

# 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	John Marshall School No. 20
Chief School Administrator: OLGA HUGELMEYER	Address: 521 Magnolia Aveue
Chief School Administrator's E-mail:hugelmo@elizabeth.k12.nj.us	Grade Levels: K-8
Title I Contact: Rosa Carbone	Principal: Nichol Comas
Title I Contact E-mail:carbonro@elizabeth.k12.nj.us	Principal's E-mail: comasni@elizabeth.k12.nj.us
Title I Contact Phone Number:908 436-5267	Principal's Phone Number: (908) 436-5780

**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.

\_\_\_\_\_  
 Nichol Comas  
**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
K-8 Extended Learning Opportunities • Lunchtime Tutoring				
Supplies/Materials for K-8 Extended Learning Opportunities				
Professional Development in Language Arts Literacy and Mathematics				
Parental Involvement Activities				

## 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
Nichol Comas	Interim Principal	Y	Y	Y	
Suhail Campos	Bilingual Kindergarten Teacher	Y	Y	Y	
Catherine Colon	Resource Teacher	Y	Y	Y	
Janil Diaz	Fourth Grade Teacher	Y	Y	Y	
Nicole Hidalgo	Second Grade Teacher	Y	Y	Y	
Brenda McClinton	Interventionist	Y	Y	Y	
Sarah Laface	Social Worker	Y	Y	Y	
Francy Maldonado	Parent Representative	Y	Y	Y	
Jose Cotto	Community Representative	Y	Y	Y	

## 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		Yes	
June 10, 2015	Principal’s Office	Comprehensive Needs Assessment	Yes		Yes	
September 18, 2015 (Tentative)	Principal’s Office	Schoolwide Plan Development	N/A		N/A	
November 23, 2015 (Tentative)	Auditorium	Program Evaluation	N/A		N/A	

*\*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?

<b>What is the school's mission statement?</b>	John Marshall School No. 20 will be one of the best K-8 schools in the City of Elizabeth and the State of New Jersey. The school 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 2014-2015 program was implemented as planned. Strengthening the core academic program in the school occurred in ELA and Mathematics for teachers and administrators. The extended learning time built in for extended day included guided reading, LLI and Sunday instruction during intervention. Additionally, the after school program and lunchtime tutoring programs were completed. Both programs occurred for specifically identified students. The promotion retention program is in effect as well. Ongoing job embedded professional development remained in place for both ELA and Mathematics for teachers of all students. Family engagement through parent workshops was provided and available for parents of all students.

2. What were the strengths of the implementation process?

Strengths of the implementation process included the use of student data, student and teacher data binders 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?

Our plan included coaches for ELA and Mathematics. Coaches were able to serve on a part time basis during the school year. An additional challenge is also

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

The initial step strength included being able to properly place all students in classes and programs based on their need identified through screening tools. Strengths also include district based professional development for all staff members that was consistent and coherent.

The strengths in the delivery of specific instructional strategies and services were that students received instruction that supported their needs and progress monitoring was implemented on the success of strategies used. Also, the use of instructional coaches and outside consultants to deliver job-embedded professional development was integral to the success of the plan.

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

Parent workshops strengths include the regularity of scheduled workshops. However, weakness continues to be present in the attendance of parents at meetings and workshops.

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 grade level team meetings, faculty meetings, SCIP team meetings, Crisis Team meetings, individual parent meetings and IRS&S meetings.

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

The 2014-2015 school year marked a turning point in staff involvement and buy-in with the restructuring of John Marshall School No. 20. Staff perceptions are positive and motivation to meet students' needs and be involved is high. Staff freely meets with instructional coaches and reflects on curriculum and instruction and implementation of programs. As a result, professional development has been tailored to better address staff and student needs.

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

Feedback from family surveys and interaction with the parents themselves shows that the school is being received positively. Communication with parents and guardians is ongoing and their child's progress is clearly articulated with implementation of strategies and results documented (e.g. during I&RSS meetings)

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 students 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, teachers met regularly with the IR&S committee and administrator to address areas of implementation.

9. How did the school structure the interventions?

Initially, all students were screened using mathematics tools and ELA tools (Moving with Math, DRA2). Those measures coupled with 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

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

programs. Additionally, students were chosen for lunch tutoring and the after school program based on performance on state assessments and screening measures. Within the core program, teachers were required to progress monitor all students response to strategies.

10. How frequently did students receive instructional interventions?

All students were provided with intervention periods within their weekly schedule. All students 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 as Reading Street, Every Day Mathematics, Carnegie, etc.. 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?

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.***

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

**Evaluation of 2014-2015 Student Performance**

***State Assessments-Partially Proficient***

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

<b>English Language Arts</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>Interventions Provided</b>	<b>Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).</b>
Grade 4	0			
Grade 5	12		<ul style="list-style-type: none"> <li>• Daily ELA Intervention Periods</li> <li>• Differentiated Instruction</li> <li>• LLI</li> <li>• Sondag</li> <li>• Tutoring</li> <li>• After School Program</li> </ul>	<p>NJASK: Even though all subgroups did not meet the ELA goals within the allowed interval of confidence during the 2012-2013 school year, student growth was evident.</p> <p>Most students are lacking basic literacy skills, requiring intense intervention that is not necessarily reinforced in the homes and maintained over the summer months.</p>
Grade 6	19		<ul style="list-style-type: none"> <li>• Daily ELA Intervention Periods</li> <li>• Differentiated Instruction</li> <li>• LLI</li> <li>• Sondag</li> <li>• Tutoring</li> <li>• After School Program</li> </ul>	<p>NJASK: Even though all subgroups did not meet the ELA goals within the allowed interval of confidence during the 2012-2013 school year, student growth was evident.</p> <p>Most students are lacking basic literacy skills, requiring intense intervention that is not necessarily reinforced in the homes and maintained over the summer months.</p>
Grade 7	22		<ul style="list-style-type: none"> <li>• Daily ELA Intervention Periods</li> <li>• Differentiated Instruction</li> <li>• LLI</li> <li>• Sondag</li> <li>• Tutoring</li> <li>• After School Program</li> </ul>	<p>NJASK: Even though all subgroups did not meet the ELA goals within the allowed interval of confidence during the 2012-2013 school year, student growth was evident.</p> <p>Most students are lacking basic literacy skills, requiring intense intervention that is not necessarily reinforced in the homes and maintained over the summer months.</p>
Grade 8	0			

