

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: Robert Morris School No. 18
Chief School Administrator: OLGA HUGELMEYER	Address: 860 Cross Avenue
Chief School Administrator's E-mail:hugelmo@elizabeth.k12.nj.us	Grade Levels: Kindergarten-8 th Grade
Title I Contact: Rosa Carbone	Principal: Oscar Crespo Jr.
Title I Contact E-mail:carbonro@elizabeth.k12.nj.us	Principal's E-mail: crespoos@elizabeth.k12.nj.us
Title I Contact Phone Number:908 436-5267	Principal's Phone Number: 908-436-6000

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.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

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

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Staff Development-Meredith Alvaro				\$1500
Extended Learning Tutoring Program				\$1500
Parent Professional Development				\$500

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
Oscar Crespo Jr.	Principal	X	X	X	
Lindsay Walker	ScIP Team	X	X	X	
Keith DePre	ScIP Team	X	X	X	
Vera Pereira	ScIP Team	X	X	X	
Danielle Doyle	ScIP Team	X	X	X	
Alex Echevarria	Parent	X	X	X	
Sara Liscano	Community Member	X	X	X	

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

Stakeholder/Schoolwide Committee Meetings

Purpose:

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

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

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
May 14, 2015	Dr. Martin Luther King ECC School No. 52	NCLB/ESEA Title I Schoolwide Plan	Yes	No	Yes	No
September 29, 2014	School 18	Comprehensive Needs Assessment	X		X	
October 15, 2014	School 18	Schoolwide Plan Development	X		X	
April 14, 2015	School 18	Program Evaluation	X		X	

****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>What is the school's mission statement?</p>	<ul style="list-style-type: none">• The Elizabeth Public Schools will be one of the best school systems in the United States• The Elizabeth Public Schools will provide excellent educational experiences and services to inspire every student to think, to learn, to achieve, and to care.• Robert Morris School No. 18 will analyze student data to drive instruction, provide rigorous academic assignments that engage students and display student work as concrete evidence of academic achievement.
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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. 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?

One of our barriers or challenges during the implementation process would be the lack of flexibility in our school day schedule, lack of physical space, lack of manipulatives and the demands of the district pacing guides/curriculums.

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

A. 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, PARCC Practice tests, ACCESS, DRA, District benchmarks, and unit tests. One of our

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

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 tutoring/intervention groups due to the lack of interventionists.

B. Our next step was identifying three priority problems which were: (a) Reading comprehension with an emphasis on analyzing the text while providing evidence and non-fiction text is an area in need of improvement; (b) Numeracy, vocabulary, questioning and explaining student thinking, and developing deeper mathematical understanding; and (c) Social/Emotional Health. One of the strength 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 and events at our school. We were successful in identifying priority problems and did not confront any weaknesses.

C. 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.

D. After much reflection and review of our data, we were able to celebrate our success by the noted improvement in scores. We were able to learn from prior mistakes and through the use of data we can pin point the areas we need to address for further plans.

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 and they are involved in the implementation and planning of programs and activities that are based on our data. Parents, community members, and staff are all made aware of the schoolwide

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

plan through opening of school activities such as: Open House/Teacher Presentations; Back to School in-service/data analysis workshops; through 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 and planning strategies and interventions for their own classrooms and grade levels.

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

The community is very supportive and responsive to our students' needs. They participate in many school events and offer assistance when possible.

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

Small group instruction: LLI, Read 180, Intervention Periods, Enrichment Periods, Afterschool programs, tutoring groups of 20 or less with Math, Guided Reading, MyAccess, Math Excel, Everyday math online.

9. How did the school structure the interventions?

Students were picked from our data spreadsheet according to their NJASK or Terra Nova scores, DRA score and overall GPA. Each student was then either assigned to an interventionist (if they were more than one year below grade level); small group for guided reading and math for daily interventions. Some students were also invited to attend the after school academic program and or

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

enrichment program. For System 44, the ESL/ELL students were selected by their DRA scores. For Read 180, the students were selected if they fell in the lowest 30%. Also, their NJASK scores and DRA reading levels were looked at.

10. How frequently did students receive instructional interventions?

Students receive these afore mentioned interventions daily with the exception of the afterschool program which runs on Tuesdays, Wednesdays, and Thursdays.

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

The technologies that were used to utilize and support the program were: Read 180 software/headphones; Myaccess computerized writing program, student's computers for everyday math online, Pearsonsucccess net, Math Excel/Neufeld, smart boards, laptops, and iPads.

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

Technology contributes to the success of the program because students are more engaged in the activities, motivated to participate, learning using multiple intelligences, and can work at their own pace and level.

**Provide a separate response for each question.*

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

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

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	13		Afterschool programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA's, leveled libraries, and centers. During school tutoring and enrichment programs. READ 180 incorporated as an intervention program.	In providing the mentioned services, the amount of 4 th grade students not achieving proficiency in was cut in nearly half on Quarterly Benchmarks and Quarterly Grades. The programs have shown to be successful. We will continue to use these programs and refine them as needed.
Grade 5	17		Afterschool programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA's, leveled libraries, and centers. During school tutoring and enrichment programs. READ 180 incorporated as an intervention program.	Tutoring services as well as the incorporation of the READ 180 Scholastic Reading Program helped improve the number of students who attained proficiency on Quarterly Benchmarks as well as Quarterly Grades
Grade 6	15		Afterschool programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA's, leveled libraries, and centers. During school tutoring and enrichment programs. READ 180 incorporated as an intervention program.	Sixth graders were divided into groups based on their individual needs during intervention periods. READ 180 Scholastic Reading Program as well as the incorporation of tutoring services helped improve the number of students who attained proficiency on Quarterly Benchmarks as well as Quarterly Grades
Grade 7	25		Afterschool programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA's, leveled libraries, and centers. During school tutoring and enrichment programs. READ 180 incorporated as an intervention program.	More time was dedicated to improve test specified instruction in grade 7 during the 2014-2015. PLCs were held every 3 weeks. There was some improvement on this grade level. We will continue with the strategies listed to improve the 7 th Grade ELA Skills.
Grade 8	14		Tutoring and Afterschool programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA's, leveled libraries, and centers. During school tutoring. READ 180 incorporated as an intervention program.	8 th graders continued to receive small group instruction which helped them once again this school year. We will continue to follow interventions and refine as necessary.

