL Survey • WAPT • District Benchmarks in Native Language • ESL District Benchmarks • DRA2/EDL2 • Home Language Survey 	<ul style="list-style-type: none"> • New entrants were assessed using WAPT in listening, speaking, reading and writing. They were then placed in classes according to their language level. • Students were serviced by a certified ESL teacher for 45 minutes daily. Access measured the four domains of English language development. This was one form used to determine eligibility in the program. DRA2/EDL2 were also used to determine independent reading level.
Economically Disadvantaged	<ul style="list-style-type: none"> • Title 1 funded Programs 	<ul style="list-style-type: none"> • Title 1 funded Programs were analyzed for effectiveness through

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)
	<ul style="list-style-type: none"> • Title 1 funded Workshops • Parent Surveys 	<p>standardized instruments approved by the NJDOE and District.</p> <ul style="list-style-type: none"> • Title 1 Programs such as Read180 provided additional support in reading and writing. The programs were monitored through the SRI. • Title 1 workshops were provided to enhance instructional practice. • Economic status was determined through the use of an eligibility survey. Those who were determined to be economically disadvantaged were provided with free breakfast and lunch. • Observations walk-throughs, visitations, and teacher one-on-one conferences helped measure the degree of implementation. • The progress of students in the moderate cognitive classes was assessed through the growth they made in meeting their IEP goals. Inclusion students were assessed using the same assessments as our general education students. A number of them have achieved proficiency on standardized tests and benchmarks. Progress has been monitored through report card grades, chapter tests, DRA2/EDL2 and District Benchmarks.

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 needs assessment conducted is reflective of the required process and 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, 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?

The school collected data from all student subgroups through the use of standardized instruments approved for use by the New Jersey Department of Education, the District and other entities working with the school. Data is analyzed by standard methods, and disaggregated by appropriate subgroup. This data is then used to inform practice at the school level.

Survey data is treated in much the same manner. All stakeholders have access to the disaggregated data and are invited to take part in focus groups, including but not limited to the school's School Improvement Panel (ScIP).

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

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

All objectives are intended to enable the school population to reach targeted performance goals. Achievement data is triangulated with other factors such as historical and demographic data in order to support the reliability of the measures in place as well as the

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

validity of the findings. Correlation methods are under review that will assist in the determination of possible relationships between and among findings from the various methods of data collection in use.

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

Reading Comprehension and Writing for grades 3 to 8 were in need of improvement according to NJASK data. Also, our Economically Disadvantaged and Hispanic subgroups showed a decrease in Math scores. We are still in need of Math, Reading and LAL intensification.

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

The delivery of instruction followed guidelines set forth by the District and all strategies and programs are aligned with the Common Core. All instruction is data driven. Through the planned use of data, students will make incremental progress in the areas of Language Arts Literacy and Mathematics. This included direct teacher instruction, student centered learning and individual targeted instruction. Professional Development and individual Professional Development Plans were documented in My Learning Plan and iObservation.

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

For the 2014-2015 school year, DRA2/EDL2, Terra Nova (Grades K-2) and NJASK (Grades 3-7) were used to initially identify students who were finding it difficult to attain grade level proficiency in a given area. Lack of attainment of grade level proficiency triggers appropriate grade level interventions that begins with the deeper diagnosis of the issue. Assessment tools used in a more formative manner include DRA2/EDL2 and READ180 in the area of literacy.

The building has three reading Interventionists. Data shows that their work helped students to get closer to achievement levels using many of the strategies from Reading Recovery.

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

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 Horizons and Corrective Reading at appropriate grade levels.

Performance District Benchmarks in Language Arts Literacy and Mathematics for Grades K-8 are in place. These are measured on a quarterly basis. Students are tested at their individual learning levels. DRA2/EDL2 scores and Lexile Levels from MAP Testing determine which Level Benchmarks these students take each Marking Period. Teachers must modify 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 also serve as a portion of the Summative Assessment Portfolio, collected for each student. In accordance with N.J.A.C. 6A:10A the Elizabeth Public Schools Central Office and schools collaborate to ensure that all students are provided with instruction that moves them toward mastery of the Common Core.

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

DRA2/EDL2, Terra Nova (Grades K-2) and NJASK (Grades 3-7) were used to initially identify students who are finding it difficult to attain grade level proficiency in a given area. Lack of attainment of grade level proficiency triggers appropriate grade level interventions that begins with the deeper diagnosis of the issue. Assessment tools used in a more formative manner include DRA2/EDL2 and READ180 in the area of literacy.

School No. 15 has three Reading Interventionists. Data shows that their work helped students to get closer to achievement levels using many of the strategies from Reading Recovery. 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 Horizons and Corrective Reading at appropriate grade levels.

Performance District Benchmarks in Language Arts Literacy and Mathematics for Grades K-8 are in place. These are measured on a quarterly basis. Students are tested at their individual learning levels. DRA2/EDL2 scores and Lexile Levels from MAP Testing

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

determine which Level Benchmarks these students take each Marking Period. Teachers must modify 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 also serve as a portion of the Summative Assessment Portfolio, collected for each student. In accordance with N.J.A.C. 6A:10A the Elizabeth Public Schools Central Office and schools collaborate to ensure that all students are provided with instruction that moves them toward mastery of the Common Core.

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

N/A

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

District Homeless Reports are conducted on a monthly basis. Bus transportation is coordinated for the children. The District Social Worker meets with these families and students, to determine the needs to be met by the school.

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?

iObservation Domains 1, 3 and 4 address Teachers using data. The School Improvement Panel (ScIP) engages in discussions based on data. Instructional Coaches and Administrators work closely with Teachers to ensure that student performance data drives necessary instructional modification on a daily basis. Data from PowerSchool is used for each student.

The District's Division of Research, Evaluation, and Assessment and Elementary and Secondary Education provide training to Administrators, Literacy Coaches and Teachers in the administration of formative and summative assessment, as well as the use of data-driven decision-making.

