

# 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

DISTRICT INFORMATION	SCHOOL INFORMATION
District: ELIZABETH PUBLIC SCHOOLS	School: Nicholas Murray Butler School #23
Chief School Administrator: OLGA HUGELMEYER	Address: 501 Union Avenue Elizabeth New Jersey 07208
Chief School Administrator's E-mail: <a href="mailto:Hugelmol@elizabeth.k12.nj.us">Hugelmol@elizabeth.k12.nj.us</a>	Grade Levels: Pre-K - 8
Title I Contact: Rosa Carbone	Principal: Berthenia Harmon Carolina
Title I Contact E-mail: <a href="mailto:Carbonro@elizabeth.k12.nj.us">Carbonro@elizabeth.k12.nj.us</a>	Principal's E-mail: <a href="mailto:Harmonbe@elizabeth.k12.nj.us">Harmonbe@elizabeth.k12.nj.us</a>
Title I Contact Phone Number: (908) 436-5267	Principal's Phone Number: (908) 436-5900

### Principal's Certification

**The following certification must be made by the principal of the school. Note:** Signatures must be kept on file at the school.

x I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of Schoolwide Plan. I have been an active member of the planning committee and provided input to the school 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**

\_\_\_\_\_

**Principal's Signature**

\_\_\_\_\_

**Date**

**SCHOOLWIDE SUMMARY INFORMATION**

**Critical Overview Elements**

- The School had \_\_\_\_\_5\_\_\_\_\_ (number) of stakeholder engagement meetings.
- State/local funds comprised \_\_\_\_\_% of the school’s budget in 2013-2014.
- State/local funds will comprise \_\_\_\_\_\$ of the school’s budget in 2014-2015.
- Title I funded programs/interventions/strategies/activities in 2014-2015 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Lunchtime Tutorial	#1,2,3	ALL		
Parent University	#1,2,3	ALL		
Staff Development Inc.	#1,2,3	ALL		
Character Education	#3	ALL		

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

**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 continuity, some representatives from this needs assessment stakeholder committee should be included in the stakeholder group planning committee. Identify the stakeholders who participated in the needs assessment and/or development of the plan. Signatures should be kept on file in the school office for review. Print a copy of this page to obtain signatures. \*Add lines as necessary.

Name	Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Berthenia Carolina	School Staff-Administrator	X	X		
Edith Valero	School Staff Administrator	X	X		
Lorri-Anne Cummings	School Staff-Teacher	X	X		
Carol Litchfield	School Staff-Teacher	X	X		
Krystyna Jaskowski	School Staff- Teacher	X	X		

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

### Stakeholder/Schoolwide Committee Meetings

The purpose of this committee is to organize and oversee the needs assessment process; lead the development of the schoolwide plan; and conduct or oversee the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at different times of the year (e.g., fall and spring). List the dates of the meetings when the Stakeholder/Schoolwide Committee discussed the needs assessment, Schoolwide Plan development, and the program evaluation below.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
10/15/14	Gym	Plan Overview	x		X	
5/19/15	Main Office	Program Evaluation	X		X	
5/22/15	Same	Needs Assessment	X		X	
5/26/15, 5/28/15, 6/3/15, 6/9/15 & 6/15/15	Same	Plan Development	X		X	

\*Add rows as necessary.

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

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

**What is the school's mission statement?**

As aligned with the vision of the Elizabeth Public Schools: Nicholas Murray Butler School #23 will be one of the best performing schools in the Elizabeth School District. To do this, we strive to do as follows: **Educate Every Child... Everyday!**

## SCHOOLWIDE COMPONENT: EVALUATION

*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 School wide Program (For schools approved to operate a schoolwide program prior to 2015-2016)**

1. Did the school implement the program as planned?

**Overall, the plan was implemented as planned. During the 2015-2016 school year, implementation efforts will continue to support student achievement and overall development.**

2. What were the strengths of the implementation process?

**As a school community, we are working to ensure that our core business of teaching and learning is the main focus. This was fostered through the use of the research-based strategies, common core educational instruction and activities, collegial support and a greater emphasis on parental involvement.**

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

**Barriers included the need for more professional development to support our work around the common core standards as well as the Danielson Framework to improve instruction. In addition, limited access to the instructional coaches for both math and language arts, presented a challenge to the ability to provide more in-class support for the faculty. However, visitation was provided throughout the year through in-services provided by Reading Street reading program (K-3) and Everyday Math**

## SCHOOLWIDE COMPONENT: EVALUATION

consultants. While the additional technological resources served to enhance instructional efforts, the implementation challenges stemmed from students' limited keyboarding skills as well as teachers' overall comfort and expertise in identifying innovative means for integration. Lastly, parental involvement remains an ongoing challenge that is being addressed through community partnerships, PTO efforts as well as other planned events.