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

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	7		Afterschool programs to improve mathematics and problem solving skills. Differentiated instruction was provided via centers, and on-line programs. Moving with Math intervention program.	Interventions have positively affected results of the Quarterly Benchmarks and Quarterly Grades. Class focus on core standards and tutoring has resulted in students not falling in the category of partial proficiency in consecutive years.
Grade 5	9		Afterschool programs to improve mathematics and problem solving skills. Differentiated instruction was provided via centers, and on-line programs. Moving with Math intervention program.	Teachers focusing on 5 th grade instruction effectively taught standards-based lessons during class time, tutoring, and differentiated instruction. As a result of this focus, there is an improvement in the students Quarterly Benchmarks and Quarter Grades.
Grade 6	6		Afterschool programs to improve mathematics and problem solving skills. Differentiated instruction was provided via centers, and on-line programs. Moving with Math intervention program.	Sixth graders were divided into groups based on their individual needs during intervention periods. This change resulted in more stability and improved Quarterly Benchmark Scores and Quarterly Grades.
Grade 7	12		Afterschool programs to improve mathematics and problem solving skills. Differentiated instruction was provided via centers, and on-line programs. Moving with Math intervention program.	This year, more individual attention to students in the two Seventh grade classes has begun to show improvement in the area of mathematics. With a more comprehensive transition from 6 th to 7 th grade this year and a focus on maintaining grade appropriate standards throughout the curriculum; 70% of students have shown improvement from first to second marking period based on benchmark data.
Grade 8	13		Afterschool programs to improve mathematics and problem solving skills. Differentiated instruction was provided via centers, and on-line programs. Moving with Math intervention program.	8 th graders received small group instruction which helped them tremendously this school year. As a result of this focus, 83% of students improved from first marking period to the second marking period based on benchmark data. We will continue to follow interventions and refine as necessary.

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

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

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			Afterschool programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA's, leveled libraries, and centers. During school tutoring was provided.	Interventions have positively affected results of the Quarterly Benchmarks and Quarterly Grades. Teacher focus on core standards and tutoring has resulted in students not falling in the category of partial proficiency. In the area of non-improvement teachers lack mastery of current standards affected student progress.
Grade 1			Afterschool programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA's, leveled libraries, and centers. During school tutoring was provided	Interventions have positively affected results of the Quarterly Benchmarks and Quarterly Grades. Teacher focus on core standards and tutoring has resulted in students not falling in the category of partial proficiency. In the area of non-improvement teachers lack mastery of current standards affected student progress.
Grade 2			Afterschool programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA's, leveled libraries, and centers. During school tutoring was provided.	Interventions have positively affected results of the Quarterly Benchmarks and Quarterly Grades. Teacher focus on core standards and tutoring has resulted in students not falling in the category of partial proficiency. In the area of non-improvement teachers lack mastery of current standards affected student progress.

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).
Kindergarten			Afterschool programs to improve Mathematical Skills. Differentiated Instruction through the use of the Moving with Math Program.	Interventions have positively affected results of the Quarterly Benchmarks and Quarterly Grades. Teacher focus on core standards and tutoring has resulted in students not falling in the category of partial proficiency. In the area of non-improvement teachers lack mastery of current standards affected student progress.

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

Grade 1			Afterschool programs to improve Mathematical Skills. Differentiated Instruction with the Moving with Math Program.	Interventions have positively affected results of the Quarterly Benchmarks and Quarterly Grades. Teacher focus on core standards and tutoring has resulted in students not falling in the category of partial proficiency. In the area of non-improvement teachers lack mastery of current standards affected student progress.
Grade 2			Afterschool programs to improve Mathematical skills. Differentiated instruction through the Moving with Math Program.	Interventions have positively affected results of the Quarterly Benchmarks and Quarterly Grades. Teacher focus on core standards and tutoring has resulted in students not falling in the category of partial proficiency. In the area of non-improvement teachers lack mastery of current standards affected student progress.

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

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Read 180, MyAccess, LLI, Guided Reading	Yes	Pre and Post Test	Approximately 60 students in Read 180 and at the conclusion of program more 40 students were reading on grade level. 30% of students involved in interventions scored higher on NJASK scores in 2013-2014.
Math	Students with Disabilities	Moving with Math and PARCC Practice assessments	Yes	Pre and Post Test	83 percent of students have shown improvement from first to second marking period based on benchmark data.
ELA	Homeless	Read 180, MyAccess, LLI, Guided Reading	Yes	Pre and Post Test	Approximately 60 students in Read 180 and at the conclusion of program more 40 students were reading on grade level. 30% of students involved in interventions scored higher on NJASK scores in 2013-2014.
Math	Homeless	Moving with Math and PARCC Practice assessments	Yes	Pre and Post Test	83 percent of students have shown improvement from first to second marking period based on benchmark data.
ELA	Migrant	Read 180, MyAccess, LLI, Guided Reading	Yes	Pre and Post Test	Approximately 60 students in Read 180 and at the conclusion of program more 40 students were reading on grade level. 30% of students involved in interventions scored higher on NJASK scores in 2013-2014.
Math	Migrant	Moving with Math and PARCC Practice assessments	Yes	Pre and Post Test	83 percent of students have shown improvement from first to second marking period based on benchmark 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)
ELA	ELLs	Read 180, MyAccess, LLI, Guided Reading	Yes	Pre and Post Test	Approximately 60 students in Read 180 and at the conclusion of program more 40 students were reading on grade level. 30% of students involved in interventions scored higher on NJASK scores in 2013-2014.
Math	ELLs	Moving with Math and PARCC Practice assessments	Yes	Pre and Post Test	83 percent of students have shown improvement from first to second marking period based on benchmark data.
ELA	Economically Disadvantaged	Read 180, MyAccess, LLI, Guided Reading	Yes	Pre and Post Test	Approximately 60 students in Read 180 and at the conclusion of program more 40 students were reading on grade level. 30% of students involved in interventions scored higher on NJASK scores in 2013-2014.
Math	Economically Disadvantaged	Moving with Math and PARCC Practice assessments	Yes	Pre and Post Test	83 percent of students have shown improvement from first to second marking period based on benchmark data.