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

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

Preparing families for the transition to Kindergarten occurs at the Preschool level. Transition is an ongoing process that facilitates and maintains continuity between the Preschool and Kindergarten programs. Data is sent before the opening of the new school year and is analyzed to anticipate services that will be required to meet 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 NJASK are used to group our students in order to be placed appropriately for intervention purposes
- ✓ Eighth grade students visit different colleges and various high schools within our school district

Transition Activities Conducted for Families:

- ✓ Back to School Night is provided for Parents and Guardians
- ✓ Parent-Teacher Conferences
- ✓ Parents worked with Guidance Counselors and assisted with the High School selection and application process
- ✓ Distributing home learning activities over the Summer

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

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

Standardized achievement data from both local and state assessments, surveys, interviews, focus groups, and review of historical and demographic data are all incorporated. The Needs Assessment conducted is reflective of the required process and includes both qualitative and quantitative data regarding the school's movement towards performance targets.

Administrators, Social Worker, Coaches, and Counselors along with the classroom Teachers disaggregated the data on the standardized tests as well as the quarterly District Benchmark Assessments to create a selection or priority problems for this plan.

**Provide a separate response for each question.*

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

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

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

	#1	#2
Name of priority problem	Mathematics	Language Arts Literacy
Describe the priority problem using at least two data sources	<ul style="list-style-type: none"> • Problem – Problem Solving, Measurement and Data, Ratio and Proportion Relations and Numeracy • Data Sources - Quarterly Benchmark Assessments, SGO Results, MAP Results 	<ul style="list-style-type: none"> • Problem – Reading Comprehension, Writing, Vocabulary and Questioning • Data Sources - Quarterly Benchmark Assessments, SGO Results, MAP Results
Describe the root causes of the problem	<ul style="list-style-type: none"> • Students need to be taught these concepts in a way that makes it “real” and important to them and cognitively challenging. 	<ul style="list-style-type: none"> • Students have a difficult time comprehending what they are reading because they are rushing through the material. They are concerned about just completing the timed tests, rather than analyzing the information presented. • Students took many Assessments on computers which also played a factor in the results.
Subgroups or populations addressed	<ul style="list-style-type: none"> • Subgroups - Hispanic and Economically Disadvantaged 	<ul style="list-style-type: none"> • Subgroups - Hispanic and Economically Disadvantaged
Related content area missed (i.e., ELA, Mathematics)	N/A	N/A
Name of scientifically research based intervention to address priority problems	<ul style="list-style-type: none"> • Moving with Math (K-8) • Neufeld Math (5-6) • CMP3 (7-8) • Math Talk (K-8) • Peer Tutoring (K-8) • Student Learning Approach Rubric (K-8) 	<ul style="list-style-type: none"> • MyAccess (4-8) • READ180/SYSTEM44 (4-8) • LLI • Guided Reading • Schoolwide Literacy Centers • Peer Tutoring (K-8) • Student Learning Approach Rubric (K-8)

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

<p>How does the intervention align with the Common Core State Standards?</p>	<p>The Common Core’s aim is to have students be able to complete tasks that are cognitively challenging, math talk increases student discourse and engagement around sharing their mathematical thinking and the student learning approach rubric will drive students to cognitively engage with content in new ways. The standards clearly state that making sense of problems and persevering in solving them is a must from the Kindergarten level and up.</p>	<p>The Common Core’s aim is to have students be able to complete tasks that are cognitively challenging, productive talk increases student discourse and engagement around sharing their thinking around literacy topics and the student learning approach rubric will drive students to cognitively engage with content in significantly new ways. The standards clearly state that reading for informational text and/or a purpose begins at the Kindergarten level with the assistance of the teacher. The schoolwide implementation of literacy centers will have students engage with academic vocabulary, interpret, analysis and synthesis content that is cognitively challenging impacting students in all grade levels.</p>
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SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

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

	#3	#4
Name of priority problem	Data Analysis	
Describe the priority problem using at least two data sources	Both AMO analysis of 13-14 data and a value added analysis of data indicate that achievement especially in literacy have declined.	
Describe the root causes of the problem	The root cause is a lack of teacher understanding of how to use data to create interventions that's are cognitively demanding and relevant to student lives.	
Subgroups or populations addressed	Students in grades K-8.	
Related content area missed (i.e., ELA, Mathematics)	N/A	
Name of scientifically research based intervention to address priority problems	Danielson's framework for teaching and its critical attributes will be used to help teachers take data that has identified students in need of Interventions to create students tasks that are cognitively demanding and relevant to student lives.	
How does the intervention align with the Common Core State Standards?	The Common Core State Standards aim is to engage students in significantly cognitively demanding tasks. Danielson's Framework aim is also to engage students in cognitively demanding tasks that are relevant.	

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

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

2015-2016 Interventions to Address Student Achievement

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

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	<ul style="list-style-type: none"> • Guided practice and discussion at students’ instructional level during guided reading • Direct explicit reading instruction in the use of research based comprehension strategies. • Book Talk and Accountable Talk • Provide engaging and motivating context in which to teach reading • READ180 • LLI – Leveled Literacy Intervention System 	Classroom Teachers, Interventionists	<ul style="list-style-type: none"> • District Benchmarks • Program Assessments • DRA2/EDL2 • Fountas & Pinnell Benchmark Assessments • Pending Results from PARCC • Specific Program Assessments • Progress Monitoring 	<i>Improving Reading Comprehension in Kindergarten Through 3rd Grade, September 2010 IES Practice Guide</i> <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices, August 2008 IES Practice Guide</i>
Math	Students with Disabilities	<ul style="list-style-type: none"> • Direct explicit Math instruction in the 	Classroom Teachers,	<ul style="list-style-type: none"> • District Benchmarks • Program Assessments 	<ul style="list-style-type: none"> • Neufeld Math Reports • Moving with Math