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

Grade 11			N/A	N/A
Grade 12			N/A	N/A

<b>Mathematics</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>Interventions Provided</b>	<b>Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).</b>
Grade 4	0			
Grade 5	6		<ul style="list-style-type: none"> <li>• Daily Mathematics Intervention Periods</li> <li>• Differentiated Instruction</li> <li>• Carnegie</li> <li>• Moving with Math</li> <li>• Tutoring</li> <li>• After School Program</li> </ul>	<p>NJASK: Even though all subgroups did not meet the mathematics goals within the allowed interval of confidence during the 2012-2013 school year, student growth was evident.</p> <p>Most students are lacking basic mathematical skills in concepts and operations. Since mathematics is highly proceduralized and continually builds on previous knowledge for successful learning, early deficits have enduring and devastating effects on later learning.</p>
Grade 6	12		<ul style="list-style-type: none"> <li>• Daily Mathematics Intervention Periods</li> <li>• Differentiated Instruction</li> <li>• Carnegie</li> <li>• Moving with Math</li> <li>• Tutoring</li> <li>• After School Program</li> </ul>	<p>NJASK: Even though all subgroups did not meet the mathematics goals within the allowed interval of confidence during the 2012-2013 school year, student growth was evident.</p> <p>Most students are lacking basic mathematical skills in concepts and operations. Since mathematics is highly proceduralized and continually builds on previous knowledge for successful learning, early deficits have enduring and devastating effects on later learning.</p>

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

Grade 7	10		<ul style="list-style-type: none"> <li>• Daily Mathematics Intervention Periods</li> <li>• Differentiated Instruction</li> <li>• Carnegie</li> <li>• Moving with Math</li> <li>• Tutoring</li> <li>• After School Program</li> </ul>	<p>NJASK: Even though all subgroups did not meet the mathematics goals within the allowed interval of confidence during the 2012-2013 school year, student growth was evident.</p> <p>Most students are lacking basic mathematical skills in concepts and operations. Since mathematics is highly proceduralized and continually builds on previous knowledge for successful learning, early deficits have enduring and devastating effects on later learning.</p>
Grade 8	0			
Grade 11			N/A	N/A
Grade 12			N/A	N/A

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

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

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

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A	N/A	N/A
Kindergarten	1		<ul style="list-style-type: none"> <li>• After School Academics</li> <li>• Lunchtime Tutoring</li> <li>• LLI</li> <li>• Sonday</li> <li>• Differentiated Instruction during daily intervention periods</li> </ul>	<ul style="list-style-type: none"> <li>• Slight increase in student growth was evident due to the implementation of “Reading Street,” and interventions for at-risk students such as Sonday and LLI. These interventions are provided consistently in a small group setting by trained interventionists but are clearly needed for a longer amount of time to reap significant results in increasing student proficiency. Continuous progress monitoring also assisted in targeting specific skills that need to be addressed during daily intervention periods but is often difficult to implement due to time constraints and size of class enrollment.</li> <li>• Inconsistent attendance during school day and during the After School Academics program.</li> </ul>
Grade 1	14		<ul style="list-style-type: none"> <li>• After School Academics</li> <li>• Lunchtime Tutoring</li> <li>• LLI</li> <li>• Sonday</li> <li>• Differentiated Instruction during daily intervention periods</li> </ul>	<ul style="list-style-type: none"> <li>• Slight increase in student growth was evident due to the implementation of “Reading Street,” and interventions for at-risk students such as Sonday and LLI. These interventions are provided consistently in a small group setting by trained interventionists but are clearly needed for a longer amount of time to reap significant results in increasing student proficiency. Continuous progress monitoring also assisted in targeting specific skills that</li> </ul>

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

				<p>need to be addressed during daily intervention periods but is often difficult to implement due to time constraints and size of class enrollment.</p> <ul style="list-style-type: none"> <li>• Inconsistent attendance during school day and during the After School Academics program.</li> </ul>
Grade 2	13		<ul style="list-style-type: none"> <li>• After School Academics</li> <li>• Lunchtime Tutoring</li> <li>• LLI</li> <li>• Sondag</li> <li>• Differentiated Instruction during daily intervention periods</li> </ul>	<ul style="list-style-type: none"> <li>• Slight increase in student growth was evident due to the implementation of “Reading Street,” and interventions for at-risk students such as Sondag and LLI. These interventions are provided consistently in a small group setting by trained interventionists but are clearly needed for a longer amount of time to reap significant results in increasing student proficiency. Continuous progress monitoring also assisted in targeting specific skills that need to be addressed during daily intervention periods but is often difficult to implement due to time constraints and size of class enrollment.</li> <li>• Inconsistent attendance during school day and during the After School Academics program.</li> </ul>
Grade 9	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A

<b>Mathematics</b>	<b>2013 - 2014</b>	<b>2014 - 2015</b>	<b>Interventions Provided</b>	<b>Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).</b>
Pre-Kindergarten	N/A	N/A	N/A	N/A
Kindergarten	0			
Grade 1	12		<ul style="list-style-type: none"> <li>• After School Academics</li> <li>• Lunchtime Tutoring</li> <li>• Carnegie Learning</li> <li>• Differentiated Instruction during daily intervention periods</li> </ul>	<ul style="list-style-type: none"> <li>• Slight increase in student growth was evident due to the implementation of Moving with Math and the implementation of Recognizing Student Achievement Component of daily checklists and formative assessments. These</li> </ul>

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

				<p>interventions are provided consistently in a small group setting by the classroom teacher but are clearly needed for a longer amount of time to reap significant results in increasing student proficiency. Continuous progress monitoring also assisted in targeting specific skills that need to be addressed during daily intervention periods but is often difficult to implement due to time constraints and size of class enrollment.</p> <ul style="list-style-type: none"> <li>• Inconsistent attendance during school day and during the After School Academics program.</li> </ul>
Grade 2	7		<ul style="list-style-type: none"> <li>• After School Academics</li> <li>• Lunchtime Tutoring</li> <li>• Carnegie Learning</li> <li>• Differentiated Instruction during daily intervention periods</li> </ul>	<ul style="list-style-type: none"> <li>• Slight increase in student growth was evident due to the implementation of Moving with Math and the implementation of Recognizing Student Achievement Component of daily checklists and formative assessments. These interventions are provided consistently in a small group setting by the classroom teacher but are clearly needed for a longer amount of time to reap significant results in increasing student proficiency. Continuous progress monitoring also assisted in targeting specific skills that need to be addressed during daily intervention periods but is often difficult to implement due to time constraints and size of class enrollment.</li> <li>• Inconsistent attendance during school day and during the After School Academics program.</li> </ul>
Grade 9	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A