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Read 180, MyAccess, LLI, Guided Reading	Yes	Pre and Post Test	Approximately 60 students in Read 180 and at the conclusion of program more 40 students were reading on grade level. 30% 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)
					students involved in LLI improved on their NJASK scores.
Math	Students with Disabilities	Moving with Math and PARCC Practice assessments	Yes	Pre and Post Test	83 percent of students have shown improvement from first to second marking period based on benchmark data.
ELA	Homeless	Read 180, MyAccess, LLI, Guided Reading Back pack Program Family Assistance Program	Yes	Pre and Post Test for academic interventions	Assisted families with job placement. Able to place two families out of public shelter into an apartment. Also, assisted families by sending home backpacks of food.
Math	Homeless	Moving with Math and PARCC Practice assessments Back pack Program Family Assistance Program	Yes	Pre and Post Test for academic interventions	Assisted families with job placement. Able to place two families out of public shelter into an apartment. Also, assisted families by sending home backpacks of food.
ELA	Migrant	Read 180, MyAccess, LLI, Guided Reading	Yes	Pre and Post Test	Approximately 60 students in Read 180 and at the conclusion of program more 40 students were reading on grade level. 30% of students involved in LLI improved their NJASK scores.
Math	Migrant	Moving with Math and PARCC Practice assessments	Yes	Pre and Post Test	83 percent of students have shown improvement from first to second marking period based on benchmark data.

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	ELLs	Read 180, MyAccess, LLI, Guided Reading	Yes	Pre and Post Test	Approximately 60 students in Read 180 and at the conclusion of program more 40 students were reading on grade level. 30% of students involved in interventions scored higher on NJASK scores in 2013-2014.
Math	ELLs	Moving with Math and PARCC Practice assessments	Yes	Pre and Post Test	83 percent of students have shown improvement from first to second marking period based on benchmark data.
ELA	Economically Disadvantaged	Read 180, MyAccess, LLI, Guided Reading	Yes	Pre and Post Test	Approximately 60 students in Read 180 and at the conclusion of program more 40 students were reading on grade level. 30% of students involved in interventions scored higher on NJASK scores in 2013-2014.
Math	Economically Disadvantaged	Moving with Math and PARCC Practice assessments	Yes	Pre and Post Test	83 percent of students have shown improvement from first to second marking period based on benchmark data.

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

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Higher Order Thinking, Interactive Read Alouds, PARCC Reading and Writing Strategies, and In-house instructional rounds	YES	iObservations and Targeted Walkthroughs/Informal Observations.	The amount of “Proficient” and “Distinguished” results in the components listed during iObservations
Math	Students with Disabilities	Higher Order Thinking, Student Engagement, Math Talk Classroom Discussions	Yes	iObservations and Targeted Walkthroughs/Informal Observations.	The amount of “Proficient” and “Distinguished” results in the components listed during iObservations
ELA	Homeless	Higher Order Thinking, Interactive Read Alouds, PARCC Reading and Writing Strategies, and In-house instructional rounds	YES	iObservations and Targeted Walkthroughs/Informal Observations.	The amount of “Proficient” and “Distinguished” results in the components listed during iObservations
Math	Homeless	Higher Order Thinking, Student Engagement, Math Talk Classroom Discussions	Yes	iObservations and Targeted Walkthroughs/Informal Observations.	The amount of “Proficient” and “Distinguished” results in the components listed during iObservations
ELA	Migrant	Higher Order Thinking, Interactive Read Alouds, PARCC Reading and Writing Strategies, and In-house instructional rounds	YES	iObservations and Targeted Walkthroughs/Informal Observations.	The amount of “Proficient” and “Distinguished” results in the components listed during iObservations
Math	Migrant	Higher Order Thinking, Student Engagement,	Yes	iObservations and Targeted Walkthroughs/Informal	The amount of “Proficient” and “Distinguished” results in the components

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Math Talk Classroom Discussions		Observations.	listed during iObservations
ELA	ELLs	Higher Order Thinking, Interactive Read Alouds, PARCC Reading and Writing Strategies, and In-house instructional rounds	YES	iObservations and Targeted Walkthroughs/Informal Observations.	The amount of “Proficient” and “Distinguished” results in the components listed during iObservations
Math	ELLs	Higher Order Thinking, Student Engagement, Math Talk Classroom Discussions	Yes	iObservations and Targeted Walkthroughs/Informal Observations.	The amount of “Proficient” and “Distinguished” results in the components listed during iObservations
ELA	Economically Disadvantaged	Higher Order Thinking, Interactive Read Alouds, PARCC Reading and Writing Strategies, and In-house instructional rounds	YES	iObservations and Targeted Walkthroughs/Informal Observations.	The amount of “Proficient” and “Distinguished” results in the components listed during iObservations
Math	Economically Disadvantaged	Higher Order Thinking, Student Engagement, Math Talk Classroom Discussions	Yes	iObservations and Targeted Walkthroughs/Informal Observations.	The amount of “Proficient” and “Distinguished” results in the components listed during iObservations

