

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: Woodrow Wilson School No. 19
Chief School Administrator: OLGA HUGELMEYER	Address: 529 Edgar Road, Elizabeth, NJ 07202
Chief School Administrator's E-mail:hugelmo@elizabeth.k12.nj.us	Grade Levels: Pre-k to 8
Title I Contact: Rosa Carbone	Principal: Carolina Cespedes
Title I Contact E-mail:carbonro@elizabeth.k12.nj.us	Principal's E-mail: cespedca@elizabeth.k12.nj.us
Title I Contact Phone Number:908 436-5267	Principal's Phone Number: (908) 436-6187

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:
 - K-8 Extended Learning Opportunities
 - Supplies/Material for Extended Learning Opportunity
 - Parental Involvement Activities/Training/Refreshments/Supplies
 - Professional Development for Teachers related to identified “priority problems” (Language Arts, Mathematics, School Climate & Culture)

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

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

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

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

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

**Add lines as necessary.*

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Carolina Cespedes	Principal	X	X	X	
Shante Rorie	Vice-Principal	X	X	X	
Jill Aller	Guidance Counselor	X	X	X	
Nicole Gebhart	ScIP/ Teacher	X	X	X	
Lorraine Pugaczewski	ScIP/Teacher	X	X	X	
Yanira Mejia	Parent	X	X	X	
Carmine Corsentino	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	
May 14, 2015	Dr. Martin Luther King ECC School No. 52	NCLB/ESEA Title I Schoolwide Plan		No		No
October 20, 2015	VP’s Office	Comprehensive Needs Assessment	Yes			No
January 13, 2016	VP’s Office	Schoolwide Plan Development	Yes			No
May 11, 2016	VP’s Office	Program Evaluation	Yes			No

**Add rows as necessary.*

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

School's Mission

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

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

What is the school's mission statement?	The Elizabeth Public Schools will provide excellent educational experiences and services to inspire every student to think, to learn, to achieve, and to care.
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

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

Evaluation of 2014-2015 Schoolwide Program *

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

1. Did the school implement the program as planned?

The program was implemented as planned. During the 14-15 school year we were able to keep to the plan for ELA and Mathematics. Additionally extended day, After School, program and interventions were implemented. Professional Development took place and progress monitoring for teachers.

2. What were the strengths of the implementation process?

Strengths of the implementation process included the use of student data and progress monitoring in ELA and mathematics. The job embedded professional development that was provided to all teachers was specifically designed around the data collected and occurred for groups of teachers inclusive of bilingual, ESL and special education.

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

One of our challenges was maintaining teachers from within our building who have been trained to use data collection tools for the summer program.

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

Initial step strength included data analysis by grade level and subgroup in Mathematics and LAL. In LAL teachers delivered instruction and comprehension strategies, guided practice and discussions, interventions were aligned to student need, however student examining their own data and setting goals did not happen across grade levels.

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

In mathematics, students had the opportunity to work with manipulatives to visually represent their ideas. Throughout all grade levels teachers provided opportunities for students to engage in math talk.

Progress monitoring in math and LAL was evident following working with teachers, however a challenge was the collaboration between the classroom teacher and the special area teacher.

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

The administration remains transparent in the sharing of all data as well as on open communication through PLCs, grade level team, staff, PTA, 504, IR&S, workshops, and grade level parent meetings.

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

Staff freely meets and reflects on curriculum and instruction and implementation of programs. As a result, collection of data has been modified from feedback and professional development has been tailored to better address staff and student needs. Teachers have also led other teachers in implementation of aspects of the plan. A staff survey which is aligned with Marzano School Leader Framework is used to gauge teacher perception.

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

Perceptions of the community were impacted by the evidence gathered and presented in an organized manner. The community was able to view data, receive interpretations of data, and ask questions. Additionally, communication with parents and guardians was improved when their child's progress was clearly articulated with implementation of strategies and results documented. Feedback during PTA meetings and parent interview.

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

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

The program is delivered initially in large group for the core program. Teachers worked with students in small groups to deliver interventions as well as student attending specified programs with other teachers and switching teachers to be in groups that better address their needs through programs available. When needed, teachers also met one on one with students. Evidence of intervention by student was gathered through online measures for programs in mathematics and ELA and through progress monitoring.