**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 Intervention	2 Content/Group (All Students)	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Team Meetings	Language Arts & Mathematics	Yes	Quarterly Benchmarks, DRA 2 Map Testing K-8, PARCC, ACCESS	Teachers were required to participate in weekly team meeting. Schedules accommodated the meetings and locations were established as a routine. School events, professional development and curriculum were a few of the topics that were focused on during team meetings.
LEADS, Reading Street, Calle Lectora, LLI Program, Sunday, System 44	Language Arts	Yes	Quarterly benchmarks, DRA 2 Map Testing K-8, PARCC, ACCESS  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 meetings. Schedules accommodated the meetings and locations were established.
Carnegie	Mathematics	Yes	Data results	Students were able to work at their own pace and level in this computer programs. The program gives the students opportunities to make corrections when mistakes are made. Teachers and students both are able to keep track of their progress and monitor their success.

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

<b>1 Intervention</b>	<b>2 Content/Group (All Students)</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
The Importance of Transfer in English Language Literacy Proficiency	English Language Learners	Yes	Quarterly Benchmarks, DRA2 Data, ACCESS	Read Alouds implemented in both English and Spanish show an increase in: concept of print, background knowledge, vocabulary, and comprehension.

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

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

1 Intervention	2 Content/Group (All Students)	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (Outcomes must be quantifiable)
After School Academic Program	Language Arts & Mathematics	Yes	Quarterly Benchmarks, DRA 2 Map Testing K-8, PARCC	Proficiency on PARCC Terra Nova, Report Card and District Benchmarks
Lunch Tutoring	Language Arts & Mathematics	Yes	Quarterly Benchmarks, DRA 2 Map Testing K-8, PARCC	Pending test results

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

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

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

1 Strategy	2 Content/Group Focus (All Students)	3 Effective Yes-No	5 Documentation of Effectiveness	5 Measurable Outcomes (Outcomes must be quantifiable)
Guided Reading Close Reading LEADS Reading Street Sondag Using DRA2 to Guide Instruction, Reading Street curricula Common Core Standards Lesson planning	Language Arts Literacy	Partially	DRA2 Winter & Spring scores District Benchmarks Writing Assessments Map Testing Results Access scores Report Card Grades	<p>There has been a consistent decrease in the number of student failures in academic courses each marking period. The first marking period, 152 out of 396 students failed an academic course. During the second marking period, that number decreased to 101 out of 405 students failing an academic course. Another decrease occurred during the third marking period with 84 out of 380 students failing an academic course.</p> <p>Teachers were trained in the components of each managed instruction curricula and developed individualized plans to address each student’s needs. All interventions implemented were research based and remained flexible depending on student need and progress monitoring data.</p>

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

1 Strategy	2 Content/Group Focus (All Students)	3 Effective Yes-No	5 Documentation of Effectiveness	5 Measurable Outcomes (Outcomes must be quantifiable)
Everyday Mathematics  Moving with Math  Calendar Routines  Data Analysis	Mathematics	Partially	District Benchmarks Map Testing Results Report Card Grades	<p>There has been a consistent decrease in the number of student failures in academic courses each marking period. The first marking period, 152 out of 396 students failed an academic course. During the second marking period, that number decreased to 101 out of 405 students failing an academic course. Another decrease occurred during the third marking period with 84 out of 380 students failing an academic course.</p> <p>Teachers were trained in the components of each managed instruction curricula and developed individualized plans to address each student’s needs. All interventions implemented were research based and remained flexible depending on student need and progress monitoring data.</p>

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

***Family and Community Engagement Implemented in 2014-2015***

1 Content	2 Group (All Students)	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)				
<u>Parent Workshops:</u> <ul style="list-style-type: none"> <li>• Harassment, intimidation and Bullying</li> <li>• Building Healthy Relationships</li> <li>• Anger Management</li> <li>• Engagement Strategies</li> <li>• Internet Safety</li> <li>• Building Self Esteem and Setting Boundaries</li> </ul>	All	No	Flyer Alert Now Messages	Agenda and sign in sheet indicate that no parents reported to the workshops				
<u>Back to School Night</u>	All	Yes	Flyer Alert Now Message Agenda and Sign In Sheet	500-600-Parents, teachers and community members attended the event				
IRS&S Meetings	A	Yes	Sign In Sheets Documented Student Action Plans	<p>The IRS&amp;S team worked diligently with the teachers and Child Study Team in overseeing 112 cases during the 2014-2015 school year. Below are the number of students at each grade level who received services.</p> <table border="1" data-bbox="1213 1398 1633 1468"> <thead> <tr> <th data-bbox="1213 1398 1423 1442"><b>Grade Level</b></th> <th data-bbox="1423 1398 1633 1442"><b>Number of</b></th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	<b>Grade Level</b>	<b>Number of</b>		
<b>Grade Level</b>	<b>Number of</b>							

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

1 Content	2 Group (All Students)	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)	
					<i>Students Referred</i>
				Kindergarten	5
				First Grade	20
				Second Grade	14
				Third Grade	16
				Fourth Grade	18
				Fifth Grade	11
				Sixth Grade	9
				Seventh Grade	7
				Eighth Grade	12
				<p>Of the 112 cases, twelve led to Child Study Team referrals, with six of the twelve students now being eligible for special education services.</p>	

**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.

X 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.