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

**Strength was taken from the availability of instructional resources to support program implementation through PLC meetings, ongoing teacher collaboration and expertise with content. There remains a need for ongoing access to appropriate as well as relevant job-embedded professional development and consistent access to in-class support by instructional coaches. Additionally, a greater emphasis is needed in the area of technology integration to support meaningful teaching and learning.**

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

**Overall, buy-in was obtained through consistency and persistence. The district non-negotiable elements for teaching and learning to which all faculty are expected to adhere. During the 2014-2015 school year, the school continued to use its guiding commitments document which identifies specific commitments for all team members. In addition, teacher collaboration**

## SCHOOLWIDE COMPONENT: EVALUATION

meetings provided the opportunity to discuss concerns, offer clarifications and engage in professional inquiries via online resources as well as readings.

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

**While at times, there were expressed feelings of being overwhelmed, the overall perceptions were positive as it conveyed an understanding of what is needed to produce the desired results. Various discussion threads initiated in iObservation were utilized to gauge the overall staff perceptions.**

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

**Overall, the community is receptive to the program implemented this school year to support students' growth. Program surveys were used to measure the community's perceptions.**

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

**Efforts for program implementation were multi-faceted depending upon student needs. The district provides for a combination of whole group (direct instruction), guided practice, small group and one-on-one as its model.**

## SCHOOLWIDE COMPONENT: EVALUATION

9. How did the school structure the interventions?

**Interventions were provided during the school day either as part of the instructional block or during assigned intervention periods.**

10. How frequently did students receive instructional interventions?

**Instructional interventions are provided daily and are apart of the students' regular schedule.**

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

**Access is provided to both a laptop and an iPad cart with wireless connectivity. In addition, every classroom is equipped with a Starboard and each student in grs. 3-8 were assigned a laptop for use during the school day. A plan to support technology access in grs. K-2 is forthcoming from the district.**

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

**Yes, the technology contributed to the progress of many of the interventions are computer-based. Using technology both appeals to the students' interests and provides the faculty with greater access to performance data to monitor their progress. Additionally, it provided greater hands-on experience for students in their experience with the PARCC from a technical perspective.**

## SCHOOLWIDE COMPONENT: EVALUATION

### evaluation of 2014-2015 Student Performance

#### *State Assessments-Partially Proficient*

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

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency.
Grade 4	48	TBD	MYACCESS, PARCC Intensification Program, District After School Program	
Grade 5	42	TBD	MYACCESS, PARCC Intensification Program, District After School Program	
Grade 6	31	TBD	MYACCESS, PARCC Intensification Program, District After School Program	
Grade 7	27	TBD	MYACCESS, PARCC Intensification Program, District After School Program	
Grade 8	26	TBD	MYACCESS, PARCC Intensification Program, District After School Program	
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency.
Grade 4	27	TBD	PARCC Intensification Program, District After School Program, Neufeld Learning, Moving with Math	
Grade 5	19	TBD	PARCC Intensification Program, District After School Program, Neufeld Learning, Moving with Math	

## SCHOOLWIDE COMPONENT: EVALUATION

Grade 6	17	TBD	PARCC Intensification Program, Carnegie Learning, Neufeld Learning, Moving with Math	
Grade 7	31	TBD	PARCC Intensification Program, Carnegie Learning, Neufeld Learning, Moving with Math, MathXL	
Grade 8	25	TBD	PARCC Intensification Program, Carnegie Learning, Neufeld Learning, Moving with Math, MathXL	
Grade 11				
Grade 12				

### Evaluation of 2013-2014 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.
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
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.
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**SCHOOLWIDE COMPONENT: EVALUATION**

Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9				
Grade 10				

## SCHOOLWIDE COMPONENT: EVALUATION

### Evaluation of 2014-2015 Interventions and Strategies

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

1 Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
LLI	ELA	Yes	Pre and Post Tests	TBD
Guided Reading	ELA	Yes	DRA Scores District Benchmarks	TBD
Everyday Math Online	Mathematics	Yes	Systems Progress Reports District Benchmarks	TBD
Math Excel	Mathematics	Yes	Systems Progress Reports District Benchmarks	TBD
Same as above	Homeless/Migrant	Yes		TBD