Throughout the year, PLCs and cadres of teachers met regularly with each other and with administrators to address areas of implementation. When necessary, individual meetings were held with teachers. Teacher willingly met on their time as well as during regularly scheduled times in small groups and teams.

9. How did the school structure the interventions?

Within the core program, teachers were required to progress monitor all students response to strategies. State test scores and benchmark results were used to successfully place students into intervention programs to address their needs. All students received placements in intervention math and reading periods. All students also received strategy based instruction within their period of the core programs. Additionally, students were chosen for lunch tutoring based on performance on state assessments and benchmarks.

10. How frequently did students receive instructional interventions?

All students were provided with intervention periods within their weekly schedule. All student were given objectives and strategies determined by their assessments with frequency ranging from daily to weekly depending on need.

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

Progress monitoring was done electronically through the use of excel and/or program tools such Every Day Mathematics. Online components of mathematics and reading programs are built in to our curricula.

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

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

Technology contributes through allowing teachers and administrators to identify specific student needs, class needs, grade level needs and school-wide needs. Teachers were then able to reflect and receive training based on identified areas of student weakness for their successful implementation of programs and assessments.

**Provide a separate response for each question.*

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

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

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 4	1		After School, Promotion Retention	Student repeated grade 4. Results of NJ ASK scores for both years demonstrated that the student failed LAL. No improvement was made.
Grade 5	10		After School, Promotion Retention	7/10 students demonstrated growth or stayed the same, even though they did not reach proficiency. After School Program focus on enrichment, and the Promotion/Retention Program only for students who failed subjects not necessarily NJ ASK.
Grade 6	7		After School, Promotion Retention	4/11 students demonstrated growth or stayed the same, even though they did not reach proficiency. After School Program focus on homework, and the Promotion/Retention Program only for students who failed subjects not necessarily NJ ASK.
Grade 7	12		After School, Promotion Retention	4/12 students demonstrated growth or stayed the same, even though they did not reach proficiency. After School Program focus on homework, and the Promotion/Retention Program only for students who failed subjects not necessarily NJ ASK.

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

Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 4	1		After School, Promotion Retention	Student repeated grade 4. Results of NJ ASK scores for both years demonstrated that the student failed LAL. No improvement was made.
Grade 5	13		After School, Promotion Retention	7/13 demonstrated growth even though they did not meet proficiency. After School Program focus on homework, and the Promotion/Retention Program only for students who failed subjects not necessarily NJ ASK.
Grade 6	11		After School, Promotion Retention	6/11 demonstrated growth even though they did not meet proficiency. After School Program focus on homework, and the Promotion/Retention Program only for students who failed subjects not necessarily NJ ASK.
Grade 7	15		After School, Promotion Retention	2/15 demonstrated growth even though they did not meet proficiency. After School Program focus on homework, and the Promotion/Retention Program only for students who failed subjects not necessarily NJ ASK.
Grade 8				
Grade 11				
Grade 12				

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

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

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).

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

Pre-Kindergarten				
Kindergarten				
Grade 1	3		After School, Promotion Retention	demonstrated growth even though they did not meet proficiency. After School Program focus on homework, and the Promotion/Retention Program only for students who failed subjects not necessarily TerraNova.
Grade 2	3		After School, Promotion Retention	demonstrated growth even though they did not meet proficiency. After School Program focus on homework, and the Promotion/Retention Program only for students who failed subjects not necessarily TerraNova.
Grade 9				
Grade 10				

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).
Pre-Kindergarten				
Kindergarten				
Grade 1	4			TerraNova results did not demonstrate growth from one year to the next. Students who attended the Promotion/Retention Program only for students who failed subjects not necessarily TerraNova
Grade 2	4			TerraNova results did not demonstrate growth from one year to the next. Students who attended the Promotion/Retention Program only for students who failed subjects not necessarily TerraNova
Grade 9				
Grade 10				