Nichol Comas  
\_\_\_\_\_  
**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, DRA, Benchmarks, Unit Assessments, Teacher Created Materials, MAP Testing, Teacher Created Assessments	<p>Data was collected from all student subgroups through the use of a variety of instruments approved for use by the New Jersey Department of Education, the district and other entities working within the school. Sources of data were analyzed by standard methods, and disaggregated by appropriate subgroups. The data was then used to enlighten practice at the school level. All stakeholders had access to the disaggregated data . All were invited to take part in focus groups, including but not limited to the Instructional Leadership Team, Grade Level Meetings, Faculty Meetings and Parent/Teacher Organization, Pre-Test/Post-Test, Independent Reading Level and Grade Level Proficiency on State Tests.</p> <p>During the 2013-2014 school year, the school wide Annual Performance Target in Language Arts Literacy was 62.6%. The school did not reach that target for it scored 27.4%.</p>
Academic Achievement - Writing	PARCC, Benchmarks, Unit Assessments, Teacher Created Materials, MAP Testing, Teacher Created Assessments	<p>Data was collected from all student subgroups through the use of a variety of instruments approved for use by the New Jersey Department of Education, the district and other entities working within the school. Sources of data were analyzed by standard methods, and disaggregated by appropriate subgroups. The data was then used to enlighten practice at the school level. All stakeholders had access to the disaggregated data . All were invited to take part in focus groups, including but not limited to the Instructional Leadership Team, Grade Level Meetings, Faculty Meetings and</p>

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Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		<p>Parent/Teacher Organization, Pre-Test/Post-Test, Independent Reading Level and Grade Level Proficiency on State Tests.</p> <p>During the 2013-2014 school year, the school wide Annual Performance Target in Language Arts Literacy was 62.6%. The school did not reach that target for it scored 27.4%.</p>
Academic Achievement - Mathematics	PARCC, Benchmarks, Unit Assessments, Teacher Created Materials, MAP Testing, Teacher Created Assessments	<p>Data was collected from all student subgroups through the use of a variety of instruments approved for use by the New Jersey Department of Education, the district and other entities working within the school. Sources of data were analyzed by standard methods, and disaggregated by appropriate subgroups. The data was then used to enlighten practice at the school level. All stakeholders had access to the disaggregated data . All were invited to take part in focus groups, including but not limited to the Instructional Leadership Team, Grade Level Meetings, Faculty Meetings and Parent/Teacher Organization, Pre-Test/Post-Test, Independent Reading Level and Grade Level Proficiency on State Tests.</p> <p>During the 2013-2014 school year, the school wide Annual Performance Target in Mathematics was 71.3%. The school did not reach that target for it scored 44%.</p>
Family and Community Engagement	Attendance and participation in Parent Workshops, Involvement in the I&RS Process and ILT Meetings, PTO Meetings, Collaboration with Teachers, Back to School Night and Winter/Spring Concerts.	<p>Parent communication is on-going throughout the year. Parents are invited to attend school and district sponsored workshops. They are also invited to participate in ILT and I&amp;RS meetings. School No.20 works collaboratively with families, and staff to ensure that students achieve academic excellence.</p> <p>This year the following workshops were presented:</p> <ul style="list-style-type: none"> <li>• Harassment, Intimidation and Bullying</li> <li>• Building Healthy Relationships</li> <li>• Anger Management</li> <li>• Engagement Strategies</li> <li>• Internet Safety</li> </ul>

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Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		<ul style="list-style-type: none"> <li>• Building Self Esteem and Setting Boundaries.</li> </ul>
Professional Development	Teacher completed evaluations of PD, principal observation of teachers, walkthroughs, and review of lesson plans.	<p>During the 2013-2014 school year, the district continued to guide schools in the effective delivery of the curriculum and deepen teachers’ content knowledge and content-specific pedagogy. Professional learning opportunities were offered in order to prepare teachers to use research-based teaching strategies and best practices appropriate to their instructional objectives which were aligned with the Common Core Standards.</p> <p>The professional development structures involve the principal, district leaders, instructional coaches and teachers in collaborative learning opportunities that focus on creating excellence in academics, athletics, and fine arts as well as on boosting performances on all state exams. As a school professional learning community, we focus on advancing pedagogical approaches and techniques in order to improving student learning outcomes. Through the melding of formative and summative assessments, teachers analyze student data and utilize the results for purposeful planning of lessons. Professional learning focuses on differentiated instruction and fostering alignment between assessment and instruction. Professional growth occurs both incrementally during the school year through observations, walkthroughs, feedback, workshops and more broadly through general professional development experiences:</p> <ul style="list-style-type: none"> <li>• district/school after-school and weekend workshops (scheduled through <a href="http://www.MyLearningPlan.com">www.MyLearningPlan.com</a>)</li> <li>• district-wide Institute for Teaching and Learning offers over 100 professional development opportunities per year</li> <li>• traditional coaching</li> <li>• job-embedded training sessions :             <ul style="list-style-type: none"> <li>-Weekly grade level meetings with administrator and/or</li> </ul> </li> </ul>

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Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		<p>instructional coaches</p> <ul style="list-style-type: none"> <li>-TEQ: Interactive Use of Starboards</li> <li>-Max Buxton: Close Reading/Common Core/PARCC</li> <li>-Matthew Hall: Guided Reading</li> <li>-Sue Stewart: Everyday Mathematics</li> <li>-Shantel Farley: Guided Reading/Reading Street</li> <li>-Nina Hanson: MyAccess</li> <li>-Blackboard</li> <li>-GCN</li> <li>-Danielson</li> </ul> <p>Our SCIP team, comprised of teachers, coaches, and the administrator, assesses school-wide needs, coordinates professional offerings, and supports future planning. This information is then utilized to formulate yearly professional development plans based on individual teacher goals. Educators are also encouraged to participate in professional development opportunities outside of the district.</p>
Leadership	<p>Principal-observation by Assistant Superintendent</p> <p>School Level Leaders as measured by assuming leadership roles</p> <p>One-on- one meetings</p> <p>SCIP Team</p>	<p>“<b>T</b>ogether <b>E</b>veryone <b>A</b>chieves <b>M</b>ore” is the philosophy and school motto at John Marshall School No.20 that has been implemented to encourage achievement for our students and instructional staff. The building administrator initiates the leadership chain reaction and the responsibility of leading our building is shared with teacher-leaders. We attain success by working collectively and collaboratively to achieve the high standards and goals we set for students and teachers.</p> <p>The principal’s observation indicated her professional growth as measured by the ISLLC standards. Principal leads the SCIP Team. The team is comprised of content area teachers, the instructional coaches, school administrator, and guidance. The direct link between administration and faculty is the SCIP Team. The principal works closely with the Instructional Coaches, and the SCIP Team to determine if goals, plans, and policies are</p>

