

# 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: Madison Monroe No. 16
Chief School Administrator: OLGA HUGELMEYER	Address: 1091 North Avenue, Elizabeth, NJ 07201
Chief School Administrator's E-mail:hugelmo@elizabeth.k12.nj.us	Grade Levels: PreK - 8
Title I Contact: Rosa Carbone	Principal: Belinda M. Abruzzese
Title I Contact E-mail:carbonro@elizabeth.k12.nj.us	Principal's E-mail: abruzzbe@elizabeth.K12.nj.us
Title I Contact Phone Number:908 436-5267	Principal's Phone Number: 908-436-5755

### 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.

Belinda M. Abruzzese  
Principal's Name (Print)

\_\_\_\_\_  
Principal's Signature

June 15, 2015

\_\_\_\_\_  
Date

**SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114**

**Critical Overview Elements**

- The School held \_\_\_\_4\_\_\_\_ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ \_\_\_\_\_, which comprised \_\_\_\_\_% of the school’s budget in 2014-2015.
- State/local funds to support the school will be \$ \_\_\_\_\_, which will comprise \_\_\_\_\_% of the school’s budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Iread (website)	1			
Professional Development	1,2,3			
Parental Involvement Workshops Caring Community	1,2,3			

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

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

### Stakeholder/Schoolwide Committee

**Select committee members to develop the Schoolwide Plan.**

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

*\*Add lines as necessary.*

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Maria Gaeta-Alvarez	Vice Principal	x	x	x	
Fina Sinicropi	Teacher – Inclusion	x	x	x	
Adrian Zambrano	Teacher – Grs. 3-4	x	x	x	
Tanya Gilliam	Teacher – PreK-K	x	x	x	
Michelle Harrington	Teacher – Grs. 1-2	x	x	x	
Joanna Britanak	Teacher – Grs. 5-6	x	x	x	
Patricia Bittner	Teacher – Grs. 7-8	x	x	x	
Melissa Barnes	Parent	x	x		
Officer Perez	Elizabeth Police Officer/parent	x	x		
Belinda M. Abruzzese	Principal	x	x	x	

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

### Stakeholder/Schoolwide Committee Meetings

**Purpose:**

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

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

Date	Location	Topic	Agenda on File		Minutes on File	
September 10 <sup>th</sup> , 2014	Main and Annex building	Compact send home for signatures				
October 24 <sup>th</sup> , 2014	Main Gym Madison Monroe	Review of Title One Plan with Parents	Yes		Yes	
March 24 <sup>th</sup> , 2015	Principal’s Office Main- Madison Monroe	Program Evaluation	Yes		Yes	
May 14, 2015	Dr. Martin Luther King ECC School No. 52	NCLB/ESEA Title I Schoolwide Plan	Yes		<b>Yes</b>	
June 2, 2015	Principal’s office Main – Madison Monroe	Needs Assessment Schoolwide Plan Development	Yes		Yes	
June 5, 2015		Community Stake holder - Officer Perez				

***\*Add rows as necessary.***

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

### School's Mission

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

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

<p><b>What is the school's mission statement?</b></p>	<p>The Elizabeth Public Schools will be one of the best school systems in New Jersey.</p> <p>The Elizabeth Public Schools will provide excellent educational experiences and services to inspire every student to think, to learn, to achieve and to care.</p> <p>Madison Monroe School No. 16 will motivate students from passive, compliant learners into active learners.</p> <p><b>This will be achieved by:</b> Meaningful, well prepared assignments with connections to real life situations by teachers</p> <p>These assignments translate into higher order learning experiences for students</p> <p><b>Charlotte Danielson's Frameworks: as basis of School wide Professional Development.</b> 1 e: Designing coherent instruction 3b: Using questioning and discussion techniques 3c: Engaging students in learning</p>
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## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

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

### Evaluation of 2014-2015 Schoolwide Program \*

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

#### 1. Did the school implement the program as planned?

Yes , the school 's SCIP and School Improvement panel studied the results of the NJ ASK and Terra Nova along with various reports such the report cards and District benchmark results to determine if the intervention were making a difference in the achievement of the students.

#### 2.What were the strengths of the implementation process?

We have seen a marked improvement in students' LAL and Math scores in the various tests and District Benchmarks.

75% of the Teachers' SGO's for May, 2015 reflected EFFECTIVE students' growth.

68% of students passed the LAL district benchmarks

72% of students passed the Math district benchmarks

The technology interventions were most powerful in boosting students' achievement.

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

Some of our challenges to the implementation process is our lack of physical space, classrooms with over 23 students ,

inconsistencies in the District curriculum compared to the District Benchmarks.

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

**Strengths:**

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

- The school had a definite plan of action to follow and implement. SCIP kept after the plan and its implementation on a monthly basis.
- Each marking period, teacher and students kept a record of the LAL and Math interventions

**Weaknesses:** Bringing all teachers on board. Some teachers were still under a different mode of operation.

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

Principal stresses the importance of the action steps through morning emails, faculty meetings.

SCIP minutes which were sent to all stakeholders reflected the importance of the action steps and the use of the technology, strategies and interventions for the students.

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

From the recent faculty survey of February, 55 out of 62 (88%) teachers agreed that children could be successful in learning and achieving targeted goals.

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

**Parent's Survey** was used to gain insight into the community's perceptions. Examples:

- 83.2% of the polled reflected that the school is strong in academics
- 81.8% of the polled reflected that the school has a high standard of work
- 93.1% of the polled reflected that at this school, teachers make sure that the children can read and write well.