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

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Sonday, LLI in addition to core programs	Yes	Quarterly benchmarks, Terra Nova K-2, MAP test, NJASK 3-8	These programs were implemented to help bridge the gap with the students who are not functioning on grade level. Each program is monitored and the students were assessed for progress. The instruction was aligned with the daily programs as ensured by the Division of Elementary & Secondary Education. Teachers were required to participate in weekly team meeting. Schedules accommodated the meetings and locations were established.
Math	Students with Disabilities	Same as General Ed. students	Yes	Quarterly benchmarks, Terra Nova K-2, MAP test, NJASK 3-8	These programs were implemented to help bridge the gap with the students who are not functioning on grade level. Each program is monitored and the students were assessed for progress. The instruction was aligned with the daily programs as ensured by the Division of Elementary & Secondary Education. Teachers were required to participate in weekly team meeting. Schedules accommodated the meetings and locations were established.
ELA	Homeless	Same as General Ed Students	Yes	Same as General Ed Students	Same as General Ed Students

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	Homeless	Same as General Ed Students	Yes	Same as General Ed Students	Same as General Ed Students
ELA	Migrant	Same as General Ed Students	Yes	Same as General Ed Students	Same as General Ed Students
Math	Migrant	Same as General Ed Students	Yes	Same as General Ed Students	Same as General Ed Students
ELA	ELLs	In addition to the programs utilized by the general population students, they received instruction in their native language as well as ESL instruction.	Yes	Data results from ACCESS testing ELL benchmarks	These programs were implemented to help bridge the gap with the students who are not functioning on grade level. Each program is monitored and the students were assessed for progress. The instruction was aligned with the daily programs as ensured by the Division of Elementary & Secondary Education. Teachers were required to participate in weekly team meeting. Schedules accommodated the meetings and locations were established.
Math	ELLs	EveryDay Math Program, Math XL for School, Math talk, Word Problems and Fluency in Math Facts, and After School Programs	Yes	Same as General Ed students	Same as General Ed students
ELA	Economically Disadvantaged	Same as General Ed students	Yes	Same as General Ed students	Same as General Ed students

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	Economically Disadvantaged	Same as General Ed students	Yes		
ELA		LEADS, Reading Street, LLI, Soliday Programs, After School Program, Progress monitoring, instruction and comprehension strategies, guided practice, engagement	Yes	Quarterly benchmarks, DRA 2 MAP Test Terra Nova K -2, NJASK 3 -8 Observation and Feedback	These programs were implemented to help bridge the gap with the students who are not functioning on grade level. Each program is monitored and the students were assessed for progress. The instruction was aligned with the daily programs as ensured by the Division of Elementary & Secondary Education. Teachers were required to participate in weekly team meeting. Schedules accommodated the meetings and locations were established.
Math		EveryDay Math Program, Math XL for School, Math talk, Word Problems and Fluency in Math Facts, and After School Programs	Yes	Quarterly benchmarks, DRA 2 MAP Test Terra Nova K -2, NJASK 3 -8 Observation and Feedback	These programs were implemented to help bridge the gap with the students who are not functioning on grade level. Each program is monitored and the students were assessed for progress. The instruction was aligned with the daily programs as ensured by the Division of Elementary & Secondary Education. Teachers were required to participate in weekly team meeting. Schedules accommodated the meetings and locations were established.

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

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	After School Enrichment Program, Promotion/Retention Program	Yes	DRA2 Scores & PARCC scores	Awaiting results from PARCC 3 – 8 Proficiency on the PARCC Terra Nova, report card and district benchmarks Promotion to next grade
Math	Students with Disabilities	Promotion Retention Program	Yes	PARCC scores Principal	Awaiting results from PARCC 3 – 8 Proficiency on the PARCC Terra Nova, report card and district benchmarks Promotion to next grade
ELA	Homeless	After School Enrichment Program, Promotion/Retention Program	Yes	DRA2 Scores & PARCC scores	Awaiting results from PARCC 3 – 8 Proficiency on the PARCC Terra Nova, report card and district benchmarks Promotion to next grade
Math	Homeless	After School Enrichment Program, Promotion/Retention Program	Yes	PARCC scores Principal	Awaiting results from PARCC 3 – 8 Proficiency on the PARCC Terra Nova, report card and district benchmarks