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Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)																											
		positively impacting the teaching and learning environment. Encouraging the success of teachers with frequent formal and informal observations, evaluations, and targeted feedback creates confident, motivated, knowledge academic leaders.																											
School Climate and Culture	Participation in school-sponsored events/activities Attendance Rate Referral/Suspension Rate Committee Participation	<p>The school culture at John Marshall School 20 is one of excellence. Our culture is reflected by the fact that 100% of our students proudly wear their school uniforms. Equally important has been the consistent decline in discipline referrals and suspensions throughout the school year as evidenced below:</p> <table border="1" data-bbox="1037 678 1944 984"> <thead> <tr> <th><i>Month</i></th> <th><i>Number of Referrals</i></th> <th><i>Number of Suspensions</i></th> </tr> </thead> <tbody> <tr> <td>October</td> <td>74</td> <td>26</td> </tr> <tr> <td>November</td> <td>48</td> <td>0</td> </tr> <tr> <td>December</td> <td>67</td> <td>32</td> </tr> <tr> <td>January</td> <td>46</td> <td>21</td> </tr> <tr> <td>February</td> <td>32</td> <td>12</td> </tr> <tr> <td>March</td> <td>49</td> <td>27</td> </tr> <tr> <td>April</td> <td>27</td> <td>14</td> </tr> <tr> <td>May</td> <td>43</td> <td>17</td> </tr> </tbody> </table> <p>The following are school wide activities that help to maintain low teacher and student absenteeism and foster a positive school climate and culture:</p> <p><b><u>Hispanic Heritage Month</u></b></p> <ul style="list-style-type: none"> <li>• <b>HISPA- Hispanics Inspiring Student Performance and Achievement</b> <ul style="list-style-type: none"> <li>○ Throughout the 2014-2015 School Year, influential and accomplished guest speakers met monthly with 7<sup>th</sup> grade students to discuss their life experiences, barriers, and later found successes as a result of their perseverance and struggle with adversity faced when entering the US from Latino countries. Students were inspired by guest speakers as many</li> </ul> </li> </ul>	<i>Month</i>	<i>Number of Referrals</i>	<i>Number of Suspensions</i>	October	74	26	November	48	0	December	67	32	January	46	21	February	32	12	March	49	27	April	27	14	May	43	17
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Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		<p>of them shared similar life experiences.</p> <ul style="list-style-type: none"> <li>○ 11/24/15 Mayra Careras</li> <li>○ 1/23/15 Earvin Casciana</li> <li>○ 2/20/15 Kristie Guzman</li> <li>○ 4/15/15 Gaby Morye</li> <li>○ 5/15/15 Carlos Gonzalez</li> </ul> <p><b><u>Black History Month</u></b></p> <ul style="list-style-type: none"> <li>● Celebration of African American Art School Wide</li> <li>● 1<sup>st</sup> Grade students celebrated the lives of George Washington Carver and Jackie Robinson, Martin Luther King and Rosa Parks.</li> <li>● 2nd Grade students learned about racism and diversity. After reading Martin Luther King’s “I Have a Dream” they envisioned and shared their own dreams in their art projects. (Bust of MLK colored- Bodies were composed of their own dreams.)</li> <li>● 3<sup>rd</sup> Grade students researched the lives of famous African Americans from present and past and completed research papers from Whitney Houston to President Obama.</li> <li>● 4th &amp; 5<sup>th</sup> Graders researched the life and achievements of Martin Luther King. They wrote research papers and created posters.</li> <li>● Grades 6-8 drew portraits of Martin Luther King during Art Class</li> <li>● Grades 7 and 8 honored the memory of Dr. Martin Luther King.             <ul style="list-style-type: none"> <li>○ Classes viewed Martin Luther King’s 1963 “I Have a Dream” and 1968 “I’ve Been to the Mountain Top” speeches. Teacher facilitated class discussions around</li> </ul> </li> </ul>

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Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		<p>the nature of these speeches and the differences of the beginning and ending of his journey.</p> <ul style="list-style-type: none"> <li>○ Students wrote Compare/ Contrast essays and concluded with class presentations</li> </ul> <p><b><u>Women’s Heart Health</u></b></p> <ul style="list-style-type: none"> <li>● Staff wore Red to support Women’s Heart Health</li> <li>● Red Ribbons were given to each staff member</li> </ul> <p><b><u>Multicultural Month</u></b></p> <ul style="list-style-type: none"> <li>● Week of May 11-15 School Wide Door Decorating</li> <li>● Week of May 18-22 Class Presentations about chosen Country- each class will present to students visiting their class about the country for which their door represents</li> <li>● Student Luncheon – K-8 Students bringing in food from their native countries</li> <li>● Teacher Luncheon- Teachers bring in food from their country of origin</li> <li>● 2<sup>nd</sup> Grade Bilingual Class celebrated Cinco de Mayo! Class discussed Mexican Culture and Traditions and celebrated with a class luncheon</li> <li>● 2<sup>nd</sup> Grade wrote Haiku’s and created fans to highlight their classroom’s country, Japan.</li> <li>● 3<sup>rd</sup> Graders researched their classrooms country of choice, created posters and wrote research papers.</li> <li>● 4<sup>th</sup> Grade researched and created Faceless Dolls, which were originally designed by Dominican Artist Liliana Mera Lime in 1981</li> <li>● 5th Grade students completed projects about their ancestry. They created Ancestry Albums, brought in items from their country of origin, and celebrated with a classroom luncheon.</li> </ul> <p><b><u>Diversity</u></b></p> <ul style="list-style-type: none"> <li>● October 2014 Classroom lessons – Week of Respect- Teaching Tolerance/ Accepting Differences</li> </ul>