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		use of research based strategies. <ul style="list-style-type: none"> • Moving with Math • Neufeld Math Online • Everyday Math Online (E-Suite) • Guided practice and discussion at students' independent level • Math Talk and Accountable Talk 	Interventionists	<ul style="list-style-type: none"> • Moving with Math Pre and Post-Test Results • Pending Results from PARCC • Specific Program Assessments • Progress Monitoring 	<ul style="list-style-type: none"> • Everyday Math Online Reports • Quarterly District Benchmark Data • Standardized Tests • IEP Goals Met • MAP Testing Winter/Spring
ELA	Homeless	<ul style="list-style-type: none"> • Direct explicit reading instruction in the use of research based comprehension strategies. • Guided practice and discussion at students' instructional level during guided reading • Book Talk and Accountable Talk • Provide engaging 	Classroom Teachers, Interventionists, In Class Support Teachers	<ul style="list-style-type: none"> • District Benchmarks • Program Assessments • DRA2/EDL2 • Fountas & Pinnell Benchmark Assessments • Pending Results from PARCC • Specific Program Assessments • Progress Monitoring 	<i>Improving Reading Comprehension in Kindergarten Through 3rd Grade</i> , September 2010 IES Practice Guide <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> , August 2008 IES Practice Guide

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		and motivating context in which to teach reading <ul style="list-style-type: none"> • LLI – Leveled Literacy Intervention System • READ180 			
Math	Homeless	<ul style="list-style-type: none"> • Direct explicit Math instruction in the use of research based strategies. • Moving with Math • Neufeld Math Online • Everyday Math Online (E-Suite) • Guided practice and discussion at students' independent level • Math Talk and Accountable Talk 	Classroom Teachers, Interventionists, In Class Support Teachers	<ul style="list-style-type: none"> • District Benchmarks • Program Assessments • Moving with Math Pre and Post-Test Results • Pending Results from PARCC • Specific Program Assessments • Progress Monitoring 	<ul style="list-style-type: none"> • Neufeld Math Reports • Moving with Math • Everyday Math Online Reports • Quarterly District Benchmark Data • Standardized Tests • MAP Testing Winter/Spring
ELA	Migrant	<ul style="list-style-type: none"> • Direct explicit reading instruction in the use of research based 	Classroom Teachers, Interventionists, In Class Support	<ul style="list-style-type: none"> • District Benchmarks • Program Assessments • DRA2/EDL2 • Fountas & Pinnell 	<i>Improving Reading Comprehension in Kindergarten Through 3rd Grade, September 2010 IES Practice Guide</i>

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		<p>comprehension strategies.</p> <ul style="list-style-type: none"> • Guided practice and discussion at students’ instructional level during guided reading • Book Talk and Accountable Talk • Provide engaging and motivating context in which to teach reading • LLI – Leveled Literacy Intervention System • READ180 	Teachers	<p>Benchmark Assessments</p> <ul style="list-style-type: none"> • Pending Results from PARCC • Specific Program Assessments • Progress Monitoring 	<i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices, August 2008 IES Practice Guide</i>
Math	Migrant	<ul style="list-style-type: none"> • Direct explicit Math instruction in the use of research based strategies. • Moving with Math • Neufeld Math Online • Everyday Math 	Classroom Teachers, Interventionists, In Class Support Teachers	<ul style="list-style-type: none"> • District Benchmarks • Program Assessments • Moving with Math Pre and Post-Test Results • Pending Results from PARCC • Specific Program Assessments • Progress Monitoring 	<ul style="list-style-type: none"> • Neufeld Math Reports • Moving with Math • Everyday Math Online Reports • Quarterly District Benchmark Data • Standardized Tests • MAP Testing Winter/Spring

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		<ul style="list-style-type: none"> • Online (E-Suite) • Guided practice and discussion at students' independent level • Math Talk and Accountable Talk 			
ELA	ELLs	<ul style="list-style-type: none"> • System44 • Calle de Lectura • Direct explicit reading instruction in the use of research based comprehension strategies. • Guided practice and discussion at students' instructional level during guided reading • Book Talk and Accountable Talk • Provide engaging and motivating context in which to teach reading • LLI – Leveled 	ESL Teachers/ Bilingual Teachers Classroom Teachers, Interventionists, In Class Support Teachers	<ul style="list-style-type: none"> • Specific Program Assessments • Supera • Access • DRA2/EDL2 • Specific Program Assessments • Progress Monitoring 	<i>Improving Reading Comprehension in Kindergarten Through 3rd Grade, September 2010 IES Practice Guide</i> <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices, August 2008 IES Practice Guide</i>

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Literacy Intervention System <ul style="list-style-type: none"> • READ180 			
Math	ELLs	<ul style="list-style-type: none"> • Direct explicit Math instruction in the use of research based strategies. • Moving with Math • Neufeld Math Online • Everyday Math Online (E-Suite) • Guided practice and discussion at students' independent level • Math Talk and Accountable Talk 	ESL Teachers/ Bilingual Teachers Classroom Teachers, Interventionists, In Class Support Teachers	<ul style="list-style-type: none"> • District Benchmarks • Program Assessments • Moving with Math Pre and Post-Test Results • Pending Results from PARCC • Specific Program Assessments • Progress Monitoring 	<ul style="list-style-type: none"> • Neufeld Math Reports • Moving with Math • Everyday Math Online Reports • Quarterly District Benchmark Data • Standardized Tests • MAP Testing Winter/Spring
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> • Direct explicit reading instruction in the use of research based comprehension strategies. • Guided practice 	Classroom Teachers, Interventionists, In Class Support Teachers	<ul style="list-style-type: none"> • District Benchmarks • Program Assessments • DRA2/EDL2 • Fountas & Pinnell Benchmark Assessments • Pending Results from PARCC 	<i>Improving Reading Comprehension in Kindergarten Through 3rd Grade, September 2010 IES Practice Guide</i> <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices, August</i>

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		and discussion at students' instructional level during guided reading <ul style="list-style-type: none"> • Book Talk and Accountable Talk • Provide engaging and motivating context in which to teach reading • LLI – Leveled Literacy Intervention System • READ180 		<ul style="list-style-type: none"> • Specific Program Assessments • Progress Monitoring 	2008 IES Practice Guide
Math	Economically Disadvantaged	<ul style="list-style-type: none"> • Direct explicit Math instruction in the use of research based strategies. • Moving with Math • Neufeld Math Online • Everyday Math Online (E-Suite) • Guided practice and discussion at students' 	Classroom Teachers, Interventionists, In Class Support Teachers	<ul style="list-style-type: none"> • District Benchmarks • Program Assessments • Moving with Math Pre and Post-Test Results • Pending Results from PARCC • Specific Program Assessments • Progress Monitoring 	<ul style="list-style-type: none"> • Neufeld Math Reports • Moving with Math • Everyday Math Online Reports • Quarterly District Benchmark Data • Standardized Tests • MAP Testing Winter/Spring