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

Students' Survey showed these results:

- 93.7% of the polled students indicated that the teachers work hard to get them to do well on tests while
  - 69% of the polled students indicated that they feel they can do well in my school work
7. **What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)**

Most interventions are given in small groups according to the needs of the students. During Center times in both LAL and in Math some teachers have taken the children on a one to one basis depending on the needs of the child.

In several grades such as Kindergarten, and Grade 2, teachers who used Moving with Math , shared the students and divided them into groups according to abilities.

Self leveling programs as Reflex math, Istation were incorporated throughout the grades.

8. **How did the school structure the interventions?**

All students in Grades K-8 received 2 intervention periods daily - one in math and the other in Language Arts .

9. **How frequently did students receive instructional interventions?**

Interventions period are held daily for LAL and math at every grade level as per requirement by the District .

10. **What technologies did the school use to support the program?**

For LAL - Istation, Reading Street technologies

For Math - NJ EXCEL, Carnegie, Neufeld, and Reflex Math were used to support classroom intervention

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

**11. Did the technology contribute to the success of the program, and if so, how**

Students love to work on the laptops, and thus it was not a struggle to get the students to do any type of interventions. The programs purchased were self leveling and self testing... thus the children really worked on the skills that they needed.

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

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

**Evaluation of 2014-2015 Student Performance**

***State Assessments-Partially Proficient***

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

<b>English Language Arts</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>Interventions Provided</b>	<b>Describe why the Intervention did or did not result in proficiency.</b>
Grade 4			ISTATION; Guided Reading groups Scholastic Weekly Readers	These interventions did result in proficiency for the majority of the students as per the results from the SGO's, the District Benchmarks, and the Report Cards, ISTATION reports .
Grade 5	16		ISTATIOPN Guided Reading groups Scholastic Weekly Readers	These interventions did result in proficiency for the majority of the students as per the results from the SGO's, the District Benchmarks, and the Report Cards
Grade 6	7		I station Guided Reading groups Scholastic Weekly Readers	These interventions did result in proficiency for the majority of the students as per the results from the SGO's, the District Benchmarks, and the Report Cards
Grade 7	16		Istation Guided Reading groups Scholastic Weekly Reader	These interventions did result in proficiency for the majority of the students as per the results from the SGO's, the District Benchmarks, and the Report Cards
Grade 8			Istation Guided Reading groups Scholastic Weekly Readers	These interventions did result in proficiency for the majority of the students as per the results from the SGO's, the District Benchmarks, and the Report Cards
Grade 11				
Grade 12				

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

<b>Mathematics</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>Interventions Provided</b>	<b>Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).</b>
Grade 4			Reflex Math, Moving with Math ,	These interventions did result in proficiency for the majority of the students as per the results from the SGO's, the District Benchmarks, and the Report Cards
Grade 5	18		Reflex Math, Moving with Math ,	These interventions did result in proficiency for the majority of the students as per the results from the SGO's, the District Benchmarks, and the Report Cards
Grade 6	9		Reflex Math, Moving with Math ,	These interventions did result in proficiency for the majority of the students as per the results from the SGO's, the District Benchmarks, and the Report Cards
Grade 7	11		Reflex Math, Moving with Math ,	These interventions did result in proficiency for the majority of the students as per the results from the SGO's, the District Benchmarks, and the Report Cards
Grade 8			Reflex Math, Moving with Math ,	These interventions did result in proficiency for the majority of the students as per the results from the SGO's, the District Benchmarks, and the Report Cards
Grade 11				
Grade 12				

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

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

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

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten	8		Tier 3 – in class; LLI	These interventions did result in proficiency as per the results from the SGO’s, the District Benchmarks, and the Report Cards Need to maintain the teachers’ employment of rigorous recourses and centers; and to challenge students’ higher order thinking skills by apply the various stands of Bloom’s taxonomy.
Grade 1	8		Tier 3 – in Class; LLI	These interventions did result in proficiency as per the results from the SGO’s, the District Benchmarks, and the Report Cards Need to maintain the teachers’ employment of rigorous recourses and centers; and to challenge students’ higher order thinking skills by apply the various stands of Bloom’s taxonomy.
Grade 2	5		Tier 3 – In Class; LLI	Need to maintain the teachers’ employment of rigorous recourses and centers; and to challenge students’ higher order thinking skills by apply the various stands of Bloom’s taxonomy.
Grade 9				
Grade 10				

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

<b>Mathematics</b>	<b>2013 - 2014</b>	<b>2014 - 2015</b>	<b>Interventions Provided</b>	<b>Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).</b>
Pre-Kindergarten				
Kindergarten	4		Moving with Math	Teachers were faithful to using the Moving with Math program every day as part of the Math intervention period. Students were divided into groups and taught a Need to maintain the teachers' employment of rigorous recourses and centers; and to challenge students' higher order thinking skills by apply the various stands of Bloom's taxonomy. according to skills needed.
Grade 1	8		Moving with Math; Reflex Math	Teachers were faithful to using the Moving with Math program every day as part of the Math intervention period. Students were divided into groups and taught according to skills needed. Reflex Math was worked on at school and at home.
Grade 2	4		Moving with Math; Reflex Math	Teachers were faithful to using the Moving with Math program every day as part of the Math intervention period. Students were divided into groups and taught according to skills needed. Reflex Math was worked on at school and at home.
Grade 9				
Grade 10				