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)
					Promotion to next grade
ELA	Migrant	After School Enrichment Program, Promotion/Retention Program	Yes		Awaiting results from PARCC 3 – 8 Proficiency on the PARCC Terra Nova, report card and district benchmarks
Math	Migrant	Promotion Retention Program	Yes		Awaiting results from PARCC 3 – 8 Proficiency on the PARCC Terra Nova, report card and district benchmarks
ELA	ELLs	After School Enrichment Program, Promotion/Retention Program	Yes		Awaiting results from PARCC 3 – 8 Proficiency on the PARCC Terra Nova, report card and district benchmarks
Math	ELLs	Promotion Retention Program	Yes		Awaiting results from PARCC 3 – 8 Proficiency on the PARCC Terra Nova, report card and district benchmarks
ELA	Economically Disadvantaged	After School Enrichment Program, Promotion/Retention	Yes		Awaiting results from PARCC 3 – 8 Proficiency on the PARCC

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)
		Program			Terra Nova, report card and district benchmarks
Math	Economically Disadvantaged	Promotion Retention Program	Yes		Awaiting results from PARCC 3 – 8 Proficiency on the PARCC Terra Nova, report card and district benchmarks
ELA	All students	After School Enrichment Program, Promotion/Retention Program	Yes		Awaiting results from PARCC 3 – 8 Proficiency on the PARCC Terra Nova, report card and district benchmarks
Math		Promotion Retention Program	Yes		Awaiting results from PARCC 3 – 8 Proficiency on the PARCC Terra Nova, report card and district benchmarks

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	PD in MyAccess, and Reading Street on using data to prioritize instruction.	Yes	MyAccess Reports, Progress Monitoring Record	Benchmarks and DRA
Math	Students with Disabilities	PD in EveryDay Math in the use of assessment data to guide instruction and grouping	Yes	Progress Monitoring for Math, Class checklist-	Benchmarks and Unit Tests
ELA	Homeless	SAME AS ABOVE	Yes	SAME AS ABOVE	SAME AS ABOVE
Math	Homeless	SAME AS ABOVE	Yes	SAME AS ABOVE	SAME AS ABOVE
ELA	Migrant	SAME AS ABOVE	Yes	SAME AS ABOVE	SAME AS ABOVE
Math	Migrant	SAME AS ABOVE	Yes	SAME AS ABOVE	SAME AS ABOVE
ELA	ELLs	SAME AS ABOVE	Yes	SAME AS ABOVE	SAME AS ABOVE
Math	ELLs	SAME AS ABOVE	Yes	SAME AS ABOVE	SAME AS ABOVE
ELA	Economically Disadvantaged	SAME AS ABOVE	Yes	SAME AS ABOVE	SAME AS ABOVE
Math	Economically Disadvantaged	SAME AS ABOVE	Yes	SAME AS ABOVE	SAME AS ABOVE
ELA		PD in MyAccess, and Reading Street on using	Yes	MyAccess Reports, Progress Monitoring Record	Benchmarks and DRA

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		data to prioritize instruction.			
Math		PD in Everyday Math in the use of assessment data to guide instruction and grouping	Yes	Progress Monitoring for Math, Class checklist-	Benchmarks and Unit Tests

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				

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	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

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	Sonday, LLI, DRA2, Progress Monitoring	Standardized Tests and Benchmarks
Academic Achievement - Writing	My Access, Writing benchmarks	Standardized Tests and Benchmarks
Academic Achievement - Mathematics	EveryDay Math, Moving with Math, RSA (Progress Monitoring)	Standardized Tests and Benchmarks
Family and Community Engagement	Parent/Teacher meetings, Parental Workshops	Standardized Tests and Benchmarks
Professional Development	Professional Development Enrollment	Standardized Tests and Benchmarks
Leadership	ILT, I&RS, Staff meetings, PLC Mtgs.	Standardized Tests and Benchmarks
School Climate and Culture	Teacher Survey	Standardized Tests and Benchmarks
School-Based Youth Services	Guidance /Social Worker Reports	Standardized Tests and Benchmarks
Students with Disabilities	Sonday, Lets Play, Learn, same as gen ed.	Standardized Tests and Benchmarks
Homeless Students	Same as General Ed. Students	Standardized Tests and Benchmarks
Migrant Students	Same as General Ed. Students	Standardized Tests and Benchmarks