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		independent level <ul style="list-style-type: none"> Math Talk and Accountable Talk 			
ELA		<ul style="list-style-type: none"> Direct explicit reading instruction in the use of research based comprehension strategies. Guided practice and discussion at students' instructional level during guided reading Book Talk and Accountable Talk Provide engaging and motivating context in which to teach reading LLI – Leveled Literacy Intervention System READ180 	Classroom Teachers, Interventionists, In Class Support Teachers	<ul style="list-style-type: none"> District Benchmarks Program Assessments DRA2/EDL2 Fountas & Pinnell Benchmark Assessments Pending Results from PARCC Specific Program Assessments Progress Monitoring 	<i>Improving Reading Comprehension in Kindergarten Through 3rd Grade</i> , September 2010 IES Practice Guide <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> , August 2008 IES Practice Guide
Math		<ul style="list-style-type: none"> Direct explicit Math 	Classroom	<ul style="list-style-type: none"> District Benchmarks 	<ul style="list-style-type: none"> Neufeld Math Reports

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

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

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)
		instruction in the use of research based strategies. <ul style="list-style-type: none"> • Moving with Math • Neufeld Math Online • Everyday Math Online (E-Suite) • Guided practice and discussion at students' independent level • Math Talk and Accountable Talk 	Teachers, Interventionists, In Class Support Teachers	<ul style="list-style-type: none"> • Program Assessments • Moving with Math Pre and Post-Test Results • Pending Results from PARCC • Specific Program Assessments • Progress Monitoring 	<ul style="list-style-type: none"> • Moving with Math • Everyday Math Online Reports • Quarterly District Benchmark Data • Standardized Tests • MAP Testing Winter/Spring

**Use an asterisk to denote new programs.*

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

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

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	<ul style="list-style-type: none"> • READ180 • MyAccess • Lunchtime Tutoring • After School Academic Program 	Classroom and After School Teachers, In Class	<ul style="list-style-type: none"> • SRI Assessments provide data three times over the course of the year. Lexile Reading Levels are tracked and guide 	<ul style="list-style-type: none"> • Scholastic – READ180 • MyAccess Writing Program • Quarterly District Benchmarks • Standardized Tests

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

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

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)
			Support Teachers	intervention. <ul style="list-style-type: none"> • MyAccess is a self-evaluating and scoring writing program that provides immediate feedback for editing and improvement. • Quarterly Benchmarks and Formative and Summative Assessments. 	
Math	Students with Disabilities	<ul style="list-style-type: none"> • Neufeld Math • Moving with Math • CMP3 • Lunchtime Tutoring • After School Academic Program 	Classroom and After School Teachers, In Class Support Teachers	<ul style="list-style-type: none"> • Quarterly Benchmarks and Formative and Summative Assessments. • Program Assessments • Moving with Math Pre and Post-Test Results • Pending Results from PARCC • Specific Program Assessments • Progress Monitoring 	<ul style="list-style-type: none"> • Neufeld Math • Quarterly District Benchmark Data • Standardized Tests
ELA	Homeless	<ul style="list-style-type: none"> • READ180 • MyAccess • Lunchtime Tutoring • After School Academic Program 	Classroom and After School Teachers	<ul style="list-style-type: none"> • SRI Assessments provide data three times over the course of the year. Lexile Reading Levels are tracked and guide intervention. 	<ul style="list-style-type: none"> • Scholastic – READ180 • MyAccess Writing Program • Quarterly District Benchmarks • Standardized Tests

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
				<ul style="list-style-type: none"> MyAccess is a self-evaluating and scoring writing program that provides immediate feedback for editing and improvement. Quarterly Benchmarks and Formative and Summative Assessments. 	
Math	Homeless	<ul style="list-style-type: none"> Neufeld Math Moving with Math CMP3 Lunchtime Tutoring After School Academic Program 	Classroom and After School Teachers	<ul style="list-style-type: none"> Quarterly Benchmarks and Formative and Summative Assessments. Program Assessments Moving with Math Pre and Post-Test Results Pending Results from PARCC Specific Program Assessments Progress Monitoring 	<ul style="list-style-type: none"> Neufeld Math Quarterly District Benchmark Data Standardized Tests
ELA	Migrant	<ul style="list-style-type: none"> READ180 MyAccess Lunchtime Tutoring After School Academic Program 	Classroom and After School Teachers	<ul style="list-style-type: none"> SRI Assessments provide data three times over the course of the year. Lexile Reading Levels are tracked and guide intervention. MyAccess is a self- 	<ul style="list-style-type: none"> Scholastic – READ180 MyAccess Writing Program Quarterly District Benchmarks Standardized Tests

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

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

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)
				evaluating and scoring writing program that provides immediate feedback for editing and improvement. <ul style="list-style-type: none"> Quarterly Benchmarks and Formative and Summative Assessments. 	
Math	Migrant	<ul style="list-style-type: none"> Neufeld Math Moving with Math CMP3 Lunchtime Tutoring After School Academic Program 	Classroom and After School Teachers	<ul style="list-style-type: none"> Quarterly Benchmarks and Formative and Summative Assessments. Program Assessments Moving with Math Pre and Post-Test Results Pending Results from PARCC Specific Program Assessments Progress Monitoring 	<ul style="list-style-type: none"> Neufeld Math Quarterly District Benchmark Data Standardized Tests
ELA	ELLs	<ul style="list-style-type: none"> READ180 MyAccess Lunchtime Tutoring After School Academic Program 	Classroom and After School Teachers	<ul style="list-style-type: none"> SRI Assessments provide data three times over the course of the year. Lexile Reading Levels are tracked and guide intervention. MyAccess is a self-evaluating and scoring 	<ul style="list-style-type: none"> Scholastic – READ180 MyAccess Writing Program Quarterly District Benchmarks Standardized Tests