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Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		<ul style="list-style-type: none"> <li>• December 2014 Holiday Concert- Holiday Songs from around the World were performed by students in the After School Arts Program and Band/ Chorus</li> <li>• April 2015 Autism Awareness Month – Classroom Lessons K, 1, 3, 5, 7, 8</li> <li>• K-5 Students cut and colored puzzle pieces connecting them to “The Puzzle” and lessons presented about Autism</li> <li>• 7<sup>th</sup> -8<sup>th</sup> grade students had classroom discussions around Autism, wrote essays highlighting awareness, tolerance and acceptance of others</li> <li>• 8<sup>th</sup> graders researched Autism from a scientific perspective</li> <li>• April 22, 2015 Earth Day- K-2 Students Celebrated Earth Day- Class Lessons- Creating planet Earth- discussions facilitated around topics of recycling, conserving energy</li> <li>• April 22, 2015 6, 7, 8<sup>th</sup> Graders Viewed Power Point Presentations on Earth Day – Discussions around the effects of Global Warming – Viewed presentation / video re; weathering and erosion discussions around soil conservation techniques</li> </ul>
School-Based Youth Services	Child Study Team Documents Guidance Counselor’s Records Inclusion Teacher Feedback Paraprofessional IRS&S Referrals Nurse’s Logs	Support personnel continue to be actively involved implementing and monitoring interventions by working closely with teacher and parent recommendations from IRS&S meetings. CST referrals are made on an on-going basis.  Other support offered to the students: Academics After School Program 3 days a week for small group instruction for 1 hour. Lunchtime tutoring allowed teachers to work in small groups of 3-4 students on targeted skills in language arts and math. All of the educational supports helped to improve test scores, Report Card grades and District Benchmark scores.
Students with Disabilities	Benchmarks, Unit Assessments, MAP testing, Teacher Created Materials, Progress Monitoring for LLI and Sunday	Students with disabilities participate in literacy/math instruction within the general education programs and receive necessary support and services from a special education teacher within the classroom settings. The special education teacher in collaboration with the general education classroom

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Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		teacher creates a comfortable setting for students to be engaged in vigorous and cooperative learning activities. The special education teacher implements the regular education teachers’ lesson plans and modifies when necessary for differential instruction. The special education teacher modifies the instruction, materials and/or assessments, as needed, to further students’ literacy/mathematics development as prescribed in the student’s IEP.
Homeless Students	Principal’s Consolidated Monthly Report of Homeless Students After School Academics Program Lunchtime tutoring	These programs were implemented to help bridge the gap for students that are not functioning on grade level. Each program was monitored and the students were assessed for progress.  Tutoring programs included after school and lunchtime. These programs benefited the student’s attendance as well as the instruction being aligned with the daily programs as the division of Elementary & Secondary Education has ensured.
English Language Learners	Benchmarks, Unit Assessments, MAP testing, ACCESS, Teacher Created Materials	New entrants were assessed using WAPT in listening, speaking, reading and writing. They were then placed in classes according to their language level. Students were serviced by a certified ESL teacher for 45 minutes daily. Access measured the four domains of English language development. This was one form used to determine eligibility in the program. DRA2’s/EDL’s were also used to determine independent reading level.
Economically Disadvantaged	Benchmarks, Unit Assessments, MAP testing, ACCESS, Teacher Created Materials	Economic status was determined through the use of an eligibility survey. Those who were determined to be economically disadvantaged were provided with free breakfast and lunch.  Title 1 funded programs were analyzed for effectiveness through standardized instruments approved by the NJDOE and District.  Title 1 Programs provided additional support in reading and writing. Title 1 workshops were provided to enhance instructional practice.  Observations walk-throughs, visitations, and conferences helped measure the degree of implementation.  The progress of students in the moderate cognitive classes was assessed

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Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		through the growth they made in meeting their IEP goals. Inclusion students were assessed using the same assessments as our general education students. A number of them have achieved proficiency on standardized tests and benchmarks. Progress has been monitored through report card grades, teacher formative and summative assessments, MAP, DRA2's 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, surveys, interviews, 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 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

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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?

Data analysis revealed that classroom instruction was used to identify; area of improvements in literacy, math, and writing. Teachers maintain a data binder of student's NJASK scores, ACCESS, district benchmarks data, interventions, progress monitoring, DRA and reflection on assessments. This data binder is utilized to identify areas of improvement for student achievement, differentiate instruction, and the development of student wide academic goals.

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

During the 2013-14 school year, the district continued to guide schools in the effective delivery of the curriculum and deepen teachers' content knowledge and content-specific pedagogy. Professional learning opportunities were offered to prepare teachers to use research-based teaching strategies or best practices appropriate to their instructional objectives which are aligned with the Common Core Standards.

In addition, data collection from the individual schools was organized, analyzed and used as a basis for making professional learning decisions at the individual school level. The data analysis for each subgroup allowed us to identify specific needs and areas of concern for that particular group. Overall student growth was achieved as a direct result of the professional opportunities offered by the district staff development department, the building instructional coaches, and teachers in collaborative learning structures which focus on creating excellence in academics and boosting performance in all state exams.

### 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. Benchmarks, MAP tests, teacher's formative and summative assessments, DRA 2 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 and math.

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

Lack of attainment of grade level proficiency triggers appropriate grade level interventions that begin with the deeper diagnosis of the issue. Assessment tools used in a more formative manner include DRA2, portfolio assessment and progress monitoring in the area of literacy. The needs

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of English Language Learners (ELLs) are provided with specialized research-based programs through the district's approved English Language Learner Literacy Proficiency model. Teachers differentiate their instructional practice based on the results of these quarterly benchmark assessments. Students with identified learning disabilities are addressed with specialized research-based programs through, our Special Education Literacy approach that utilizes LLI and Sonday at appropriate grade levels.

### 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 (NJCCCS). 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?

Principal's Consolidated Monthly Report of Homeless Students allows the school to monitor and assist students identified as homeless. The school guidance counselor and school administrator will assist homeless students with services such as clothing drive, food pantry programs, contacting the Red Cross, the Elizabeth department of Housing and provide transportation to current school and/or provide parent with the option to transfer to a closer school where they are being temporarily housed. They will be given the option to return to the original school after family resettles back to their home.

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

The district's Division of Research, Evaluation and Assessment and the Division of Elementary & Secondary Education provided training to administrators, literacy and mathematics coaches and teachers in the administration of formative and summative assessment, as well as the use of data-driven decision-making. The SCIP Team engaged in discussions based on the data. Instructional coaches and administrators worked closely with teachers to ensure that student performance data drove 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 of all grade level programs. Preparing families for the transition from pre-school to kindergarten, elementary to middle school and middle to high school helps them to become familiar with the programs and helps to anticipate services based on each child's individual needs.

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### 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 with the kindergarten teachers
- Guidance counselors meet with incoming middle schoolers to discuss transition and expectations.
- Administrator and guidance counselor meets with eighth graders to discuss transition and expectations

### Transition activities conducted for families:

- Disseminating information to the parents about the kindergarten program
- Back to school night is provided for parents
- High school visitations and information sessions are available to all eighth graders

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

The SCIP Team along with the classroom teachers disaggregated the data from the various yearly assessments, as well as the quarterly benchmarks and teacher generated assessments to prioritize problems for this plan.