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

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

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

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
ELA	Students with Disabilities	System 44	Yes	Effective	PreTest to post test According to IEP's and the report cards students have shown growth
Math	Students with Disabilities	Moving with Math	Yes	Effective	Pretest to Post test According to IEP's and the report cards students have shown growth
ELA	Homeless	ISTATION	Yes	Effective	Proficient on District Benchmarks, report Cards and SGO – pre to post tests
Math	Homeless	Moving with Math Reflex Math	Yes	Effective	Proficient on District Benchmarks, report Cards and SGO – pre to post tests
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Inclass support and ESL services Scholastic Reading	Yes	Effective	Sufficient growth on District Benchmarks, Report Cards and SGO – pre to post tests
Math	ELLs	Moving with Math Reflex Math	Yes	Effective	Sufficient growth on District Benchmarks, Report Cards and SGO- pre to post tests
ELA	Economically Disadvantaged	Istation Scholastic Reading	Yes	Effective	Proficient on District Benchmarks, report Cards and SGO – pre to post tests
Math	Economically Disadvantaged	Moving with Math Reflex Math	Yes	Effective	Proficient on District Benchmarks, report Cards and SGO –pre to post tests

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

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
ELA	All non proficient students	I Station Scholastic Reading	Yes	Effective	DRA growth of 5- 10 points Proficient on District Benchmarks
Math	All non proficient students	Moving with math Reflex Math	Yes	Effective	Moving with math pre to post test results Proficient on District Benchmarks

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

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

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
ELA	Students with Disabilities	1 intervention period daily ISTATION SYSTEM 44 Scholastic Readings	Yes	Program generated tests Pre to post test MAP Test results DRA	75% of students showed growth on the Pre to Post test DRA scores reflected a 5-10 point growth for majority of students Proficiency of skills as indicated on the IEP Passing on the Report Cards
Math	Students with Disabilities	1 intervention period daily Moving with Math Reflex Math	Yes	Pre to post tests Program generated tests District Benchmarks	80% of students showed growth on the Pre to post test Proficiency of skills as indicated on the IEP Number of students passing on the Report Card
ELA	Homeless	1 intervention period daily ISTATION Scholastic Readings	Yes	Program generated tests Pre to post test MAP Test results DRA	75% of students showed growth on the Pre to Post test DRA scores reflected a 5-10 point growth for majority of students Passing on the Report Card
Math	Homeless	1 intervention period daily Moving with Math Reflex Math	Yes	Pre to post test Program generated tests District Benchmarks MAP results	78 % of students showed growth on the Pre to post test
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	1 intervention period	Yes	Program generated tests	75% of students showed growth on the Pre to

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

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
		daily ISTATION In Class support Scholastic Readings		Pre to post test MAP Test results DRA ACCESS testing	Post test DRA scores reflected a 5-10 point growth for majority of students ACCESS testing showed growth
Math	ELLs	1 intervention period daily Moving with Math Reflex Math	Yes	Pre to post test Program generated tests District Benchmarks MAP results	80% of students showed growth on the pre to post test.
ELA	Economically Disadvantaged	1 intervention period daily ISTATION Scholastic Readings	Yes	Program generated tests Pre to post test MAP Test results DRA	75% of students showed growth on the Pre to Post test DRA scores reflected a 5-10 point growth for majority of students
Math	Economically Disadvantaged	1 intervention period daily Moving with Math Reflex Math	Yes	Pre to post test Program generated tests District Benchmarks MAP results	83% of students showed growth on the pre to post test. Number of students passing on the report card.
ELA	Non Proficient Students	1 intervention period daily ISTATION Scholastic Readings	Yes	Program generated tests Pre to post test MAP Test results DRA	75% of students showed growth on the Pre to Post test DRA scores reflected a 5-10 point growth for majority of students
Math	Non Proficient Students	1 intervention period daily Moving with Math Reflex Math	Yes	<ul style="list-style-type: none"> <li>Academic District After School Program to further develop skills -</li> </ul>	85% of students showed growth on the Pre to post test. Number of students passing on the Report Card

**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)
				three days a week, running from October through May MAP results	

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

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

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

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
ELA	Students with Disabilities	System 44 Istation Scholastic Readings	Yes	Pre to post test	75% of students showed growth on the Pre to Post test DRA scores reflected a 5-10 point growth for majority of students Proficiency of skills as indicated on the IEP Passing on the Report Cards
Math	Students with Disabilities	Reflex Math Moving with Math	Yes	Pre to post test	80% of students showed growth on the Pre to post test Proficiency of skills as indicated on the IEP Number of students passing on the Report Card
ELA	Homeless	Istation Scholastic Readings	Yes	Pre to post test	75% of students showed growth on the Pre to Post test DRA scores reflected a 5-10 point growth for majority of students Passing on the Report Card
Math	Homeless	Reflex Math Moving with Math	Yes	Pre to post test	78 % of students showed growth on the Pre to post test
ELA	Migrant	NA			
Math	Migrant	NA			

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

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
ELA	ELLs	Istation Scholastic Readings	Yes	Pre to post test	75% of students showed growth on the Pre to Post test DRA scores reflected a 5-10 point growth for majority of students ACCESS testing showed growth
Math	ELLs	Reflex Math Moving with Math	Yes	Pre to post test	80% of students showed growth on the pre to post test.
ELA	Economically Disadvantaged	Istation Scholastic Readings	Yes	Pre to post test	75% of students showed growth on the Pre to Post test DRA scores reflected a 5-10 point growth for majority of students
Math	Economically Disadvantaged	Reflex Math Moving with Math	Yes	Pre to post test	83% of students showed growth on the pre to post test. Number of students passing on the report card.
ELA	All non proficient students	Istation Scholastic Readings	Yes	Pre to post test	75% of students showed growth on the Pre to Post test DRA scores reflected a 5-10 point growth for majority of students
Math	All non proficient students	Reflex Math Moving with Math	Yes	Pre to post test	85% of students showed growth on the Pre to post test. Number of students passing on the Report Card