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
English Language Learners	Same as General Ed. Students	Standardized Tests and Benchmarks
Economically Disadvantaged	Same as General Ed. Students	Standardized Tests and Benchmarks

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 included both qualitative and quantitative data regarding the school’s movement toward performance targets. Achievement data from both local and state assessments, focus groups, consultations 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 instruments used to collect data have been rated for validity and reliability. School data was collected by grade level. 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 level. 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

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

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.

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

The data analysis revealed that the special education sub group is not meeting the proficiency level. For both ELA and Mathematics, they are underperforming the district. Therefore, moving forward the strategies to implement will be designed to highly impact this group as well as to support the total population.

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

Data analysis revealed a need for strategy sharing between general, special, bilingual and ESL teachers. It also revealed a need for professional development in increasing student engagement, monitoring student progress, and in understanding the Common Core State Standards in order to ensure the success of all students in making gains towards reaching proficiency

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 Common Core Standards. MAP (Grades K-2) 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 reading and language arts include DRA2 and quarterly administered district benchmarks across subject areas.

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

Teachers differentiate their instructional practice based on the results of district quarterly benchmark assessments, progress monitoring, DRA2 (Grades K-2) and PARCC (Grades 3-8). Students are provided interventions in teacher directed small group instruction. While the benchmarks are used in a formative manner throughout the school year, they serve as a portion of the students' summative portfolio for math, reading, and writing collected for each student. In addition, student intervention plans and progress monitoring are developed and monitored on at-risk students that document the skills and strategies the teacher is providing intervention on, the duration and effectiveness of each.

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

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 Common Core Standards. A targeted assistance program offers supplemental services to identified children who are low-achieving or at risk of low achievement.

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

Teachers differentiate their instructional practice based on the results of district quarterly benchmark assessments, progress monitoring, DRA2 (Grades K-2) and PARCC (Grades 3-8). Students are provided interventions in teacher directed small group instruction. While the benchmarks are used in a formative manner throughout the school year, they serve as a portion of the students' summative portfolio for math, reading, and writing collected for each student. In addition, student intervention plans and progress monitoring are developed and monitored on at-risk students that document the skills and strategies the teacher is providing intervention on, the duration and effectiveness of each.

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 and Secondary Education provided training to administrators, literacy and mathematics coaches in the administration of formative and summative assessment, as well as the use of data-driven decision making. The administrators provided teachers with professional development in grade level meetings in analyzing data for identifying root causes for existing problems and well as follow up training in assessments. Grade level team meetings were held to ensure that teachers were involved in discussion of necessary components of instruction that are geared towards meeting students' needs. Data was also disaggregated by subgroup and discussed in grade level team meetings.

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

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

12. Transition is an ongoing process that facilitates and maintains continually between the Preschool and Kindergarten programs. Preparing for the transition from preschool to kindergarten helps them to become familiar with the program and helps to anticipate services based on each child's individual needs. Ongoing communication between preschool and kindergarten teachers to discuss the impact of transition on the child and the family and to develop transition activities occurs throughout the year. Results from the ELS is shared between Pre-K and Kindergarten teachers and the documentation is passed on to the Kindergarten teacher. Classroom and school visits are arranged in order to familiarize preschool students with Kindergarten classrooms and the school building. Educational core programs are consistent from grade 5 through grade 6 with the addition of transitioning students to having science with a science teacher. Next school year the AVID program will continue in grade 7 to provide additional support to students in grade 7 in necessary skills. Students in 7th grade were given the opportunity to visit colleges in accordance with AVID requirements. AVID students will continue to receive AVID classes in grade 8. Students in grade 8 visit high schools, and participated in a career exposition in order to begin preparation for the high school mindset and responsibilities. Students also receive support and planning for the transition from the school guidance counselor. Communication is kept between schools via guidance when students have specific needs being addressed through the I&RS process and through the Child Study Teams for students with disabilities.