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

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**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	LAL/Reading	Mathematics
Describe the priority problem using at least two data sources	Not all students are scoring proficient on questions that use an open-ended format and require addressing problem solving and critical thinking.	Not all students are scoring proficient on questions that use an open-ended format and require addressing problem solving and critical thinking.
Describe the root causes of the problem	Gaps in experiential background, lack of familiarity with world events, inconsistent exposure to print-rich environments, poor vocabulary skills, and an inability to relate to subject matter all contribute to our students’ difficulty with analyzing text, extrapolating information, making text to world connections, and making inferences and predictions.	Difficulty moving from the concrete to the abstract, difficulty solving problems using multiple representations, inability to generalize information, and lack of familiarity with mathematical vocabulary contribute to our students’ lack of proficiency in answering open-ended math questions and thinking critically to solve problems.
Subgroups or populations addressed	All students with an emphasis on those students who failed to achieve a proficient rating on the NJASK.	All students with an emphasis on those students who failed to achieve a proficient rating on the NJSASK.
Related content area missed (i.e., ELA, Mathematics)	Content area missed includes current events, utilizing context clues to determine the meanings of words, higher order thinking skills (including analysis, synthesis and application) and a sense of reasonableness	Content area missed includes dissecting multiple-part problems, working with abstract ideas, taking specific information and applying it to similar conditions or circumstances, developing a sense of reasonableness and utilizing mathematical language.
Name of scientifically research based intervention to address priority problems	LLI- Leveled Literacy Intervention Balanced Literacy Sonday Guided Reading Project Based Learning	Carnegie Learning

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<p>How does the intervention align with the Common Core State Standards?</p>	<p>Guided Reading, Read Alouds and the other components of Balanced Literacy, LLI and Soliday as well as the components of project based learning are part of the board approved curriculum. The curriculum is aligned to the Common Core Standards in literacy.</p>	<p>Both Carnegie and Nuefeld Learning are part of the board approved curriculum. The curriculum is aligned to the Common Core Standards in mathematics.</p>
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## 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

<b>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</b>					
Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
Balanced Literacy Program	LAL	ALL	Instructional Coaches, Administrators	Increased number of students reading and writing at or above grade level	2005, Leah Mermelstein, <i>Read, Write, Connect</i> 2004, Bruce B. Frey, <i>Balanced Literacy in An Urban District</i> District initiative
Leveled Literacy Intervention	LAL	ALL	Coaches Interventionists Teachers	Increase in proficiency in language arts	2010, Ransford-Kaldon et al., Center for Research in Educational Policy District initiative
Tutoring	Reading	Grades 1 – 3	Tutors	Increase in DRA2 scores	2009, Slavin et al., <i>What works for struggling readers</i> District initiative
Teacher Support through Instructional Coaching	LAL & Math	Grades K– 8	Instructional Coaches, Administrators, and Teachers	Coaches Logs and Attendance Implementation of recommended strategies and techniques	2008, Jim Knight, University of Kansas Center for Research on Learning, <i>Studying the impact of instructional coaching</i> District initiative
Teacher Directed Centers	LAL & Math	K– 8	Teachers, Math Coach, Supervisor Administrator	Observations and Walkthroughs	2010, <i>Improving Reading Comprehension in Kindergarten Through 3<sup>rd</sup> Grade</i> , IES Practice Guide 2008, <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> , August 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>					
<b>Name of Intervention</b>	<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)</b>
					District initiative
Carnegie learning	Math	6 – 8	Teachers, Math Coach, Administrator	Time spent on program Increase in PARCC scores Increase in Benchmark scores, MAP and report card grades	Researched Based Program, Math Supervisor Tutoring-small group District initiative
Neufeld Learning Training	Math	2– 5	Teachers, Math Coach, Administrator	Time spent on program Increase in PARCC scores Increase in Benchmark scores, MAP and report card grades	Researched Based Program, Math Supervisor Tutoring-small group District initiative

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

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

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

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

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
After School Intensification Program	Math & LAL	K-8	Principal Teachers	Proficiency on the PARCC Increase in MAP, Report Card grades and District Benchmarks scores	June 2000, United States Department of Education, <i>After school programs: Keeping children safe and smart</i>  Reciprocal Teaching”, September 2010, WWC Intervention Report Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools, April 2009 IES Practice Guide  Using Achievement Data to Support instructional Decision Making, September 2009 IES Practice Guide
After School Arts Program	Theatre, Physical Education, Arts, and Music	K-8	Principal Teachers	Increase in overall Standardized test scores Increase in MAP, Report Card grades and District Benchmarks scores	June 2000, United States Department of Education, <i>After school programs: Keeping children safe and smart</i>
Promotion/Retention Summer School Program	LAL & Math	K-8	Principal Teachers	Proficiency on the PARCC MAP, Report Card and District Benchmarks	Report Cards, Low Grades Report, End of Marking Periods 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;*

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)

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

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

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

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

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
*AVID Training	Overall Self Improvement and Achievement	7 <sup>th</sup> Grade	Principal & Vice Principal, Division of Staff Development, Classroom Teachers	Students will show an increase in schoolwide learning and performance.	AVID is a research based program that creates or enhances a college-going culture at school that supports high expectations and levels of achievement for all students.
Guided Reading	LAL	K-3	Instructional Coach Teachers	Students will show an increase in reading levels as evidenced through their performance on the MAP, district benchmarks and DRA 2 assessments.	Fountas and Pinnell
Technology (ipad/laptops)	Technology	ALL	Technology Coaches Computer Literacy Teacher All K-8 Teachers	Teachers reflect on student data in order to analyze for strengths and weakness and design lessons accordingly  Strengths higher order thinking skills by having students plan, construct/design visual projects.  Strengths speaking and listening skills as students have the opportunity to present, critique, articulate presentations, point of view and PBLs related to our LEADS curriculum in grades 4-8	How to Differentiate Instruction in Mixed -Ability Classrooms by Carol Ann Tomlinson  Technology can assist struggling student in developing problem solving skills used in the real world in order to explore, and understand concepts related to both reading and math.