**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	Technology Workshop Weekly Updates Parent Strategies ( 3 inservices)	Yes	Attendance logs Parent Survey Student Survey	Student Survey: 91% My teachers work hard to get me to do well on tests. Parents' Survey: My child's school is strong in academics 83.2% agreed My Child's school has a high standard of work: 81.8% agreed
Math	Students with Disabilities	Technology Workshop Weekly Updates Parent Strategies ( 3 inservices)	Yes	Attendance logs Parent Survey Student Survey	Student Survey: 91% My teachers work hard to get me to do well on tests. Parents' Survey: My child's school is strong in academics 83.2% agreed My Child's school has a high standard of work: 81.8% agreed
ELA	Homeless	Technology Workshop Weekly Updates Parent Strategies ( 3 inservices)	Yes	Attendance logs Parent Survey Student Survey	Student Survey: 91% My teachers work hard to get me to do well on tests. Parents' Survey: My child's school is strong in academics 83.2% agreed My Child's school has a high standard of work: 81.8% agreed
Math	Homeless	Technology Workshop	Yes	Attendance logs	Student Survey:

**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)
		Weekly Updates Parent Strategies ( 3 inservices)		Parent Survey Student Survey	91% My teachers work hard to get me to do well on tests. Parents' Survey: My child's school is strong in academics 83.2% agreed My Child's school has a high standard of work: 81.8% agreed
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Technology Workshop Weekly Updates Parent Strategies ( 3 inservices)	Yes	Attendance logs Parent Survey Student Survey	Student Survey: 91% My teachers work hard to get me to do well on tests. Parents' Survey: My child's school is strong in academics 83.2% agreed My Child's school has a high standard of work: 81.8% agreed
Math	ELLs	Technology Workshop Weekly Updates Parent Strategies ( 3 inservices)	Yes	Attendance logs Parent Survey Student Survey	Student Survey: 91% My teachers work hard to get me to do well on tests. Parents' Survey: My child's school is strong in academics 83.2% agreed My Child's school has a high standard of work: 81.8% agreed

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Economically Disadvantaged	Technology Workshop Weekly Updates Parent Strategies ( 3 inservices)	Yes	Attendance logs Parent Survey Student Survey	Student Survey: 91% My teachers work hard to get me to do well on tests. Parents' Survey: My child's school is strong in academics 83.2% agreed My Child's school has a high standard of work: 81.8% agreed
Math	Economically Disadvantaged	Technology Workshop Weekly Updates Parent Strategies ( 3 inservices)	Yes	Attendance logs Parent Survey Student Survey	Student Survey: 91% My teachers work hard to get me to do well on tests. Parents' Survey: My child's school is strong in academics 83.2% agreed My Child's school has a high standard of work: 81.8% agreed
ELA	Non proficient students	Technology Workshop Weekly Updates Parent Strategies ( 3 inservices)	Yes	Attendance logs Parent Survey Student Survey	Student Survey: 91% My teachers work hard to get me to do well on tests. Parents' Survey: My child's school is strong in academics 83.2% agreed My Child's school has a high standard of work: 81.8% agreed
Math	Non proficient students	Technology Workshop Weekly Updates Parent Strategies ( 3	Yes	Attendance logs Parent Survey Student Survey	Student Survey: 91% My teachers work hard to get me to do well on tests.

**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)
		inservices)			Parents' Survey: My child's school is strong in academics 83.2% agreed My Child's school has a high standard of work: 81.8% agreed

**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.

\_\_\_\_\_ Belinda M. Abruzzese \_\_\_\_\_  
**Principal's Name (Print)**

\_\_\_\_\_  
**Principal's Signature**

\_\_\_\_\_ June 15, 2015 \_\_\_\_  
**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	Programs Reports Unit Tests District Benchmarks Report Cards PARCC MAP Testing	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 SCIP, Grade Level Meetings, Faculty Meetings and Parent Council  Pre-Test/Post-Test  Independent Reading Level  Grade Level Proficiency on State Tests
Academic Achievement - Writing	Unit Tests District Benchmarks Report Cards	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 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 SCIP, Grade Level Meetings, Faculty Meetings and Parent Council  The writing process with a grade appropriate rubric.
Academic Achievement - Mathematics	Programs Reports Unit Tests	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

**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)
	District Benchmarks Report Cards MAP Testing	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 SCIP , Grade Level Meetings, Faculty Meetings and Parent Council
Family and Community Engagement	Attendance Records IRS logs CST logs	Parent communication is on-going throughout the year. Parents are invited to attend school and district sponsored workshops. They are also invited to participate in I&RS meetings related to academic concerns. One parent currently serves on the School Safety Team.  Workshops for Parents: Technology- Nov, 2014, Setting Boundaries, May 15 <sup>th</sup> , 2015 Self Esteem, May 29 <sup>th</sup> ,2015 Keeping your Cool, June 4 <sup>th</sup> , 2015 Muffins with Mom on May 8 <sup>th</sup> , 2015 and Date With Dad, June 19 <sup>th</sup> , 2015
Professional Development	Attendance logs Walkthroughs Observations  Unit Tests District Benchmarks Report Cards Map Testing	The district will continue to guide schools in the effective delivery of the curriculum and deepen teachers’ content knowledge and content-specific pedagogy. Professional learning opportunities will be 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 NJCCCS. Training in the “balanced literacy program” will be offered as well as training in the use of various types of performance assessments. Professional learning opportunities will continue to be offered in order to facilitate the teaching and learning of the mathematics program including the use of manipulatives to better understand the concepts including writing across the curriculum. Technical assistance and in-class support will be provided to continue the implementation of the inquiry-based science program currently being used in the district. In addition, data collection from the individual schools will be organized, analyzed and used as a basis for making professional learning decisions at the individual school level. The LEADS Program has been expanded in grades 6-8. Intensive modeling of teaching techniques supported by this program will continue throughout the year. the creation of rigorous center work will be on-going with the assistance and modeling of the LAL coach.  Company sponsored training was held for the Istation, and Reflex Math