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

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

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)
				writing program that provides immediate feedback for editing and improvement. <ul style="list-style-type: none"> Quarterly Benchmarks and Formative and Summative Assessments. 	
Math	ELLs	<ul style="list-style-type: none"> Neufeld Math Moving with Math CMP3 Lunchtime Tutoring After School Academic Program 	Classroom and After School Teachers	<ul style="list-style-type: none"> Quarterly Benchmarks and Formative and Summative Assessments. Program Assessments Moving with Math Pre and Post-Test Results Pending Results from PARCC Specific Program Assessments Progress Monitoring 	<ul style="list-style-type: none"> Neufeld Math Quarterly District Benchmark Data Standardized Tests
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> READ180 MyAccess Lunchtime Tutoring After School Academic Program 	Classroom and After School Teachers	<ul style="list-style-type: none"> SRI Assessments provide data three times over the course of the year. Lexile Reading Levels are tracked and guide intervention. MyAccess is a self-evaluating and scoring writing program that 	<ul style="list-style-type: none"> Scholastic – READ180 MyAccess Writing Program Quarterly District Benchmarks Standardized Tests

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

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

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)
				provides immediate feedback for editing and improvement. <ul style="list-style-type: none"> Quarterly Benchmarks and Formative and Summative Assessments. 	
Math	Economically Disadvantaged	<ul style="list-style-type: none"> Neufeld Math Moving with Math CMP3 Lunchtime Tutoring After School Academic Program 	Classroom and After School Teachers	<ul style="list-style-type: none"> Quarterly Benchmarks and Formative and Summative Assessments. Program Assessments Moving with Math Pre and Post-Test Results Pending Results from PARCC Specific Program Assessments Progress Monitoring 	<ul style="list-style-type: none"> Neufeld Math Quarterly District Benchmark Data Standardized Tests
ELA	<ul style="list-style-type: none"> 4-8 4-8 K-8 	<ul style="list-style-type: none"> READ180 MyAccess Lunchtime Tutoring After School Academic Program 	Classroom and After School Teachers	<ul style="list-style-type: none"> SRI Assessments provide data three times over the course of the year. Lexile Reading Levels are tracked and guide intervention. MyAccess is a self-evaluating and scoring writing program that provides immediate 	<ul style="list-style-type: none"> Scholastic – READ180 MyAccess Writing Program Quarterly District Benchmarks Standardized Tests

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

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

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)
				feedback for editing and improvement. <ul style="list-style-type: none"> Quarterly Benchmarks and Formative and Summative Assessments. 	
Math	<ul style="list-style-type: none"> 5-6 K-8 7-8 K-8 	<ul style="list-style-type: none"> Neufeld Math Moving with Math CMP3 Lunchtime Tutoring After School Academic Program 	Classroom and After School Teachers	<ul style="list-style-type: none"> Quarterly Benchmarks and Formative and Summative Assessments. Program Assessments Moving with Math Pre and Post-Test Results Pending Results from PARCC Specific Program Assessments Progress Monitoring 	<ul style="list-style-type: none"> Neufeld Math Quarterly District Benchmark Data Standardized Tests

**Use an asterisk to denote new programs.*

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	<ul style="list-style-type: none"> • Critical Thinking • Metacognition • Scholastic READ180/SYSTEM 44 Training • AVID Training • After School Academic Program • MyAccess • LLI • Sonday • Mondo 	<p>Instructional Coaches</p> <p>Principal & Vice Principal</p> <p>Department Supervisors</p> <p>Division of Staff Development</p>	<ul style="list-style-type: none"> • Change in teacher teaching and questioning strategies • Students being able to apply metacognition skills to their learning • SRI/SPI Results • Students will show an increase in schoolwide learning and performance. 	<ul style="list-style-type: none"> • Research Based Program, LAL Supervisors • Instructional Rounds in Education; A Network Approach to Improving Teaching and Learning • Scholastic – READ180/SYSTEM44 • AVID is a research based program that creates or enhances a college-going culture at school that supports high expectations and levels of achievement for all students.
Math	Students with Disabilities	<ul style="list-style-type: none"> • Math Talk Workshops • Critical Thinking • Metacognition • Neufeld and CMP3 Training • After School Academic Program 	<p>Instructional Coaches</p> <p>Principal & Vice Principal</p> <p>Department Supervisors</p>	<ul style="list-style-type: none"> • Teachers reflect on student data in order to analyze for strengths and weaknesses and design lessons accordingly. • Change in teacher teaching and questioning strategies 	<ul style="list-style-type: none"> • Research Based Program, Mathematics Supervisors • District Initiative • AVID is a research based program that creates or enhances a college-going culture at school that supports high expectations and levels of

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		<ul style="list-style-type: none"> AVID Training 	Division of Staff Development	<ul style="list-style-type: none"> Students being able to apply metacognition skills to their learning Students will show an increase in schoolwide learning and performance. 	achievement for all students.
ELA	Homeless	<ul style="list-style-type: none"> Critical Thinking Metacognition Scholastic READ180/SYSTEM 44 Training AVID Training After School Academic Program MyAccess LLI Sonday Mondo 	Instructional Coaches Principal & Vice Principal Department Supervisors Division of Staff Development	<ul style="list-style-type: none"> Change in teacher teaching and questioning strategies Students being able to apply metacognition skills to their learning SRI/SPI Results Students will show an increase in schoolwide learning and performance. 	<ul style="list-style-type: none"> Research Based Program, LAL Supervisors Instructional Rounds in Education; A Network Approach to Improving Teaching and Learning Scholastic – READ180/SYSTEM44 AVID is a research based program that creates or enhances a college-going culture at school that supports high expectations and levels of achievement for all students.
Math	Homeless	<ul style="list-style-type: none"> Math Talk 	Instructional	<ul style="list-style-type: none"> Teachers reflect on 	<ul style="list-style-type: none"> Research Based Program,