Family and Community Engagement Implemented in 2014-2015

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	Students with Disabilities	Scholastic Book Fairs Family Math Night Chuck E Cheese Family Night Bullying & Parents as Role Models Wkshps Family Fitness Night Movie night	YES	Student purchases and sign out logs in the library Sign in sheets Student/parent Surveys	Parent and student attendance Time frame after PD and celebratory events for good behavior and acceptance practices showed fewer discipline referrals and suspensions during that 45 day time frame.
Math	Students with Disabilities	Scholastic Book Fairs Family Math Night Chuck E Cheese Family Night Bullying & Parents as Role Models Wkshps Family Fitness Night Movie night	YES	Student purchases and sign out logs in the library Sign in sheets Student/parent Surveys	Parent and student attendance Time frame after PD and celebratory events for good behavior and acceptance practices showed fewer discipline referrals and suspensions during that 45 day time frame.
ELA	Homeless	Scholastic Book Fairs Family Math Night Chuck E Cheese Family Night Bullying & Parents as Role Models Wkshps Family Fitness Night Movie night	YES	Student purchases and sign out logs in the library Sign in sheets Student/parent Surveys	Parent and student attendance Time frame after PD and celebratory events for good behavior and acceptance practices showed fewer discipline referrals and suspensions during that 45 day time frame.
Math	Homeless	Scholastic Book Fairs Family Math Night Chuck E Cheese Family	YES	Student purchases and sign out logs in the library Sign in sheets	Parent and student attendance Time frame after PD and celebratory events for good behavior and acceptance 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)
		Night Bullying & Parents as Role Models Wkshps Family Fitness Night Movie night		Student/parent Surveys	showed fewer discipline referrals and suspensions during that 45 day time frame.
ELA	Migrant	Scholastic Book Fairs Family Math Night Chuck E Cheese Family Night Bullying & Parents as Role Models Wkshps Family Fitness Night Movie night	YES	Student purchases and sign out logs in the library Sign in sheets Student/parent Surveys	Parent and student attendance Time frame after PD and celebratory events for good behavior and acceptance practices showed fewer discipline referrals and suspensions during that 45 day time frame.
Math	Migrant	Scholastic Book Fairs Family Math Night Chuck E Cheese Family Night Bullying & Parents as Role Models Wkshps Family Fitness Night Movie night	YES	Student purchases and sign out logs in the library Sign in sheets Student/parent Surveys	Parent and student attendance Time frame after PD and celebratory events for good behavior and acceptance practices showed fewer discipline referrals and suspensions during that 45 day time frame.
ELA	ELLs	Scholastic Book Fairs Family Math Night Chuck E Cheese Family Night Bullying & Parents as Role Models Wkshps	YES	Student purchases and sign out logs in the library Sign in sheets Student/parent Surveys	Parent and student attendance Time frame after PD and celebratory events for good behavior and acceptance practices showed fewer discipline referrals and suspensions during that 45 day time frame.

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)
		Family Fitness Night Movie night			
Math	ELLs	Scholastic Book Fairs Family Math Night Chuck E Cheese Family Night Bullying & Parents as Role Models Wkshps Family Fitness Night Movie night	YES	Student purchases and sign out logs in the library Sign in sheets Student/parent Surveys	Parent and student attendance Time frame after PD and celebratory events for good behavior and acceptance practices showed fewer discipline referrals and suspensions during that 45 day time frame.
ELA	Economically Disadvantaged	Scholastic Book Fairs Family Math Night Chuck E Cheese Family Night Bullying & Parents as Role Models Wkshps Family Fitness Night Movie night	YES	Student purchases and sign out logs in the library Sign in sheets Student/parent Surveys	Parent and student attendance Time frame after PD and celebratory events for good behavior and acceptance practices showed fewer discipline referrals and suspensions during that 45 day time frame.
Math	Economically Disadvantaged	Scholastic Book Fairs Family Math Night Chuck E Cheese Family Night Bullying & Parents as Role Models Wkshps Family Fitness Night Movie night	YES	Student purchases and sign out logs in the library Sign in sheets Student/parent Surveys	Parent and student attendance Time frame after PD and celebratory events for good behavior and acceptance practices showed fewer discipline referrals and suspensions during that 45 day time frame.

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

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

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

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

ESEA §1114(b)(1)(A): “A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1).”

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	PARCC Local Assessments, DRA, Benchmarks Unit Assessments, Teacher Created Materials MAP Testing Read 180 System 44	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, Professional Learning Communities, Faculty Meetings and Parent/Teacher Association. Pre-Test/Post-Test Independent Reading Level Grade Level Proficiency on State Tests
Academic Achievement - Writing	PARCC Local Assessments: Teacher Created Materials myaccess.com 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 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 ,Professional Learning Communities, Faculty Meetings and Parent/Teacher Association The writing process with a grade appropriate rubric. The MyAccess writing program has been initiated to determine areas of strength

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)
		and weakness with instant feedback provided to students and teachers. The MyAccess data and feedback was utilized within intervention settings.
Academic Achievement - Mathematics	PARCC Local Assessments: Benchmarks, Unit Assessments, Teacher Created Materials Pre and Post Tests-Moving with Math program	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 Association. Pre-Test/Post-Test Grade Level Proficiency on State Tests
Family and Community Engagement	Parent Surveys and feedback Parent-Teacher League Meetings Back to School Night	Parents, students, and staff meet twice a month at school events for families. The YMCA provides after care services for working parents. Students are provided with a craft, a snack and physical activities.
Professional Development	Teacher surveys, trends in iObservations for every category Dictated by student/teacher deficiencies In-house Instructional Rounds	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 CCS. 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 4-8. Intensive modeling of teaching