**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)
Leadership	Programs Reports Unit Tests District Benchmarks Report Cards PARCC MAP testing SCIP agendas and minutes	The SCIP serves as a focus group that collaborated around instructional issues and concerns. The team provided valuable input with regard to data analysis, school level professional development, and implementation of tutoring programs. The Professional Growth Plan of the Principal informed several areas of focus for the school, including the increase in parent participation and solicitation of involvement by members of the community. This year the school conducted two “in house” Instructional Rounds – one in November and the other in January. Both were eye openers and helped both the observers and the observes to better understand the need for better questioning techniques and life connections
School Climate and Culture	Survey Reports : Faculty, Parents, Students Discipline Logs Incident/Bullying Reports	All three surveys have projected that our school is a physical safe one. There has been a concern that has prompted our 3 <sup>rd</sup> priority problem and that is school climate and how the children feel about themselves. Bullying reports were 7 of which 3 were founded. The Surveys have helped us to make positive changes in our school, eg. Lunch room; movement in the hallways, etc.
School-Based Youth Services	District Benchmarks Report Cards	The YMCA provides after care services for working parents. Students are provided with a craft, a snack and physical activities. The Bridge program meets once a week to provide a structured environment for the youths in the area to socialize.
Students with Disabilities	Programs Reports Unit Tests District Benchmarks Report Cards	Students identified with learning difficulties are provided with in class support with certified Special Education teachers in compliance with their IEP’s as well as pull out services using the Horizon/Corrective Reading program based on their individual reading levels. They also receive support and counseling services from a member of the Child Study Team.
Homeless Students	Programs Reports	Homeless families were given the opportunity to remain in the school for

**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)
	District Benchmarks Report Cards MAP test results	the entire school year even after the families found permanent residences. Such children were able to focus better on their school and thus maintain their achievement status.
Migrant Students	NA	
English Language Learners	Unit Tests District Benchmarks Report Cards ACCESS reports	New entrants are assessed using WAPT in listening, speaking, reading and writing. Students are placed in levels accordingly and serviced by a certified ESL teacher for 45 minutes daily.  Bilingual inclusion teachers works with the content teachers for both LAL and math in all grade levels .
Economically Disadvantaged	Unit Tests District Benchmarks Report Cards NJ ASK results TERRA NOVA results	Parents are surveyed as to economic status. Those who are determined to be economically disadvantaged are provided with free breakfast and lunch. Parents also donate perishable items during the holidays for families that are economically disadvantaged.

## 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 needs assessment?

The needs assessment conducted was 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, consultation with outside experts and the review of historical and demographic data were all incorporated into the process.

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

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

#### 3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?<sup>1</sup>

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

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

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

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

The data analysis for each subgroup allows us to identify specific needs and areas of concern for that particular group. Professional learning opportunities will be 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 NJCCCS. Data collection from the individual schools will be organized, analyzed and used as a basis for making professional learning decision at the individual school level. The LEADS program is the protocol in grades 4-8. Intensive modeling of teaching techniques supported by this program will offer support throughout the year. Training in the use of Moving with Math materials, ISTATION, Reflex Math materials and the creation of rigorous centers will be ongoing with the assistance and modeling of administration, master teachers and outside consultants.

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

Training sessions were offered during faculty meetings, grade level meetings, department meetings, SCIP Meetings and during two day district professional development sessions. The implementation of myLearningPlan.com and iObservation has resulted in more accountability for teachers. While clearly outlining district professional development in a manner that would be ongoing and provide true professional growth. Moving forward, when teachers select their professional development, school administrators have more influence on whether or not it pertains to their professional needs. Training from out of district consultants was provided from Staff Development, Inc.

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

In accordance with N.J.A.C. 6A:10A the Elizabeth Public Schools Central Office and schools collaborated to ensure that all students continue to be provided with instruction that moves them toward mastery of the New Jersey Core Curriculum Content Standards (NJCCCS). The district implements Excellent Educational Experiences (E3) in Elizabeth. In a number of ways the model appeals for the identification of students at risk. Terra Nova (Grades K-2) and NJASK (Grades 3-8) will continue to be utilized for initial identification of students who are struggling to attain grade level proficiency in a given area. Lack of attainment of grade level

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

proficiency triggers appropriate grade level interventions that begin with the deeper diagnosis of the issue. Assessment tools used in a more formative manner include DRA2, portfolio assessment and progress monitoring in the area of literacy. The needs of English Language Learners (ELLs) 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 Reading, Corrective Reading and LLI at appropriate grade levels. Performance benchmarks in Language Arts Literacy and Mathematics in Grades K-8 are in place. These are measured on a quarterly basis. Teachers differentiate their instructional practice based on the results of these quarterly benchmark assessments. While the benchmarks are used in a formative manner throughout the school year, they serve as a portion of the Summative Assessment Portfolio, collected for each student.