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Workshops <ul style="list-style-type: none"> Critical Thinking Metacognition Neufeld and CMP3 Training After School Academic Program AVID Training 	Coaches Principal & Vice Principal Department Supervisors Division of Staff Development	student data in order to analyze for strengths and weaknesses and design lessons accordingly. <ul style="list-style-type: none"> Change in teacher teaching and questioning strategies Students being able to apply metacognition skills to their learning Students will show an increase in schoolwide learning and performance. 	Mathematics Supervisors <ul style="list-style-type: none"> District Initiative AVID is a research based program that creates or enhances a college-going culture at school that supports high expectations and levels of achievement for all students.
ELA	Migrant	<ul style="list-style-type: none"> Critical Thinking Metacognition Scholastic READ180/SYSTEM 44 Training AVID Training After School Academic Program 	Instructional Coaches Principal & Vice Principal Department Supervisors Division of	<ul style="list-style-type: none"> Change in teacher teaching and questioning strategies Students being able to apply metacognition skills to their learning SRI/SPI Results Students will show an increase in schoolwide learning and 	<ul style="list-style-type: none"> Research Based Program, LAL Supervisors Instructional Rounds in Education; A Network Approach to Improving Teaching and Learning Scholastic – READ180/SYSTEM44 AVID is a research based program that creates or

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		<ul style="list-style-type: none"> MyAccess LLI Sonday Mondo 	Staff Development	performance.	enhances a college-going culture at school that supports high expectations and levels of achievement for all students.
Math	Migrant	<ul style="list-style-type: none"> Math Talk Workshops Critical Thinking Metacognition Neufeld and CMP3 Training After School Academic Program AVID Training 	Instructional Coaches Principal & Vice Principal Department Supervisors Division of Staff Development	<ul style="list-style-type: none"> Teachers reflect on student data in order to analyze for strengths and weaknesses and design lessons accordingly. Change in teacher teaching and questioning strategies Students being able to apply metacognition skills to their learning Students will show an increase in schoolwide learning and performance. 	<ul style="list-style-type: none"> Research Based Program, Mathematics Supervisors District Initiative AVID is a research based program that creates or enhances a college-going culture at school that supports high expectations and levels of achievement for all students.
ELA	ELLs	<ul style="list-style-type: none"> Critical Thinking Metacognition Scholastic READ180/SYSTEM 	Instructional Coaches Principal &	<ul style="list-style-type: none"> Change in teacher teaching and questioning strategies Students being able to 	<ul style="list-style-type: none"> Research Based Program, LAL Supervisors Instructional Rounds in Education; A Network

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		44 Training <ul style="list-style-type: none"> • AVID Training • After School Academic Program • MyAccess • LLI • Sunday • Mondo 	Vice Principal Department Supervisors Division of Staff Development	apply metacognition skills to their learning <ul style="list-style-type: none"> • SRI/SPI Results • Students will show an increase in schoolwide learning and performance. 	Approach to Improving Teaching and Learning <ul style="list-style-type: none"> • Scholastic – READ180/SYSTEM44 • AVID is a research based program that creates or enhances a college-going culture at school that supports high expectations and levels of achievement for all students.
Math	ELLs	<ul style="list-style-type: none"> • Math Talk Workshops • Critical Thinking • Metacognition • Neufeld and CMP3 Training • After School Academic Program • AVID Training 	Instructional Coaches Principal & Vice Principal Department Supervisors Division of Staff Development	<ul style="list-style-type: none"> • Teachers reflect on student data in order to analyze for strengths and weaknesses and design lessons accordingly. • Change in teacher teaching and questioning strategies • Students being able to apply metacognition skills to their learning • Students will show an increase in schoolwide learning and 	<ul style="list-style-type: none"> • Research Based Program, Mathematics Supervisors • District Initiative • AVID is a research based program that creates or enhances a college-going culture at school that supports high expectations and levels of achievement for all students.

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				performance.	
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> • Critical Thinking • Metacognition • Scholastic READ180/SYSTEM 44 Training • AVID Training • After School Academic Program • MyAccess • LLI • Sondag • Mondo 	Instructional Coaches Principal & Vice Principal Department Supervisors Division of Staff Development	<ul style="list-style-type: none"> • Change in teacher teaching and questioning strategies • Students being able to apply metacognition skills to their learning • SRI/SPI Results • Students will show an increase in schoolwide learning and performance. 	<ul style="list-style-type: none"> • Research Based Program, LAL Supervisors • Instructional Rounds in Education; A Network Approach to Improving Teaching and Learning • Scholastic – READ180/SYSTEM44 • AVID is a research based program that creates or enhances a college-going culture at school that supports high expectations and levels of achievement for all students.
Math	Economically Disadvantaged	<ul style="list-style-type: none"> • Math Talk Workshops • Critical Thinking • Metacognition • Neufeld and CMP3 Training • After School Academic 	Instructional Coaches Principal & Vice Principal Department Supervisors	<ul style="list-style-type: none"> • Teachers reflect on student data in order to analyze for strengths and weaknesses and design lessons accordingly. • Change in teacher teaching and 	<ul style="list-style-type: none"> • Research Based Program, Mathematics Supervisors • District Initiative • AVID is a research based program that creates or enhances a college-going culture at school that supports high

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Program <ul style="list-style-type: none"> AVID Training 	Division of Staff Development	questioning strategies <ul style="list-style-type: none"> Students being able to apply metacognition skills to their learning Students will show an increase in schoolwide learning and performance. 	expectations and levels of achievement for all students.
ELA		<ul style="list-style-type: none"> Critical Thinking Metacognition Scholastic READ180/SYSTEM 44 Training AVID Training After School Academic Program MyAccess LLI Sonday Mondo 	Instructional Coaches Principal & Vice Principal Department Supervisors Division of Staff Development	<ul style="list-style-type: none"> Change in teacher teaching and questioning strategies Students being able to apply metacognition skills to their learning SRI/SPI Results Students will show an increase in schoolwide learning and performance. 	<ul style="list-style-type: none"> Research Based Program, LAL Supervisors Instructional Rounds in Education; A Network Approach to Improving Teaching and Learning Scholastic – READ180/SYSTEM44 AVID is a research based program that creates or enhances a college-going culture at school that supports high expectations and levels of achievement for all students.
Math		<ul style="list-style-type: none"> Math Talk 	Instructional	<ul style="list-style-type: none"> Teachers reflect on 	<ul style="list-style-type: none"> Research Based Program,

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Workshops <ul style="list-style-type: none"> • Critical Thinking • Metacognition • Neufeld and CMP3 Training • After School Academic Program • AVID Training 	Coaches Principal & Vice Principal Department Supervisors Division of Staff Development	student data in order to analyze for strengths and weaknesses and design lessons accordingly. <ul style="list-style-type: none"> • Change in teacher teaching and questioning strategies • Students being able to apply metacognition skills to their learning • Students will show an increase in schoolwide learning and performance. 	Mathematics Supervisors <ul style="list-style-type: none"> • District Initiative • AVID is a research based program that creates or enhances a college-going culture at school that supports high expectations and levels of achievement for all students.