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

Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
District After School Program K-8	ELA / Mathematics	Yes	District Benchmarks	TBD
Same as for all students	Students with Disabilities	Yes	District Benchmarks	TBD

## SCHOOLWIDE COMPONENT: EVALUATION

Interventions	2 Content/Group	3 Effective	4 Documentation of	5 Measurable Outcomes
Same as for all students	Homeless/Migrant	Yes	District Benchmarks	TBD
Same as for all students	ELLs	Yes	District Benchmarks	TBD

## SCHOOLWIDE COMPONENT: EVALUATION

### Evaluation of 2014-2015 Interventions and Strategies

#### Professional Development Implemented in 2014-2015

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Reading Street	ELA	Yes	District Benchmarks Consultant / Teacher Feedback Observations	TBD
Everyday Math Supporting Assessment via Online Tools	Mathematics	Yes	Benchmarks Consultant / Teacher Feedback Observations	TBD
Lunch & Learns Various Sessions – Utilizing District Online Systems	Assessments	Yes	Benchmarks Teacher Feedback Observations	TBD
SAME AS ABOVE	Students with Disabilities			
SAME AS ABOVE	Homeless/Migrant			
SAME AS ABOVE	ELLs			

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

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Back To School Night	Parents	Yes	Sign-In Sheets	
Title I Information Mtg	Parents	Yes	Sign-Sheets	
Read Across America	ELA	Yes	Newsletter	

## SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
Empowerment Series Keva White , presenter	School 23 Faculty Parents	Yes	Sign-in Sheets	Three sessions were provided in the evenings on topics to assist parents' efforts in better understanding and developing healthy relationships with their children.
Parent Forum	School 23 Faculty Parents Community	YES	Sign-in Sheets	Feedback from parents will serve to assist planning efforts for 15-16.
Same as above	Students with Disabilities			
Same as above	Homeless/Migrant			
Same as above	ELLs			

## SCHOOLWIDE COMPONENT: EVALUATION

### Principal's Certification

**The following certification must be made by the principal of the school. Note:** Signatures must be kept on file at the school.

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.

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**Principal's Name**

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**Principal's Signature**

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**Date**

## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

*ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children . . . 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 . . ."*

### 2014-2015 Needs Assessment Process *Data Collection and Analysis*

**Multiple Measures Analyzed by the School in the Needs Assessment Process for 2013-2014 Interventions and Strategies**

**NOTE: TO BE DETERMINED UPON RECEIPT OF SPRING 2015 DATA**

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	State Assessments: PARCC (Grades K-8), MAP Testing, Supera, Access Local Assessments: DRA2, District Benchmarks; SGO, Teacher Created Materials: Pre/Post Tests	
Academic Achievement - Writing	State Assessments: PARCC (Grades 3-8), MAP (Grades K-8), Supera, Access Local Assessments: District Benchmarks, SGO, Writing Workshop Calendar Assessments Teacher Created Materials: Pre/Post Tests MyACCESS	
Academic Achievement - Mathematics	State Assessments: PARCC (Grades 3-8), MAP (Grades K-8), Local Assessments: District Benchmarks, SGO, Unit Assessment;	

## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Mid-Quarterly Assessments Teacher Created Materials: Pre/Post Tests; Neufeld Learning Computer Program (Grades K-5); Carnegie Learning Tutor Computer Program (Grades 6-8), MathXL	
Family and Community Engagement	Surveys; Participation in school-sponsored events/activities; attendance rate; committee participation	
Professional Development	Surveys, State Assessments: PARCC (grades 3-8), MAP Testing(Grade K-2), Local Assessments: District Benchmarks, SGO, Mid-Quarterly, Assessments	
Homeless	State Assessments: PARCC (grades 3-8)MAP testing (Grades K-8), Local Assessments: District Benchmarks, SGO, Unit Assessment; Mid-Quarterly Assessments Teacher Created Materials: Pre/Post Tests; Neufeld Learning Computer Program (Grades K-5); Carnegie Learning Tutor Computer Program (Grades 6-8), MathXL, Everyday Math online, MYACCESS, DRA2, LaL Intensification	
Students with Disabilities	State Assessments, PARCC (Grades 3-8), MAP (Grades K-8),	

## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Local Assessments: District Benchmarks, SGO, Unit Assessment; Mid-Quarterly Assessments  Teacher Created Materials: Pre/Post Tests; Neufeld Learning Computer Program (Grades K-5); Carnegie Learning Tutor Computer Program (Grades 6-8), MathXL, MYACCESS, LAL intensification, DRA2,	
English Language Learners	State Assessments: LAL intensification (Grades 6-8), MAP testing (math) (Grades K-2),  Local Assessments: District Benchmarks, SGO, Unit Assessment; Mid-Quarterly Assessments  Teacher Created Materials: Pre/Post Tests; Neufeld Learning Computer Program (Grades K-5); Carnegie Learning Tutor Computer Program (Grades 6-8), MathXL, MYACCESS, DRA2,	
Economically Disadvantaged	State Assessments: NJ ASK (Grades 3-8), MAP Testing (Grades K-8),  Local Assessments: District Benchmarks, SGO, Unit Assessment; Mid-Quarterly Assessments  Teacher Created Materials: Pre/Post Tests; Neufeld Learning Computer Program (Grades K-5); Carnegie Learning Tutor Computer Program (Grades 6-8), MathXL, MYACCESS, Lal intensification (grades 6-8), DRA2,	

## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
School Climate and Culture	Surveys; Participation in school-sponsored events/activities; attendance rate; committee participation	
Leadership	Formal/Informal Observations using the Danielson Framework Classroom Walk-Throughs; Highly Qualified Status; Mentoring Program; Coaching; Grade level meeting minutes; Professional Growth/Development Plans,	
School-Based Youth Services	Not Applicable	

### 2014-2015 Needs Assessment Process *Narrative*

1. What process did the school use to conduct its needs assessment?

**The needs assessment conducted was reflective of the required process and includes both qualitative and quantitative data regarding the school's movement toward performance targets. Standardized achievement data from both local and state assessments, surveys, interviews, focus groups, consultation with outside experts and the review of historical and demographic data were all incorporated into the process.**

## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

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 source by which all data is transmitted and initially analyzed. Data is provided to schools, where groups of stakeholders conduct deeper analysis in order to make sound decisions regarding the achievement of targeted performance goals.**

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

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

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

**The data implies that more differentiation is needed within small group instruction and centers to address individual student needs.**

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

## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

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

**Ongoing training is needed to support teachers' efforts to facilitate meaningful practice in literacy as well as mathematics instruction. In light of the rigor represented in the common core standards as well as the Danielson Framework, it is essential that our PD efforts support continue to undergird this work. Some areas are working with text, questioning, lesson planning, deepening the teacher understanding of the common core, analyzing student data, and increasing student engagement.**

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

**During the summer of the 2014-2015 school year, data from the MAP Testing (Grades K-8) and PARCC (Grades 3-8) will be utilized to identify instructional strategies to support students who have scored partially proficient and who are educationally at risk. This is further supported through data gathered from other formative assessment tools such as DRA, student portfolios and quarterly benchmarks. In addition teacher's observations and recommendations along with progress reports and report cards are used. Students that continue to have academic or social difficulties are referred to the intervention and referral services team (I&RS).**

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

**Classroom teachers provide individualized and small group instruction to students in need of support. Teachers utilize the student data to differentiate their instructional practice based on the results of quarterly benchmark assessments. All students' schedules reflect intervention periods for ELA and Mathematics. During this time period, students' needs are addressed through teacher created tasks as well as technology based systems such as Moving with Math. The Leveled Literacy Instruction program provides direct reading instruction for K through 2nd grade students who have scored below grade level on the DRA. The after school program provides support with homework. The guidance department collaborates with teachers in offering assistance through the outreach program at Trinitas Hospital. In order to meet the needs of the whole student a mentoring program and Positive Action Model has been implemented.**

## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Quarterly performance benchmarks are administered quarterly throughout the school year in Language Arts Literacy and Mathematics in Grades K-8 are in place. Teachers differentiate their instructional practice based on the results of these benchmark assessments. While the benchmarks are used in a formative manner throughout the school year, they serve as a portion of the Summative Assessment Portfolio collected for each student and accompany the child to the next grade level. Lastly, through teacher recommendation and I&RS recommendations, students are assigned to after school and summer school for additional support.