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

In accordance with N.J.A.C. 6A:10A the Elizabeth Public Schools Central Office and schools collaborated to ensure that all students continue to be provided with instruction that moves them toward mastery of the New Jersey Core Curriculum Content Standards (NJCCCS). The district implements Excellent Educational Experiences (E3) in Elizabeth. In a number of ways the model appeals for the identification of students at risk. MAP will continue to be utilized for initial identification of students who are struggling to attain grade level proficiency in a given area. Lack of attainment of grade level proficiency triggers appropriate grade level interventions that begin with the deeper diagnosis of the issue. Assessment tools used in a more formative manner include DRA2, portfolio assessment and progress monitoring in the area of literacy. 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 LLI, Horizons Reading and Corrective Reading at appropriate grade levels. Performance benchmarks in Language Arts Literacy and Mathematics in Grades K-8 are in place. These are measured on a quarterly basis. Teachers differentiate their instructional practice based on the results of these quarterly benchmark assessments. While the benchmarks are

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

used in a formative manner throughout the school year, they serve as a portion of the Summative Assessment Portfolio, collected for each student.

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

In accordance with N.J.A.C. 6A:10A the Elizabeth Public Schools Central Office and schools collaborated to ensure that all students continue to be provided with instruction that moves them toward mastery of the New Jersey Core Curriculum Content Standards (NJCCCS). A targeted assistance program offers supplemental services to identified children who are low-achieving or at risk of low-achievement. Students are referred to outside agencies that can assist such as Proceed, Children and Family Services, and school based counseling.

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

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

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

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

## 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?**

Transition is an ongoing process that facilitates and maintains continuity between the Preschool and Kindergarten programs.

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

Transition Plan:

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

Transition activities conducted for families:

- o Visit to the kindergarten classroom in May
- o Distributing home learning activities over the summer
- o Disseminating information to the parents about the kindergarten program – meeting on June 4<sup>th</sup> , 2015
- o Kindergarten orientation is provided for parents
- o Back to school night is provided for parents

### **12. How did the school select the priority problems and root causes for the 2014-2015 schoolwide plan?**

The SCIP along with the classroom teachers, parents and community stakeholder disaggregated the data on standardized tests (MAP-PARCC) , the quarterly benchmarks, IRS logs, discipline referrals, and the Surveys ( Teachers, Parents, Students) created priority problems for this plan.

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

**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	Language Arts Literacy	Mathematics
Describe the priority problem using at least two data sources	Reading comprehension and writing.	Problem solving , elapsed time, measurement and numeracy.
Describe the root causes of the problem	Students have a difficult time comprehending what they are reading because they are rushing through the material rather than analyzing it.	Students need to be taught these concepts in a way that makes it “real” and important to them.
Subgroups or populations addressed	Majority of students in Grades K-8	Majority of students in Grades K-8
Related content area missed (i.e., ELA, Mathematics)	Reading comprehension                      Writing :Informational Analyzing text Working with text	Operations and Algebraic Thinking Measurement and Data Analysis, Probability Discrete Mathematics
Name of scientifically research based intervention to address priority problems	IStation, System 44, LLI, Guided Reading,	Carnegie Learning, Math Talk, Reflex Math
How does the intervention align with the Common Core State Standards?	The standards clearly state that reading for informational text and/or purposes begins at the kindergarten level with the assistance of the teacher.	The standards clearly state that making sense of problems and persevering in solving them is a must from the Kindergarten level and up.

**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	38 - School Climate and Environment	
Describe the priority problem using at least two data sources	Students Surveys – children do not feel they can do well,	
Describe the root causes of the problem	Self Esteem issues, self worth .	
Subgroups or populations addressed	GRADES 6-7-8	
Related content area missed (i.e., ELA, Mathematics)	Self worth affects all academics.	
Name of scientifically research based intervention to address priority problems	Caught You Doing Something Good; In Grs. 6-8 One on one Mentor teacher and student – family idea . Self Esteem workshops; CARING COMMUNITY	
How does the intervention align with the Common Core State Standards?	Student able to handle feelings of self worth, he or she will be able to focus and not be discouraged when he or she doesn't succeed, and will learn to handle failure and success appropriately without acting out.	

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

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

### 2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Iread; System 44 Istation Scholastic News	SpEd teachers	Pre-Post Test Proficiency on skills from the IEP MAP testing results District Benchmarks Report Cards	Caring Community (WWC) System 44 ISTATION for LAL
Math	Students with Disabilities	Moving With Math Reflex Math	SpEd Teachers	Pre-Post Test Proficiency on skills from the IEP MAP testing results District Benchmarks Report Cards	Caring Community (WWC) Moving with Math
ELA	Homeless	Iread; System 44 Istation Scholastic News	Teachers	Pre to Post Test MAP testing results District Benchmarks Report Cards	Caring Community (WWC) IREAD ISTATION for LAL
Math	Homeless	Moving With Math Reflex Math	Teachers	Pre to Post Test MAP testing results District Benchmarks Report Cards	Caring Community (WWC) Moving with Math
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Iread;	Teachers	ACCESS Testing	Caring Community (WWC)

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

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

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Intervention</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)</b>
		Istation Scholastic News	ESL and Inclusion Teachers	Pre to post test MAP testing results District Benchmarks Report Cards	IREAD System 44
Math	ELLs	Moving with Math Reflex Math	Teachers ESL and Inclusion Teachers	ACCESS growth Pre to post test MAP testing results District Benchmarks Report Cards	Caring Community (WWC) Moving with Math
ELA	Economically Disadvantaged	Iread; Istation Scholastic News	Teachers Administrators	Pre to post testing MAP testing results District Benchmarks Report Cards	Caring Community (WWC) IREAD ISTATION for Language
Math	Economically Disadvantaged	Moving with Math Reflex Math	Teachers Administrators	Pre to Post testing MAP testing results District Benchmarks Report Cards	Caring Community (WWC) Moving with Math