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)
		techniques supported by this program will continue throughout the year. *Training in the use of Guided Reading Materials, and the creation of rigorous center work will be on-going with the assistance and modeling from outside consultants.
Leadership	Instructional Leadership Team Sub-committee team meetings Professional Growth Plan	The Instructional Leadership Team served 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 data driven focus driving instruction.
School Climate and Culture	Parent/teacher surveys Participation in school-sponsored events/activities Attendance rate Committee participation # of students in social skills celebrations	Survey data indicates that teachers and parents feel that School 18 is a safe and secure environment. Overall, the teaching and learning environment of the school is positive. Students have been offered a positive learning environment with multiple opportunities to learn successfully.
School-Based Youth Services	After school program - YMCA	The YMCA provides after care services for working parents. Students are provided with a craft, a snack and physical activities.
Students with Disabilities	I & RS Child Study Team	Students identified with learning difficulties are provided with in class support with certified Special Education teachers in compliance with their IEPs and 504 plans, as well as pull out services using the Leveled Literacy Intervention (LLI) 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	Counseling/Group Counseling	The parent liaison, social worker, and guidance counselors work with families to provide support to families in need of clothing, food, school supplies, and guidance.
English Language Learners	ESL benchmarks, Supera, and ACCESS Test System 44	New entrants are assessed using WAPT in listening, speaking, reading and writing. They are then placed in groups according to their language level. Students are serviced by a certified ESL teacher for 45 minutes daily. System 44 helps students master the foundational reading skills required for success.
Economically Disadvantaged	Parent surveys	Parents are surveyed as to economic status. Those who are determined to be economically disadvantaged are provided with free breakfast and lunch. Parents donate goods and gently used uniforms.

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 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 Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? *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.*

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

4. What did the data analysis reveal regarding classroom instruction? *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 CCS. 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 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, and the creation of rigorous centers will be on-going with the assistance and modeling of outside consultants, administration, and master teachers.*
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, Instructional Leadership Team Meetings and the implementation of MyLearningPlan.com and iObservations 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. Needs varied amongst teachers, however teachers must more effectively select applicable professional development and administrators can more easily approve or decline professional development needs. Training from out of district consultants was provided from Staff Development, Inc.*

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

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 Core Content Standards (CCS). The district implements Excellent Educational Experiences (E³) in Elizabeth. In a number of ways the model appeals for the identification of students at risk. MAP Testing (Grades K-8) and PARCC (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 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. In the area of Mathematics the pre-test for the Moving with Math program is an indicator for at-risk students to be identified in a timely fashion. Once they are identified specific interventions can be obtained through the program. The needs of English Language Learners (ELLs) and students with identified learning disabilities are provided with specialized research-based programs through the district's approved Rapid Transition model and our Special Education Literacy approach that utilizes, LLI Reading, and Read 180 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 Core Content Standards (CCS). The district implements Excellent Educational Experiences (E³) in Elizabeth. In a number of ways the model appeals for the identification of students at risk. MAP Testing (Grades K-8) and PARCC (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 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.*

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

In the area of Mathematics the pre-test for the Moving with Math program is an indicator for at-risk students to be identified in a timely fashion. Once they are identified specific interventions can be obtained through the program. The needs of English Language Learners (ELLs) and students with identified learning disabilities are provided with specialized research-based programs through the district's approved Rapid Transition model and our Special Education Literacy approach that utilizes, LLI Reading, and Read 180 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.

- 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 Core Content Standards (CCS). A targeted assistance program offers supplemental services to identified children who are low-achieving or at risk of low-achievement. Students are referred to outside agencies that can assist such as Proceed, Children and Family Services, school based counseling and group counseling with the assistance of the parent liaison, social worker, community members, and guidance counselors*
- 9.** How does the school address the needs of homeless students? *District homeless reports are conducted on a monthly basis. Coordinate bus transportation, Back Pack for Kids Program, District Social Worker for schools.*
- 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 Instructional Leadership Team engaged*

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

in discussions based on the data. Instructional coaches, data technology coordinators, and administrators worked closely with teachers to ensure that student performance data drives necessary instructional modification on a regular basis

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? *Transition is an ongoing process that facilitates and maintains continuity between the Preschool and Kindergarten programs. Preparing families for the transition to kindergarten occurs at the Preschool level. 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 the ELAS (Early Learning Assessment System) is shared and discussed between pre-k and kindergarten teachers*
- *Results from PARCC are used to group our students in order to be placed appropriately for intervention purposes.*
- *Eighth grade students visit colleges and various high schools within our school district.*
- *Eighth grade students attended an assembly about high school and college preparation by college admissions officer*
- *Eighth grade students prepare applications and essays to apply to various programs and career-specific strands offered through Elizabeth High Schools*
- *AVID program has been implemented in 7th and 8th grade*

Transition activities conducted for families:

- *Distributing home learning activities over the summer*
- *Parent teacher conferences*

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

- *Back to school night is provided for parents*
- *Parents are invited to discussion meetings with teachers, guidance counselor and principal each marking period*
- *Parents are invited to attend open-houses at each high school*
-