**Use an asterisk to denote new programs.*

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

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

Evaluation of Schoolwide Program*

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

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

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

The schoolwide program for 2015-2016 will be evaluated by School Administrators and teaching staff, community and parental stakeholders and the review will be conducted internally.

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

One of the anticipated barriers or challenges during the implementation process will be the lack of flexibility in our school day schedule, lack of physical space, and the demands of the District pacing guides, curriculums and District and State testing.

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

We will obtain the necessary buy-in from all stakeholders by ensuring that they have a clear understanding of our priority needs and they are involved in the implementation and planning of programs and activities that are based on our data. Parents, community members, and staff will all be made aware of the schoolwide plan through opening of school activities such as: Open

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

House, Teacher Presentations and Back to School In-Service, Data Analysis Workshops, PLC group meetings and Grade Level Meetings.

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

The Staff will be active in meetings, planning strategies and interventions for their own classrooms and grade levels. They will be given the challenge of meeting the needs of our students and implementing our schoolwide plan. We will gauge the perceptions of the staff by creating and distributing a School Climate Survey.

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

Our community have always been very supportive and responsive to our student's needs. They participate in many school events and offer assistance when possible. We will create and distribute a Parent Survey that will provide us with feedback and the perceptions of the community.

6. How will the school structure interventions?

Students will be chosen from our data spreadsheet according to their PARCC and DRA2/EDL2 scores. Each student will then be assigned to an Interventionist (if they are more than one year below grade level); small group for Guided Reading and Math for daily interventions. Some students will also be invited to attend the After School Academic Program and or the Lunchtime Tutoring Program.

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

For System44, the ESL/ELL students will be selected by their DRA2/EDL2 scores. For Read180, the students will be selected if they fall in the lower 30% of the grade level. Also, their PARCC scores and DRA2/EDL2 reading levels will be analyzed for Intervention placement.

The school community will implement a student learning approach rubric designed from Danielson's framework for teaching to encourage student centered learning environments. School wide literacy centers will continue across the school to increase student academic vocabularies, build background knowledge, and have students analyze, synthesize readings, and create HOTS and their answers.

7. How frequently will students receive instructional interventions?

Currently, we are anticipating that students will receive the aforementioned interventions daily with the exception of the Academic After School Program which will run on Tuesdays, Wednesdays, and Thursdays and the Peer Tutoring Program which will run three days a week in the spring.

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

Resources and modes of technology that will be used to utilize and support the program are: Read 180 software/headphones; System 44 software/headphones; student laptop computers, Everyday Math Online, Pearson Success.net, Neufeld Math Online, StarBoards, and iPads.

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

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

The school will use PARCC results, District Benchmark Assessments, READ180, SYSTEM44, Read About data and MyAccess data to measure the effectiveness of each Intervention provided.

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

The school will disseminate the results of the schoolwide evaluation program evaluation to our stakeholder groups by planning and inviting all stakeholder groups to partake in the August Open House, Back-to-School Night, holding Faculty Meetings and Grade Level Meetings for School Staff. The school will also design programs that identify the activities that parents, the entire school staff, and the students will undertake to share the responsibility for improved student academic achievement.

**Provide a separate response for each question.*

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

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	<ul style="list-style-type: none"> • LLI • After School Academic Program • Lunchtime Tutoring • MyAccess 	Classroom Teachers ICS Resource Teachers After School Teachers	<ul style="list-style-type: none"> • Quarterly Benchmarks and Formative and Summative Assessments. 	<ul style="list-style-type: none"> • MyAccess Writing Program • Quarterly District Benchmarks • Standardized Tests • Standardized Tests • IEP Goals met
Math	Students with Disabilities	<ul style="list-style-type: none"> • CMP3 • Neufeld Math • Everyday Math Online • After School Academic Program • Lunchtime Tutoring 	Classroom Teachers ICS Resource Teachers After School Teachers	<ul style="list-style-type: none"> • Quarterly Benchmarks and Formative and Summative Assessments. 	<ul style="list-style-type: none"> • CMP3 • Neufeld Math • Everyday Math Online • Quarterly District Benchmarks • Standardized Tests • IEP Goals met
ELA	Homeless	<ul style="list-style-type: none"> • After School Program 	School Social Worker	<ul style="list-style-type: none"> • Increase in self-esteem and social 	<ul style="list-style-type: none"> • Observations of students and their interactions with

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

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)
				skills.	one another as well as with staff members.
Math	Homeless	<ul style="list-style-type: none"> After School Program 	School Social Worker	<ul style="list-style-type: none"> Increase in self-esteem and social skills. 	<ul style="list-style-type: none"> Observations of students and their interactions with one another as well as with staff members.
ELA	Migrant	<ul style="list-style-type: none"> LLI After School Academic Program Lunchtime Tutoring MyAccess 	Classroom Teachers ICS Resource Teachers After School Teachers	<ul style="list-style-type: none"> Quarterly Benchmarks and Formative and Summative Assessments. 	<ul style="list-style-type: none"> MyAccess Writing Program Quarterly District Benchmarks Standardized Tests IEP Goals met
Math	Migrant	<ul style="list-style-type: none"> CMP3 Neufeld Math Everyday Math Online After School Academic Program Lunchtime Tutoring 	Classroom Teachers ICS Resource Teachers After School Teachers	<ul style="list-style-type: none"> Quarterly Benchmarks and Formative and Summative Assessments. 	<ul style="list-style-type: none"> CMP3 Neufeld Math Everyday Math Online Quarterly District Benchmarks Standardized Tests IEP Goals met
ELA	ELLs	<ul style="list-style-type: none"> Scholastic SYSTEM44 After School Program 	Classroom Teachers ICS ESL Teachers	<ul style="list-style-type: none"> SPI Assessments provide data two times over the course of the year. Lexile Reading 	<ul style="list-style-type: none"> Scholastic – SYTEM44