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

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

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Daily Intervention Period - one on one and in small groups In Class support	Teachers & inclusion Teachers	Pre to post test Proficiency on skills from the IEP MAP testing results District Benchmarks Report Cards	Caring Community System 44 IREAD Istation
Math	Students with Disabilities	Daily Intervention Period - one on one and in small groups In class support	Teachers & inclusion Teachers	Pre to Post test Proficiency on skills from the IEP MAP testing results District Benchmarks Report Cards	Caring Community Moving with Math
ELA	Homeless	Daily Intervention Period - one on one and in small groups	Teachers	Pre to post test MAP testing results District Benchmarks Report Cards	Caring Community IREAD Istation
Math	Homeless	Daily Intervention Period - one on one and in small groups	Teachers	Pre to post test MAP testing results District Benchmarks Report Cards	Caring Community Moving with Math
ELA	Migrant	NA			
Math	Migrant	NA			

**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;*

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Intervention</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)</b>
ELA	ELLs	Daily Intervention Period - one on one and in small groups In Class support	Teachers & inclusion Teachers	ACCESS testing Pre to post test MAP testing results District Benchmarks Report Cards	Caring Community IREAD Istation System 44
Math	ELLs	Daily Intervention Period - one on one and in small groups In class support	Teachers & inclusion Teachers	ACCESS testing Pre to post test MAP testing results District Benchmarks Report Cards	Caring Community Moving with Math
ELA	Economically Disadvantaged	Daily Intervention Period - one on one and in small groups	Teachers	Pre to post test MAP testing results District Benchmarks Report Cards	Caring Community IREAD Istation
Math	Economically Disadvantaged	Daily Intervention Period - one on one and in small groups	Teachers	Pre to post test MAP testing results District Benchmarks Report Cards STATE Standards	Caring Community Moving with Math
ELA	All non proficient students according to State standards	Daily Intervention Period - one on one and in small groups	Teachers	Pre to post test MAP testing results District Benchmarks Report Cards STATE Standards	Caring Community IREAD Istation

## 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)
Math	All non proficient students according to State standards	Daily Intervention Period - one on one and in small groups	Teachers	Pre to post test MAP testing results District Benchmarks Report Cards STATE Standards	Caring Community Moving with Math

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

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	District LAL workshops Job embedded inservices Progress monitoring Personal Plan of Action in PGP Parental Workshops	Teachers LAL coach Administrator	MAP testing results District Benchmarks Report Cards	Caring Community 44 system Istation Iread
Math	Students with Disabilities	District Math workshops Job embedded inservices Progress monitoring Personal Plan of Action in PGP Parental Workshops	Teachers Administrator	MAP testing results District Benchmarks Report Cards	Caring Community Moving with Math
ELA	Homeless	District LAL workshops Job embedded inservices Progress monitoring Personal Plan of Action in PGP Parental Workshops	Teachers LAL coach Administrator	MAP testing results District Benchmarks Report Cards	Caring Community 44 system Istation Iread

**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.*

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
Math	Homeless	District Math workshops Job embedded inservices Progress monitoring Personal Plan of Action in PGP Parental Workshops	Teachers Administrator	MAP testing results District Benchmarks Report Cards	Caring Community Moving with Math
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	District LAL workshops Job embedded inservices Progress monitoring Personal Plan of Action in PGP Parental Workshops	Teachers LAL coach Administrator ESL /Bilingual Department	MAP testing results District Benchmarks Report Cards	Caring Community 44 system Istation Iread
Math	ELLs	District LAL workshops Job embedded inservices Progress monitoring Personal Plan of	Teachers Administrator ESL/Bilingual Department	MAP testing results District Benchmarks Report Cards	Caring Community Moving with Math

**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.*

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
		Action in PGP Parental Workshops			
ELA	Economically Disadvantaged	District LAL workshops Job embedded inservices Progress monitoring Personal Plan of Action in PGP Parental Workshops	Teachers LAL coach Administrator	MAP testing results District Benchmarks Report Cards	Caring Community 44 system Istation Iread
Math	Economically Disadvantaged	District Math workshops Job embedded inservices Progress monitoring Personal Plan of Action in PGP Parental Workshops	Teachers Administrator	MAP testing results District Benchmarks Report Cards	
ELA	Non proficient students	District LAL workshops Job embedded inservices Progress monitoring Personal Plan of	Teachers LAL coach Administrator	Pre to post test MAP testing results District Benchmarks Report Cards	Caring Community 44 system Istation Iread

**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.*

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
		Action in PGP Parental Workshops			
Math	Non proficient students	District Math workshops Job embedded inservices Progress monitoring Personal Plan of Action in PGP Parental Workshops	Teachers Administrator	Pre to post test MAP testing results District Benchmarks Report Cards	Caring Community Moving with Math

*\*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 2014-2015? Will the review be conducted internally (by school staff), or externally?**

All Stakeholders will be advised of the schoolwide program and the outcomes. The School Improvement Panel and ILT along with the school administrators under the guidance of the Elizabeth School District will be responsible for the evaluation.

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

The biggest challenge will be monitoring each of the teachers and following the growth of each child in the areas of concern.

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

Presentations will be made at the Welcome Back night in September. Stakeholders are always welcomed to address said matters with the administrators.

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

The school will use a Survey. Invite suggestions and comments from the faculty.

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

School will use a Survey to gauge the perceptions of the community.

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

### **6. How will the school structure interventions?**

Intervention period will be held every day for 45 minutes at the same time every day for the Primary, intermediate, and middle school grades. Students will alternate between LAL and Math according to their needs.

### **7. How frequently will students receive instructional interventions?**

In an intervention period in either Math or LAL for 45 minutes every day.

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

For LAL: Guided Reading –small group; Istation

For Math: Moving with Math – small group, Reflex Math; Carnegie, and Math EXCEL

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

Quarterly reports from the programs which are self-leveling;

District Benchmarks

MAP results

PARCC results

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

Information will be disseminate through UPDATES ( school newsletter) , progress reports, and report cards.