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

**Not applicable at this time.**

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

**The student(s) are provided with the same opportunities and programs for all students.**

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

## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

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

**Transition is an ongoing process that facilitates and maintains continuity between the Preschool and Kindergarten programs. Preparing families for the transition from pre-school to kindergarten helps them to become familiar with the program and helps to anticipate services based on each child's individual needs.**

**Transition Plan:**

- **Ongoing communication between preschool and kindergarten teachers to discuss the impact of transition on the child and the family, and to develop transition activities.**
  - **Results from the ELAS (Early Learning Assessment System) is shared and discussed between pre-k and kindergarten teacher**
- Transition activities conducted for families:**
- **Visits to the kindergarten classroom**
  - **Distributing home learning activities over the summer**
  - **Disseminating information to the parents about the kindergarten program**
  - **Kindergarten orientation is provided for parents in the spring**

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

**Priority Problems were determined primarily through a comprehensive analysis of all of the data collected through the needs assessment process. The SCIP committee reviewed the data and determined our greatest areas of weakness.**

## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

### 2015-2016 Needs Assessment Process

#### *Description of Priority Problems and Interventions to Address Them*

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

	#1	#2
Name of priority problem	ELA: Working with Text	MATH: Geometry & Measurement
Describe the priority problem using at least two data sources	2014-2015 NJASK Results Quarterly District Benchmark Results	2014-2015 NJASK Results Quarterly District Benchmark Results
Describe the root causes of the problem	School services a high population of at risk students due to SES as well as achievement gaps in their learning.	School services a high population of at risk students due to SES as well as achievement gaps in their learning.
Subgroups or populations addressed	ALL	ALL
Related content area missed	ELA	MATH
Name of scientifically research based intervention to address priority problems	Guided Reading LLI (K-2)	Moving With Math, MathXL
How does the intervention align with the Common Core State Standards?	These are district approved resources based upon their alignment to the Common Core.	These are district approved resources based upon their alignment to the Common Core.

## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

### 2015-2016 Needs Assessment Process

#### *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	School Culture / Climate	
Describe the priority problem using at least two data sources	Discipline Report and School Climate Survey	
Describe the root causes of the problem	Overall stakeholder perceptions due to perceptions of a certain segment of the community's influence on the school	
Subgroups or populations addressed	ALL	
Related content area missed	ELA and Math	
Name of scientifically research based intervention to address priority problems	PBIS  Ruby Payne's Understanding Poverty/Blueprints for Student Success	
How does the intervention align with the Common Core State Standards?	This will address the social-emotional needs of our students which will promote progress and growth towards meeting the CCCS.	

## SCHOOLWIDE COMPONENT: Reform Strategies

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

### 2015-2016 Interventions to Address Student Achievement

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

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)
LEADS (Literacy is for Essential Adolescent Development)	ELA	All students Grs. 4-8	Administration Teachers LAL Supervisor	PBLs Progress Reports Benchmarks NJASK SGO	Provide direct and explicit comprehension strategy instruction. <a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=8">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=8</a>
Reading Street (Pearson)	ELA	Grades K-3	Administration Teachers LAL Supervisor	Progress Reports Qtrly Benchmarks DRA2 Results Student Portfolios SGO	Teach students how to use reading comprehension strategies. <a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=14">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=14</a>
SIOP	ELA	ELLs	Administration Teachers LAL & math Supervisors  Bilingual/ESL Supervisor	Progress Reports Qtrly Benchmarks DRA2 Results Student Portfolios	Provide focused, intensive small-group interventions for English learners determined to be at risk for reading problems. Explicit, direct instruction should be the primary means of instructional delivery. <a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=6">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=6</a>
Using Student Data	Mathematics & ELA	All	Administration Teachers	Progress Reports Qtrly	<a href="http://www.ies.ed.gov">www.ies.ed.gov</a> Victoria Bernhardt - Using Data Charlotte Danielson's Framework for Teaching