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

Members of the Instructional Leadership team utilized MAP, DRA2, district benchmarks, and Professional Development Plans to select problems. In addition, administrators reviewed teacher lesson plans, and teacher evaluations as indicated via iObservation tool and annual performance reports to further examine professional development needs.

**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	Language Arts Literacy and Reading	Mathematics
Describe the priority problem using at least two data sources	NJASK, District Quarterly Benchmarks, and DRA2 results indicate that the Schoolwide, Hispanic, Students with Disability, and Economically Disadvantaged populations are not demonstrating sufficient gains in proficiency levels. The White and Black populations demonstrates meeting the target. This is evident across clusters in writing, working with text, analyzing and interpreting text, and comprehension.	NJASK and district benchmark results indicate that the White, Black and special education populations met performance level with the Confidence Interval applied.
Describe the root causes of the problem	The lack of exposure to multiple text structures and genres, recurring exposure to recall and low level questioning and discussion, lack of text connections, gaps in experiential background are root causes. Additionally, articulation between general education and special education and special education teachers on interventions needs improvement. Teachers are in need of alignment of engaging lessons to the CCSS.	The lack of experiential background and problem solving, lack of opportunities to articulate thinking and the inability to apply knowledge to real world situations are root causes.. Teachers are in need of alignment of engaging lessons to the CCSS.
Subgroups or populations addressed	All subgroups	All subgroups
Related content area missed (i.e., ELA, Mathematics)	Application of comprehension strategies to independent reading, text analysis and interpretation, use of higher order thinking skills while working with text.	Problem solving, measurement, numeracy, geometry, and number sense.
Name of scientifically research based intervention to address priority problems	Explicit teaching of the 6 main comprehension strategies, teach students about text structure, teach students to examine their own data and set learning goals, guided practice and discussion at students’ instructional level, provide engaging and motivating context in which to learn reading, direct and explicit vocabulary instruction, intensive	Teachers will provide direct and explicit teaching of learning from math mistakes, examining their own data and setting learning goals, provide students work with visual representations of mathematical ideas, build fluency in retrieving basic math facts, instruction of solving work problems that is based on common underlying structures,

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

	and individualized interventions through teacher directed small group and individual instruction provided by both the general education and special education teacher	provide models of proficient problem solving, and provide opportunities for the verbalization of the thought process.
How does the intervention align with the Common Core State Standards?	The district curriculum is aligned to the Common Core Standards therefore the above mentioned program/strategies are aligned to the Common Core Standards.	The district curriculum is aligned to the Common Core Standards therefore the above mentioned program/strategies are aligned to the Common Core Standards.

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		
Describe the priority problem using at least two data sources		
Describe the root causes of the problem		
Subgroups or populations addressed		
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems		
How does the intervention align with the Common Core State Standards?		

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

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

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Monitoring student progress Creating and implementing high quality lessons and formative assessments aligned to the CCSS that support SGOs Increasing student engagement (reading comprehension, setting goals, and whole & small group instruction)	All teachers and Administrators	District Benchmarks, MAP, PARCC, Danielson Framework for Teacher Evaluation	<i>Improving Reading Comprehension in Kindergarten Through 3rd Grade</i> , September 2010 IES Practice Guide <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> , August 2008 IES Practice Guide. “Reciprocal Teaching”, September 2010, WWC Intervention Report. <i>Using Achievement Data to Support instructional Decision Making</i> , September 2009 IES Practice Guide
Math	Students with Disabilities	Monitoring student progress Creating and implementing high quality lessons and formative assessments aligned to the CCSS that support SGOs Increasing student engagement (math talk, problem solving, use of manipulative	All teachers and Administrators	District Benchmarks, MAP, PARCC, Danielson Framework for Teacher Evaluation	<i>Using Achievement Data to Support instructional Decision Making</i> , September 2009 IES Practice Guide <i>Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools</i> , April 2009 IES Practice Guide <i>Organizing instruction and Study to improve Student Learning</i> , September 2007 IES Practice Guide