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		<ul style="list-style-type: none"> Lunchtime Tutoring 	After School Teachers	Levels are tracked and guide intervention.	
Math	ELLs	<ul style="list-style-type: none"> CMP3 Neufeld Math Everyday Math Online After School Academic Program Lunchtime Tutoring 	Classroom Teachers ICS ESL Teachers After School Teachers	<ul style="list-style-type: none"> Quarterly Benchmarks and Formative and Summative Assessments. 	<ul style="list-style-type: none"> CMP3 Neufeld Math Everyday Math Online Quarterly District Benchmarks Standardized Tests IEP Goals met
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> LLI After School Academic Program Lunchtime Tutoring MyAccess 	Classroom Teachers ICS Resource Teachers After School Teachers	<ul style="list-style-type: none"> Quarterly Benchmarks and Formative and Summative Assessments. 	<ul style="list-style-type: none"> MyAccess Writing Program Quarterly District Benchmarks Standardized Tests IEP Goals met
Math	Economically Disadvantaged	<ul style="list-style-type: none"> CMP3 Neufeld Math Everyday Math Online After School Academic Program Lunchtime Tutoring 	Classroom Teachers ICS Resource Teachers	<ul style="list-style-type: none"> Quarterly Benchmarks and Formative and Summative Assessments. 	<ul style="list-style-type: none"> CMP3 Neufeld Math Everyday Math Online Quarterly District Benchmarks Standardized Tests IEP Goals met

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

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)
			After School Teachers		
ELA	<ul style="list-style-type: none"> • 4-8 • 4-8 • K-8 	<ul style="list-style-type: none"> • READ180 • MyAccess • After School Academic Program 	Classroom Teachers After School Teachers	<ul style="list-style-type: none"> • SRI Assessments provide data two times over the course of the year. Lexile Reading Levels are tracked and guide intervention. • MyAccess is a self-evaluating and scoring writing program that provides immediate feedback for editing and improvement. • Quarterly Benchmarks and Formative and Summative Assessments. 	<ul style="list-style-type: none"> • Scholastic – READ180 • MyAccess Writing Program • Quarterly District Benchmarks • Standardized Tests
Math	<ul style="list-style-type: none"> • 7-8 • 5-6 • K-8 • K-8 	<ul style="list-style-type: none"> • CMP3 • Neufeld Math • Moving with Math • After School Academic Program 	Classroom Teachers After School Teachers	<ul style="list-style-type: none"> • Quarterly Benchmarks and Formative and Summative Assessments. 	<ul style="list-style-type: none"> • CMP3 • Neufeld Math • Quarterly District Benchmarks • Standardized Tests

**Use an asterisk to denote new programs.*

2015-2016 Family and Community Engagement Narrative

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

The School's family and community engagement program will help to address the priority problems identified in the comprehensive needs assessment through partnership with parents. We will continue to promote the social, emotional, and academic growth of children. This will allow parents to be a part of the discussion about how schools will help all children meet the state's challenging content and student performance standards. The engagement program will address the full range of family and student needs that impact learning.

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

The school will survey the families in the school community to assess their needs and expectations for parent programs that the policy can reflect. Follow up to make sure these programs are implemented and effective.

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

The School will distribute its written parent involvement policy at the beginning of the school year at the August Open House and at Back to School Night. Portions of the plan and specific events are also communicated to parents via parent letters, Student and Parent Handbook, and parent meetings. The plan will also be posted on the school's website and in the student planner.

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

The School will engage parents in the development of the school-parent compact by, surveying the families in the school community to assess their needs and expectations for parent programs that the policy can reflect. The school will also offer our families during and after-school opportunities to be involved and engaged in the development of the school-parent

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

compact. Design programs that identify the activities that parents, the entire school staff, and the students will undertake to share the responsibility for improved student academic achievement.

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

The School will ensure that the parents receive and review the School-Parent Compact by inviting them to attend Back to School Night, where the School-Parent Compact will be discussed and distributed. For the parents that do not attend, they will be invited to a parent meeting that would be scheduled throughout the day so this information could be given to them. During the mid-year Parent-Teacher conferences the compact will be discussed and distributed to parents. On a quarterly basis we would assess progress and provide parents with a report to discuss everyone role according to the School-Parent Compact.

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

The School will report its student achievement data to families and the community by preparing and disseminating annual report cards containing information related to assessment, accountability, and teacher quality through written and verbal correspondence.

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

The school will notify families and the community if the District has not met its annual measurable achievement objectives District Website, letters, and Board Meetings of its annual measurable objectives.

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

School families and the community will be informed of the school's disaggregated assessment results via letter and school website.

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

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

The School will involve families and community members by sending notice that the Title I School wide plan is being developed that will detail parents' rights, program intent and the services that would be provided.

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

The School will inform families about the academic achievement on their child/children by scheduling conferences with parents to discuss the Common Core Curriculum and the students' academic achievement. Providing parents with student proficiency levels on district assessment and state assessment.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

The 2015-2016 parent involvement funds will create workshops that will inform and guide our parents on how to work along with their children's teachers to improve academic success of their child.

**Provide a separate response for each question.*

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

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

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

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	53	<ul style="list-style-type: none"> Survey to obtain staff concerns and needs regarding climate and working environment in the building.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0%	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	5	<ul style="list-style-type: none"> Survey to obtain staff concerns and needs regarding climate and working environment in the building.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	
	0%	

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

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
<ul style="list-style-type: none"><li data-bbox="199 462 1333 495">• Developed relationships with colleges and universities to recruit Highly Qualified teachers	School Administrators