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan? *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. Standardized achievement data from both local and state assessments, surveys, interviews, focus groups, and review of historical and demographic data are all incorporated. Administrators, Social Worker, Coaches, and Counselors along with the classroom teachers disaggregated the data on the standardized tests as well as the quarterly benchmarks 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	English Language Arts	Mathematics
Describe the priority problem using at least two data sources	Reading Comprehension, Craft and Structure, Integration of Knowledge and Ideas, and analyzing the text.	Problem solving, Reason abstractly and quantitatively, Construct viable arguments and critique the reasoning of others, Use appropriate tools strategically, Look for and make use of structure, and Look for and express regularity in repeated reasoning
Describe the root causes of the problem	At the elementary level the students have a difficult time focusing on reading for understanding. At the middle school level the students have difficulty with analyzing and citing text to provide evidence due to the fact that they are not exposed to it early enough	More time and manipulatives are needed to be used on steps to problem solve and understanding the goal of the questions.
Subgroups or populations addressed	All students	All students
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems	Read 180, Guided Reading, LLI, Corrective Reading/Comprehension, Soliday, Horizons	Moving with Math, Math Talk, Math Excel
How does the intervention align with the Common Core State Standards?	The standards clearly state that reading for informational text and/or purposes begin at the K level with the assistance of the teacher. Students make connections between words and pictures and what the author is trying to tell the reader.	The standards clearly state that making sense of problems and persevering in solving them is a must from the K 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	Mental Health	
Describe the priority problem using at least two data sources	Students have a difficult time concentrating on academics if they are struggling with possible mental/social emotional problems.	
Describe the root causes of the problem	Students have poor coping skills and have a hard time knowing what to do or how to address problems at home and at school.	
Subgroups or populations addressed	All students	
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems	Bullying/Social Emotional curriculum provided by the State of New Jersey. Omega-Man and Friends Bullying Prevention Assembly. Improving Student Behavior and Achievement program with the assistance of Trinitas Regional Medical Center Hospital and Dr. Goddard.	
How does the intervention align with the Common Core State Standards?	Specialized instructional staff supports students with related services.	

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	Read Alouds, Read 180, Guided Reading, Tutoring, MyAccess, LLI,	Classroom Teachers	DRA reading levels increase, Pre-Post Tests	2014-2015 Standardized test data and benchmark data
Math	Students with Disabilities	Problem of the Day Tutoring Moving with Math	Classroom Teachers	Increase in overall standardized test scores. District Benchmarks, Standardized Tests	2014-2015 Standardized test data and benchmark data
ELA	Homeless	Read Alouds, Read 180, Guided Reading, Tutoring, MyAccess, LLI,	Classroom Teachers	DRA reading levels increase, Pre-Post Tests	2014-2015 Standardized test data and benchmark data
Math	Homeless	Problem of the Day Tutoring Moving with Math	Classroom Teachers	Increase in overall standardized test scores. District Benchmarks, Standardized Tests	2014-2015 Standardized test data and benchmark data
ELA	Migrant	Read Alouds, Read 180, Guided Reading, Tutoring, MyAccess, LLI,	Classroom Teachers	DRA reading levels increase, Pre-Post Tests	2014-2015 Standardized test data and benchmark data
Math	Migrant	Problem of the Day Tutoring Moving with Math	Classroom Teachers	Increase in overall standardized test scores. District Benchmarks, Standardized Tests	2014-2015 Standardized test data and benchmark data

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)
ELA	ELLs	Read Alouds, Read 180, Guided Reading, Tutoring, MyAccess, LLI,	Classroom Teachers	DRA reading levels increase, Pre-Post Tests	2014-2015 Standardized test data and benchmark data
Math	ELLs	Problem of the Day Tutoring Moving with Math	Classroom Teachers	Increase in overall standardized test scores. District Benchmarks, Standardized Tests	2014-2015 Standardized test data and benchmark data
ELA	Economically Disadvantaged	Read Alouds, Read 180, Guided Reading, Tutoring, MyAccess, LLI,	Classroom Teachers	DRA reading levels increase, Pre-Post Tests	2014-2015 Standardized test data and benchmark data
Math	Economically Disadvantaged	Problem of the Day Tutoring Moving with Math	Classroom Teachers	Increase in overall standardized test scores. District Benchmarks, Standardized Tests	2014-2015 Standardized test data and benchmark data

**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)
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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)
ELA	Students with Disabilities	Read Alouds, Read 180, Guided Reading, Tutoring, MyAccess, LLI,	Classroom Teachers	DRA reading levels increase, Pre-Post Tests	2014-2015 Standardized test data and benchmark data
Math	Students with Disabilities	Problem of the Day Tutoring Moving with Math	Classroom Teachers	Increase in overall standardized test scores. District Benchmarks, Standardized Tests	2014-2015 Standardized test data and benchmark data
ELA	Homeless	Read Alouds, Read 180, Guided Reading, Tutoring, MyAccess, LLI,	Classroom Teachers	DRA reading levels increase, Pre-Post Tests	2014-2015 Standardized test data and benchmark data
Math	Homeless	Problem of the Day Tutoring Moving with Math	Classroom Teachers	Increase in overall standardized test scores. District Benchmarks, Standardized Tests	2014-2015 Standardized test data and benchmark data
ELA	Migrant	Read Alouds, Read 180, Guided Reading, Tutoring, MyAccess, LLI,	Classroom Teachers	DRA reading levels increase, Pre-Post Tests	2014-2015 Standardized test data and benchmark data
Math	Migrant	Problem of the Day Tutoring Moving with Math	Classroom Teachers	Increase in overall standardized test scores. District Benchmarks, Standardized Tests	2014-2015 Standardized test data and benchmark data
ELA	ELLs	Read Alouds, Read 180, Guided Reading,	Classroom Teachers	DRA reading levels increase,	2014-2015 Standardized test data

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)
		Tutoring, MyAccess, LLI,		Pre-Post Tests	and benchmark data
Math	ELLs	Problem of the Day Tutoring Moving with Math	Classroom Teachers	Increase in overall standardized test scores. District Benchmarks, Standardized Tests	2014-2015 Standardized test data and benchmark data
ELA	Economically Disadvantaged	Read Alouds, Read 180, Guided Reading, Tutoring, MyAccess, LLI,	Classroom Teachers	DRA reading levels increase, Pre-Post Tests	2014-2015 Standardized test data and benchmark data
Math	Economically Disadvantaged	Problem of the Day Tutoring Moving with Math	Classroom Teachers	Increase in overall standardized test scores. District Benchmarks, Standardized Tests	2014-2015 Standardized test data and benchmark data