**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**

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
ELA	Students with Disabilities	The Second Cup Technology workshops so parents learned how to follow their children Jean Brown- Kean University Strategies for parents: eg Weekly updates	Principal Parent Council District Outside providers	Attendance logs Parent Surveys Monthly questions and answers for parents Pre to post test MAP Test District Benchmarks	Caring Community
Math	Students with Disabilities	The Second Cup Technology workshops so parents learned how to follow their children Jean Brown- Kean University Strategies for parents: eg Weekly updates	Principal Parent Council District Outside providers	Attendance logs Parent Surveys Monthly questions and answers for parents Pre to post test MAP Test District Benchmarks	Caring Community
ELA	Homeless	The Second Cup Technology workshops so parents learned how to follow their children Jean Brown- Kean University Strategies for parents: eg Weekly updates	Principal Parent Council District Outside providers	Attendance logs Parent Surveys Monthly questions and answers for parents Pre to post test MAP Test District Benchmarks	Caring Community

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

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
Math	Homeless	The Second Cup Technology workshops so parents learned how to follow their children Jean Brown- Kean University Strategies for parents: eg Weekly updates	Principal Parent Council District Outside providers	Attendance logs Parent Surveys Monthly questions and answers for parents Pre to post test MAP Test District Benchmarks	Caring Community
ELA	Migrant				
Math	Migrant				
ELA	ELLs	The Second Cup Technology workshops so parents learned how to follow their children Jean Brown- Kean University Strategies for parents: eg Weekly updates	Principal Parent Council District Outside providers Translator	Attendance logs Parent Surveys Monthly questions and answers for parents Pre to post test MAP Test District Benchmarks	Caring Community
Math	ELLs	The Second Cup Technology workshops so parents learned how to follow their children Jean Brown- Kean University Strategies for parents: eg Weekly updates	Principal Parent Council District Outside providers Translator	Attendance logs Parent Surveys Monthly questions and answers for parents Pre to post test MAP Test District Benchmarks	Caring Community
ELA	Economically Disadvantaged	The Second Cup Technology workshops so	Principal Parent Council	Attendance logs Parent Surveys	Caring Community

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

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
		parents learned how to follow their children Jean Brown- Kean University Strategies for parents: eg Weekly updates	District Outside providers	Monthly questions and answers for parents Pre to post test MAP Test District Benchmarks	
Math	Economically Disadvantaged	The Second Cup Technology workshops so parents learned how to follow their children Jean Brown- Kean University Strategies for parents: eg Weekly updates	Principal Parent Council District Outside providers	Attendance logs Parent Surveys Monthly questions and answers for parents Pre to post test MAP Test District Benchmarks	Caring Community
ELA	Non proficient students	The Second Cup Technology workshops so parents learned how to follow their children Jean Brown- Kean University Strategies for parents: eg Weekly updates	Principal Parent Council District Outside providers	Attendance logs Parent Surveys Monthly questions and answers for parents Pre to post test MAP Test District Benchmarks	Caring Community
Math	Non proficient students	The Second Cup Technology workshops so parents learned how to follow their children Jean Brown- Kean University Strategies for parents: eg Weekly updates	Principal Parent Council District Outside providers	Attendance logs Parent Surveys Monthly questions and answers for parents Pre to post test MAP Test District Benchmarks	Caring Community

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

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

### 2015-2016 Family and Community Engagement Narrative

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

Throughout the year, parents have access to their child's academic performance through the district's Power School website. Administrators arrange quarterly meetings for parents of students in need of improvement as measured by Benchmark results and report card grades or as needed.

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

The Family and Community engagement program will help address the priority problems identified in the needs assessment

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

The parents will be introduced to the document on Back to School Night and the parent liaison as well as administrators will assist parents with questions and concerns.

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

The Parent Liaison and Administration will meet with parents and explain their role in the development of the school/parent compact. A Honeywell alert will be placed to make parents aware when meeting will take place.

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

Parents will receive a compact and sign and return to school. Each classroom teacher will be responsible for collecting one per student.

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

Adequate yearly progress for each school is reported in the local newspapers, Parent meetings, Parent newsletters, Superintendents Round Table meetings, Board of Education meetings, and NJDOE. Excellent student achievement is noted through the awarding of Teachers, Principal, and Superintendent Scholars and awards ceremonies.

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

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

Adequate yearly progress for each school is reported in the local newspapers, Parent meetings, Parent newsletters, Board of Education meetings, and NJDOE. Excellent student achievement is noted through the awarding of Teachers, Principal, and Superintendent Scholars and awards ceremonies.

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

Adequate yearly progress for each school is reported in the local newspapers, Parent meetings, Parent newsletters, Superintendents Round Table meetings, Board of Education meetings, and NJDOE. Excellent student achievement is noted through the awarding of Teachers, Principal, and Superintendent Scholars and awards ceremonies

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

The Parent Liaison and Administration will meet with parents and explain the development of the Title I Schoolwide Plan. A Phone alert will be place to make parents aware when meeting will take place.

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

Report Cards, Progress reports Power School, individual parent meetings, I&RS /504 Meetings, through the Scholars list.

**11. On what specific strategies will the school use its 2013-2014 parent involvement funds?**

Welcome Back night with presentation of School objectives and general rules, Social Skills, Conflict Resolution, Anti-Bullying, Parental Involvement in Multicultural presentation, participation in the District Parade, District Onefest, and in Career Day.

Parents are keep abreast of what is happening in the school via monthly and bimonthly Updates ( newsletter)

## 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	47	
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	4	
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*		

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

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

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

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