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		materials, fluency of math facts)			
ELA	Homeless	Same as above	All teachers and Administrators	Same as above	Same as above
Math	Homeless	Same as above	All teachers and Administrators	Same as above	Same as above
ELA	Migrant	Same as above	All teachers and Administrators	Same as above	Same as above
Math	Migrant	Same as above	All teachers and Administrators	Same as above	Same as above
ELA	ELLs	Same as above	All teachers and Administrators	Same as above	Same as above
Math	ELLs	Same as above	All teachers and Administrators	Same as above	Same as above
ELA	Economically Disadvantaged	Same as above	All teachers and Administrators	Same as above	Same as above
Math	Economically Disadvantaged	Same as above	All teachers and Administrators	Same as above	Same as above
ELA		Same as above	All teachers and	Same as above	Same as above

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			Administrators		
Math		Same as above	All teachers and Administrators	Same as above	Same as above

**Use an asterisk to denote new programs.*

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Sunday, Read Play Learn, Core Intervention, After School Program, Promotion Retention Program	Teachers and Administrators	District Benchmarks, MAP, PARCC	<i>Improving Reading Comprehension in Kindergarten Through 3rd Grade</i> , September 2010 IES Practice Guide <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> , August 2008 IES Practice Guide. "Reciprocal Teaching", September 2010, WWC Intervention Report. <i>Using Achievement Data to Support instructional Decision Making</i> , September 2009 IES Practice Guide
Math	Students with Disabilities	Moving with Math, Core Intervention, After School Program,	Teachers and Administrators	District Benchmarks, MAP, PARCC	<i>Using Achievement Data to Support instructional Decision Making</i> , September 2009 IES Practice Guide

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)
		Promotion Retention Program Teachers and Administrators			<i>Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools</i> , April 2009 IES Practice Guide <i>Organizing instruction and Study to improve Student Learning</i> , September 2007 IES Practice Guide
ELA	Homeless	Same as above	Teachers and Administrators	Same as above	Same as above
Math	Homeless	Same as above	Teachers and Administrators	Same as above	Same as above
ELA	Migrant	Same as above	Teachers and Administrators	Same as above	Same as above
Math	Migrant	Same as above	Teachers and Administrators	Same as above	Same as above
ELA	ELLs	Same as above	Teachers and Administrators	Same as above	Same as above
Math	ELLs	Same as above	Teachers and Administrators	Same as above	Same as above
ELA	Economically Disadvantaged	Same as above	Teachers and Administrators	Same as above	Same as above
Math	Economically Disadvantaged	Same as above	Teachers and Administrators	Same as above	Same as above
ELA		Same as above	Teachers and	Same as above	Same as above

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

ESEA §1114(b)(I)(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)
			Administrators		
Math		Same as above	Teachers and Administrators	Same as above	Same as above

**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	Unpacking and aligning content standards. Align instructional unit to lesson plans to standards. Creating common standard-aligned high quality lessons and formative assessments used to support student progress on SGO. Student/Danielson evaluation practices on engagement.	Teachers and Administrators	Lesson Plans, Observations	Common Core State Standards Enhancing Professional Practice: A Framework for Teaching 2 nd Edition by Charlotte Danielson Goatley, V. J., & Hinchman, K. A. (2013). Using research to make sensible literacy decisions within current educational initiatives. Language and Literacy Spectrum, 23, 57-68
Math	Students with	Unpacking and	Teachers and	Lesson Plans, Observations	Common Core State Standards

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)
	Disabilities	aligning content standards. Align instructional unit to lesson plans to standards. Creating common standard-aligned high quality lessons and formative assessments used to support student progress on SGO. Student/Danielson evaluation practices on engagement.	Administrators		Enhancing Professional Practice: A Framework for Teaching 2 nd Edition by Charlotte Danielson Goatley, V. J., & Hinchman, K. A. (2013).
ELA	Homeless	Same as above	Teachers and Administrators	Same as above	Same as above
Math	Homeless	Same as above	Teachers and Administrators	Same as above	Same as above
ELA	Migrant	Same as above	Teachers and Administrators	Same as above	Same as above
Math	Migrant	Same as above	Teachers and Administrators	Same as above	Same as above
ELA	ELLs	Same as above	Teachers and Administrators	Same as above	Same as above