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

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

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
				<p>via the new video and projection technologies.</p> <p>Enhances and motivates student to produce authentic writing tasks to be presented via the new technology via MYACCESS.</p> <p>Allow for low performing students to increase their skill in higher order thinking skills as they work collaboratively in groups with more proficient students and stimulate them to become more involved in problem solving.</p> <p>Engage students in generating and solving sub-problems in order to resolve larger issues or concerns related to their projects.</p>	
Math Talk and Using Math Manipulatives	Math	K-8	Instructional Coach Teachers	Students applying strategy evidence in classroom observations with focus on 3b and 3c of the Danielson framework.	Researched Based Program, Math Supervisor Instructional Rounds in Education; A Network Approach to Improving Teaching and Learning by Elizabeth

**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.*

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
				Increase in student performance on MAP,PARCC, district benchmarks and teacher's formative and summative assessments.	City, Richard Elmore, Sarah Fiarman and Lee Tietel <b>Articles:</b> <ul style="list-style-type: none"> <li>○ <i>A Reflection Framework for Math;</i></li> <li>○ <i>Mathematics for the Moment or the Millennium;</i></li> <li>○ <i>Levels of Math Talk;</i></li> <li>○ <i>Factors associated with maintenance and decline of high levels of demand</i></li> </ul>

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

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

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

### Evaluation of Schoolwide Program\*

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

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

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

The schoolwide program for 2014-2015 will be evaluated by School Administrators and teaching staff, community and parental stakeholders and the review will be conducted internally.

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

One of the anticipated barriers or challenges during the implementation process will be the lack of flexibility in the daily schedule, the lack of physical space, and the demands of the district pacing guides and curricula.

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

We will obtain the necessary buy-in from all stakeholders by ensuring that they have a clear understanding of our priority needs and they are involved in the implementation and planning of programs and activities that are based on the school's data. Parents, community members, and staff will be made aware of the schoolwide plan through the initial school activities of Open House, September Faculty Meeting, PTO meeting, and grade level team meetings.

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

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

The staff will be active participants in faculty, grade level and SCIP Team meetings, planning strategies and intervention for their own students. They will be given the challenge of meeting the needs of each child by implementing our schoolwide plan with fidelity. We will gauge the perceptions of the staff via ongoing School Climate surveys.

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

While parental participation during PTO meetings and workshops has been lacking, the community has been supportive at student performances, IRS&S meetings and parent conferences. The overall community has been supportive and responsive to our students' academic needs. We will create and distribute ongoing Parent Surveys that will provide us with feedback on the perceptions of the community.

6. How will the school structure interventions?

Students will be identified according to their performance on PARCC, MAP, DRA 2, and all formative and summative assessments. Students in grades K-2 who are struggling with reading will be identified and afforded LLI and Sunday intervention. All students will receive daily mathematics and language arts literacy interventions designed by their teachers and administered during their daily intervention period. Selected students will receive lunchtime tutoring in both language arts literacy and mathematics.

7. How frequently will students receive instructional interventions?

Students will receive the aforementioned interventions daily.

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

With the new One-to-One initiative, students in grades 3-8 will have access to laptops daily to utilize MYACCESS, Carnegie, Everyday Math, and Pearson Success.net. Students in grades K-2 will have ipads to utilize applications to support the current curricula aligned to the Common Core Standards.

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

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

The school will utilize PARCC, MAP, ACCESS, district benchmarks, DRA 2 and teachers' formative and summative assessment data to measure the effectiveness of each intervention provided.

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

The school will disseminate the results of the schoolwide program evaluation to our stakeholder groups by planning and inviting all stakeholder groups to partake in the September-Open House/Back-to-School Night, PTO meetings and grade level team meetings. The school will also design programs that identify the activities that parents, the entire school staff, and the students will undertake to share the responsibility for improved student academic achievement.

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

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

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

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

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

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
PTO	All	ALL	SCIP Team Members, Administrators	Attendance and Participation of parents at meetings, workshops and school activities	Effect of Parental Involvement on Student Achievement
IRS&S Meetings	All	ALL	Principal Guidance Counselor Social Worker	IEPs, report cards, and classroom management Action Plans for Students Parent attendance	
*Family Literacy Nights	LAL	ALL	Principal Teachers	Increase in student performance in language arts literacy on district and standardized assessments. Parent attendance	

*\*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?

Our comprehensive parent involvement plan and design includes opportunities for parents and families to participate in standards based programs. Parenting skills development and enhancement workshops are provided by trained professionals to address parent and family needs emphasizing family and cognitive growth and development. These opportunities will improve the communication between the home and the school and emphasize the importance of parent involvement on student achievement. Addressing the priority problems without including our parents would be a grave error. Parent participation will be welcome on literacy nights. Parent support will be needed at PTO meetings and IRS&S meetings to help keep parents abreast of the school and their individual student's progress.

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

The school has developed a Student Handbook that is disseminated in the beginning of the school year and posted on the school's website. Additional at Back to School Night, the parent involvement policy is disseminated and discussed.

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

Parents receive the Student Handbook in September.

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

Parents will be invited to a PTO to work collaboratively with the SCIP Team to development the school-parent compact.

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

School and district website serve to notify parents as to the improvement status of the school. Parents are notified of the school's parent compact at the Open House meeting in September through a Power Point presentation and in the Students' Handbook.

## 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, PTO event publications are available on district calendar and district press releases are provided when needed. Adequate yearly progress for each school is reported in the local newspapers, board of education meetings, and NJDOE. Excellence student achievement is noted through the awarding of Teachers, Principal, and Superintendent Scholars.

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?

Families and the community are informed via District Website, letters, and Board meetings of its annual measurable objectives.

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

The school's disaggregated assessment results are reported in the local newspapers and also can be found on the NJDOE website. Parents are notified of the school's improvement status at the Open House meeting in September through a Power Point presentation.

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

Throughout the year PTO meetings were held.

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

Individual student assessment results are mailed home. There is ongoing communication between the parent/s and the teacher/s throughout the year. Additionally, Principal meets with individual parents to discuss their child's achievement data and attendance.

11. On what specific strategies will the school use its 2014-2015 parent involvement funds?

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

The Parent Involvement funds will be used to increase parent participation within the school. Ways to include parents in the school community are to present workshops on topics that will be useful in raising their children. Such topics include Cyber bullying, preparing for the PARCC, and building their child's self-esteem. Funds will be used to advertise the workshops to the parents through hand-outs, the School Alert calling system, and posters around the school. At the end of each workshop surveys will be taken in order to provide the parents with workshops of their interest.

***\*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	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	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
School marketing strategies which include: promotional materials, district website, Excellence News articles, Board meeting performances, Facebook, Twitter and social media communication.	District office