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

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

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

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	Higher Order Thinking, Interactive	District Staff Development,		

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)
		Read Alouds, PARCC Reading Strategies, professional development based on individual teacher evaluations, In-house Instructional Rounds	Outside Consultants from Staff Development Inc. Consultant and Trainers from Person Reading Street	The amount of "Proficient" and "Distinguished" results in the components listed during iObservations	iObservations and Targeted Walkthroughs/Informal Observations.
Math	Students with Disabilities	Math Talk, Classroom Discussions & Higher Order Thinking Stems, professional development based on individual teacher evaluations, In-house Instructional Rounds	District Staff Development, Outside Consultants and Trainers from Everyday Math	The amount of "Proficient" and "Distinguished" results in the components listed during iObservations	iObservations and Targeted Walkthroughs/Informal Observations.
ELA	Homeless	Higher Order Thinking, Interactive Read Alouds, PARCC Reading Strategies, professional development based on individual	District Staff Development, Outside Consultants from Staff Development Inc.	The amount of "Proficient" and "Distinguished" results in the components listed during iObservations	iObservations and Targeted Walkthroughs/Informal Observations.

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)
		teacher evaluations, In-house Instructional Rounds	Consultant and Trainers from Person Reading Street		
Math	Homeless	Math Talk, Classroom Discussions & Higher Order Thinking Stems, professional development based on individual teacher evaluations, In-house Instructional Rounds	District Staff Development, Outside Consultants and Trainers from Everyday Math	The amount of "Proficient" and "Distinguished" results in the components listed during iObservations	iObservations and Targeted Walkthroughs/Informal Observations.
ELA	Migrant	Higher Order Thinking, Interactive Read Alouds, PARCC Reading Strategies, professional development based on individual teacher evaluations, In-house Instructional Rounds	District Staff Development, Outside Consultants from Staff Development Inc. Consultant and Trainers from Person Reading Street	The amount of "Proficient" and "Distinguished" results in the components listed during iObservations	iObservations and Targeted Walkthroughs/Informal Observations.
Math	Migrant	Math Talk, Classroom	District Staff	The amount of "Proficient" and	iObservations and Targeted

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)
		Discussions & Higher Order Thinking Stems, professional development based on individual teacher evaluations, In-house Instructional Rounds	Development, Outside Consultants and Trainers from Everyday Math	“Distinguished” results in the components listed during iObservations	Walkthroughs/Informal Observations.
ELA	ELLs	Higher Order Thinking, Interactive Read Alouds, PARCC Reading Strategies, professional development based on individual teacher evaluations, In-house Instructional Rounds	District Staff Development, Outside Consultants from Staff Development Inc. Consultant and Trainers from Person Reading Street	The amount of “Proficient” and “Distinguished” results in the components listed during iObservations	iObservations and Targeted Walkthroughs/Informal Observations.
Math	ELLs	Math Talk, Classroom Discussions & Higher Order Thinking Stems, professional development based on individual teacher evaluations, In-house Instructional Rounds	District Staff Development, Outside Consultants and Trainers from Everyday	The amount of “Proficient” and “Distinguished” results in the components listed during iObservations	iObservations and Targeted Walkthroughs/Informal Observations.

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)
			Math		
ELA	Economically Disadvantaged	Higher Order Thinking, Interactive Read Alouds, PARCC Reading Strategies, professional development based on individual teacher evaluations, In-house Instructional Rounds	District Staff Development, Outside Consultants from Staff Development Inc. Consultant and Trainers from Person Reading Street	The amount of "Proficient" and "Distinguished" results in the components listed during iObservations	iObservations and Targeted Walkthroughs/Informal Observations.
Math	Economically Disadvantaged	Math Talk, Classroom Discussions & Higher Order Thinking Stems, professional development based on individual teacher evaluations, In-house Instructional Rounds	District Staff Development, Outside Consultants and Trainers from Everyday Math	The amount of "Proficient" and "Distinguished" results in the components listed during iObservations	iObservations and Targeted Walkthroughs/Informal Observations.
ELA		Higher Order Thinking, Interactive Read Alouds, PARCC Reading Strategies, professional	District Staff Development, Outside Consultants from Staff	The amount of "Proficient" and "Distinguished" results in the	iObservations and Targeted Walkthroughs/Informal

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)
		development based on individual teacher evaluations, In-house Instructional Rounds	Development Inc. Consultant and Trainers from Person Reading Street	components listed during iObservations	Observations.
Math		Math Talk, Classroom Discussions & Higher Order Thinking Stems, professional development based on individual teacher evaluations, In-house Instructional Rounds	District Staff Development, Outside Consultants and Trainers from Everyday Math	The amount of "Proficient" and "Distinguished" results in the components listed during iObservations	iObservations and Targeted Walkthroughs/Informal Observations.