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	ELLs	Same as above	Teachers and Administrators	Same as above	Same as above
ELA	Economically Disadvantaged	Same as above	Teachers and Administrators	Same as above	Same as above
Math	Economically Disadvantaged	Same as above	Teachers and Administrators	Same as above	Same as above
ELA		Same as above	Teachers and Administrators	Same as above	Same as above
Math		Same as above	Teachers and Administrators	Same as above	Same as above

****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)

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.

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

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?
2. What barriers or challenges does the school anticipate during the implementation process?
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
4. What measurement tool(s) will the school use to gauge the perceptions of the staff?
5. What measurement tool(s) will the school use to gauge the perceptions of the community?
6. How will the school structure interventions?
7. How frequently will students receive instructional interventions?
8. What resources/technologies will the school use to support the schoolwide program?
9. What quantitative data will the school use 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?

****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	Parent Workshop: Common Core and Vocabulary engagement	PTA, Teachers	Attendance, feedback survey	www.Corestandards.org Enhancing Professional Practice: A Framework for Teaching 2ne Edition by Charlotte Danielson
Math	Students with Disabilities	Parent Workshop: Promoting math talk and problem solving at home	PTA, Teachers	Attendance, feedback survey	www.Corestandards.org Enhancing Professional Practice: A Framework for Teaching 2ne Edition by Charlotte Danielson
ELA	Homeless	Same as above		Same as above	Same as above
Math	Homeless	Same as above		Same as above	Same as above
ELA	Migrant	Same as above		Same as above	Same as above
Math	Migrant	Same as above		Same as above	Same as above
ELA	ELLs	Same as above		Same as above	Same as above
Math	ELLs	Same as above		Same as above	Same as above
ELA	Economically Disadvantaged	Same as above		Same as above	Same as above
Math	Economically Disadvantaged	Same as above		Same as above	Same as above

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)
ELA		Same as above		Same as above	Same as above
Math		Same as above		Same as above	Same as above

**Use an asterisk to denote new programs.*

2015-2016 Family and Community Engagement Narrative

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

Our Parent Involvement Plan is designed to address our identified priority problems. It draws on the research and recommendations in reading and mathematics that is being used to also provide comprehensive, job-embedded training to our teachers. The targeted Parent Involvement components were chosen to address some of the root causes of our priority problems:

These opportunities, provided by our teachers, parent liaison, and administrators will provide parents with strategies that promote and support our students' cognitive growth

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

We have created a parent survey that is available on our school website. This data will be utilized in the creation of the plan and to get parent buy-in.

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

Parents are notified of the parent involvement policy at our Open House meeting in September.

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

Parent representatives from grades K-8, our Parent Liaison, teachers and administrators collaborate in the writing of the school-parent compact

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

School-parent compact notice is sent home with the students the first day of school. Parents are to return the agreement with their signature to their child/children's teacher. The teachers forward the agreements to the principal.

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

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

Reports to the community are accomplished through the Elizabeth Public Schools media relations activities. District/school web site is continuously updated, district and school based newsletters are mailed to the home at school specific intervals, PTA event publications are available on district calendar and district press releases are provided when needed.

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

Reports to the community are accomplished through the Elizabeth Public Schools media relations activities, as well as the general Board of Education scheduled meetings.

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

Parents are notified of the school's disaggregated assessment results at the Open House meeting. The principal presents all data in graph form to parents.

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

Parents were involved in the development of the Schoolwide Plan through providing their feedback with involvement in the PTA and via survey posted on the school website

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

Parents are notified through mid quarter progress reports, quarterly report cards and access to Power School, an online site that is available to parents and students to view student academic achievement, as well as I&RSS Conferences.

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

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

Funds will be used to provide parent workshops, bring in outside professionals to address parents and provide refreshments to parents at these monthly workshops.

**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	51	
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	8	
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	
	0	

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

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

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

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