**Use an asterisk to denote new programs.*

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

Evaluation of Schoolwide Program*

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

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

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 Principal, ScIP, and Guidance Counselor is internally responsible for evaluating the school wide program for 2014-2015. Rosa Carbone is externally responsible for evaluating the school wide program for 2015-2016.*
2. What barriers or challenges does the school anticipate during the implementation process? *Some expected barriers anticipated would be initial start with new administration and implementing proper staff training on new initiatives.*
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? *During faculty meetings the staff will be given the opportunity to input ideas, allow staff to take ownership of their ideas, and follow through with consistency by holding monthly meetings.*
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? *Measurement tools used will be surveys and team meetings where staff will be able to address strengths, weakness, and concerns.*
5. What measurement tool(s) will the school use to gauge the perceptions of the community? *Measurement tools used will be surveys and during Parent-Teacher League meetings the community will be able to discuss ideas and be included in the decision- making process.*
6. How will the school structure interventions? *Intervention periods are built into the school schedule, other interventions include: After-School Academic program, and tutoring services.*
7. How frequently will students receive instructional interventions? *Students receive these afore mentioned interventions daily.*
8. What resources/technologies will the school use to support the schoolwide program? *The school will use supplemental academic resources to assist with technology initiatives for grades 3-8. (Starboard, iPads, and laptops)*

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? *MAP test results, SGO pre and post-tests, benchmarks, standardized testing, pre and post-tests, and DRA scores will all be used 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? *Informational data graphs will be created and presented at stakeholder meetings, parent-teacher league meetings, back to school night, district website and data walls will be displayed to show the results of the schoolwide program evaluation.*

****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	Scholastic Book Fairs Family Reading Night Parental Classroom Visits	Principal Teachers Parents	Parent and Student Attendance as measured by sign in logs	Scholastic Book Fairs
Math	Students with Disabilities	Family Math Night Chuck E Cheese Family Night Parental Classroom Visits	Principal Teachers Parents	Parent and Student Attendance as measured by sign logs	Parent and Student Attendance as measured by sign out logs
ELA	Homeless	Scholastic Book Fairs Family Reading Night Parental Classroom Visits	Principal Teachers Parents	Parent and Student Attendance as measured by sign in logs	Scholastic Book Fairs
Math	Homeless	Family Math Night Chuck E Cheese Family Night Parental Classroom Visits	Principal Teachers Parents	Parent and Student Attendance as measured by sign logs	Parent and Student Attendance as measured by sign out logs
ELA	Migrant	Scholastic Book Fairs Family Reading Night Parental Classroom Visits	Principal Teachers Parents	Parent and Student Attendance as measured by sign in logs	Scholastic Book Fairs
Math	Migrant	Family Math Night Chuck E Cheese Family Night Parental Classroom Visits	Principal Teachers Parents	Parent and Student Attendance as measured by sign logs	Parent and Student Attendance as measured by sign out logs
ELA	ELLs	Scholastic Book Fairs	Principal	Parent and Student	Scholastic Book Fairs

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)
		Family Reading Night Parental Classroom Visits	Teachers Parents	Attendance as measured by sign in logs	
Math	ELLs	Family Math Night Chuck E Cheese Family Night Parental Classroom Visits	Principal Teachers Parents	Parent and Student Attendance as measured by sign logs	Parent and Student Attendance as measured by sign out logs
ELA	Economically Disadvantaged	Scholastic Book Fairs Family Reading Night Parental Classroom Visits	Principal Teachers Parents	Parent and Student Attendance as measured by sign in logs	Scholastic Book Fairs
Math	Economically Disadvantaged	Family Math Night Chuck E Cheese Family Night Parental Classroom Visits	Principal Teachers Parents	Parent and Student Attendance as measured by sign logs	Parent and Student Attendance as measured by sign out logs

**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? *The program will include Family educational events to bring families together to learn educational games and activities that can be continued within the home environment.*
2. How will the school engage parents in the development of the written parent involvement policy? *Administration and faculty, in conjunction with the Parent Teacher League (PTL), will provide valuable input regarding the parent involvement policy. Input will be based on surveys distributed to the parents/guardians of the students.*
3. How will the school distribute its written parent involvement policy? *The school-parent compact is sent home with all students and each teacher ensures 100% return for the students in their classroom. Parental contact is made for any student who has not returned their compact. The compact will be sent home in English and Spanish to ensure all parents have a clear understanding of the compact. During Back to School night, parents are encouraged to review this contract and work together with the school on the areas identified in the compact. The parent involvement policy is posted on the school's website and copies will be made available to parents on the opening table for Back to School night. Translators will also be in attendance to clarify information for the parents.*
4. How will the school engage parents in the development of the school-parent compact? *The school will engage parents through the Parent Teacher League (PTL) to obtain feedback about the school-parent compact during meetings and parent surveys.*
5. How will the school ensure that parents receive and review the school-parent compact? *Parental contact is made for any student who has not returned their compact. During Back to School night, parents are encouraged to review this compact and work together with the school on the areas identified in the compact.*
6. How will the school report its student achievement data to families and the community? *The data is issued to parents during Back to School Night, it is public record in the local newspaper, district website, board office, and board agendas. Data walls are also displayed for community review.*
7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III? *The district will provide a notification letter to all parents that each school will distribute.*
8. How will the school inform families and the community of the school's disaggregated assessment results? *Assessment results are provided in open forum at Elizabeth Board of Education meetings, discussed at PTL meetings, displayed on Data Walls, and posted on the district 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? *Parents are invited to attend monthly meetings throughout the year held by the PTL. During those meetings they are able to voice their input on our projected plans. Parent surveys are also sent home, allowing parents to be involved in the development of the Title 1 Schoolwide Plan.*
10. How will the school inform families about the academic achievement of their child/children? *The child's classroom teacher will discuss student assessment results with parents every five weeks, via progress reports in week 5 of every marking cycle and via report card in week 10 of every marking cycle. Student assessment results are provided to students in September and are mailed when parents who have transferred request their child's results. Teachers will maintain communication with parents about their child through phone calls, parent-teacher conferences, and emails. Parents also have access to the Parent Portal (Power School) to access student grades at any time online.*
11. On what specific strategies will the school use its 2015-2016 parent involvement funds? *Implement Family Academic nights in the areas of Language Arts, Math, Science, and Social Studies, parental funds will also build the educational home library of the families. The involvement funds will also support take home educational centers and activities for parents and children to continue to develop at home routines for academic success.*

****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	47	
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	5	
	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
To keep in constant contact with Universities in regards to teachers completing hours and junior and senior field experience. Demo lesson and teacher portfolio as a component to the interview process.	