## SCHOOLWIDE COMPONENT: Reform Strategies

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

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)
				Benchmarks DRA2 Results Student Portfolios	Instructional Rounds – R. Elmore, et al
The same as for all students as well as SEL support through mental health team.	Mathematics & ELA	Homeless Migrant		Progress Reports Qtrly Benchmarks DRA2 Results Student Portfolios	
Leveled Literacy Instruction (LLI)	ELA	Targeted students Grs. 1-3	LLI Interventionists  Administration  LAL Supervisors	Student Instructional Level, DRA2 scores, formal and informal observations, benchmarks	Fountas and Pinnel Leveled Literacy Intervention: According to the website, “In 1996, Irene Fountas and Gay Su Pinnell revolutionized classroom teaching with their systematic approach to small-group reading instruction as described in their groundbreaking text, Guided Reading.” <a href="http://www.fountasandpinnellleveledliteracyintervention.com/">http://www.fountasandpinnellleveledliteracyintervention.com/</a>
Guided Reading	ELA	ALL	Administration Teachers LAL Supervisor	DRA2 scores, formal and informal observations, benchmarks	Fountas and Pinnel Leveled Literacy Intervention: According to the website, “In 1996, Irene Fountas and Gay Su Pinnell revolutionized classroom teaching with their systematic approach to small-group reading instruction as described in their groundbreaking text, Guided Reading.” <a href="http://www.fountasandpinnellleveledliteracyintervention.com/">http://www.fountasandpinnellleveledliteracyintervention.com/</a>
Everyday	Math	K-6	Administration	Informal	Benchmark profile sheet

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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)
Mathematics			Teachers Math Supervisor Technology Teacher	observations, benchmarks State assessments	Exit slips
Same as those available to all students	ELA Mathematics	ELLs	Teachers Administration	Progress Reports Qtrly Benchmarks DRA2 Results Student Portfolios State summative assessments, SGO	To provide remedial and intervention support for those struggling students in the targeted areas.
Same as those available to all students	ELA Mathematics	Students with Disabilities	Teachers Administration	Progress Reports Qtrly Benchmarks DRA2 Results Student Portfolios State summative assessments, SGO	To provide remedial and intervention support for those struggling students in the targeted areas.

\*Use an asterisk to denote new programs.

## SCHOOLWIDE COMPONENT: Reform Strategies

### 2015-2016 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)
Check & Connect	ELA & Math	ALL	Teachers Administration Counselors Social Worker	Progress Reports Qtrly Benchmarks DRA2 Results Student Portfolios PARCC and MAP Testing SGO's	To provide remedial and intervention support for those struggling students in the targeted areas.
Same as those available to all students	ELA Mathematics	ELLs	Teachers Administration	Progress Reports Qtrly Benchmarks DRA2 Results Student Portfolios PARCC and MAP Testing SGO's	To provide remedial and intervention support for those struggling students in the targeted areas.
Same as those available to all students	ELA Mathematics	Students with Disabilities	Teachers Administration	Progress Reports Qtrly Benchmarks DRA2 Results Student Portfolios PARCC and MAP Testing SGO's	To provide remedial and intervention support for those struggling students in the targeted areas.

\*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.***

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)
Understanding the Common Core	ELA & Math	ALL	Administration Teachers	Progress Reports Qtrly Benchmarks	To provide a consistent, clear understanding of what students are

## SCHOOLWIDE COMPONENT: Reform Strategies

***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)
Standards			ScIP District PD Department Content Area Supervisors	DRA2 Results Student Portfolios PARCC and MAP Testing Mock PARCC Testing	expected to learn, so teachers and parents know what they need to do to help them.
SIOP	ELA & Mathematics	ELL	Administration Teachers ScIP District PD Department Content Area Supervisors	Progress Reports Qtrly Benchmarks DRA2 Results Student Portfolios PARCC and MAP Testing ACCESS Results	To address the academic needs of English learners through the design and delivery of effective sheltered instruction.
Danielson Framework 2B & 3C	ELA & Mathematics	ALL	Administration Teachers ScIP District PD Department	Observation Results Discussion Threads Perception / Climate Survey Results Reduced Incidents of HIB & Discipline Referrals	To provide intentional support in addressing school culture and its impact on student engagement.
Same as Above	ELA & Mathematics	Students with Disabilities			

\*Use an asterisk to denote new programs.

## SCHOOLWIDE COMPONENT: Reform Strategies

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

### Evaluation of Schoolwide Program

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

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

1. Who will be responsible for evaluating the schoolwide program for 2014-2015? Will the review be conducted internally (by school staff), or externally?

**While this may change by district guidance, the school will informally monitor the implementation of the school wide program.**

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

**Monetary resources and teacher participation are the barriers or challenges that 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)?

**Provide professional development hours for all workshops offered. Utilize iObservation discussion threads, faculty departmental, and grade level meetings to obtain feedback from staff members.**

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

**Surveys and iObservation discussion threads will be used to gauge the perceptions of the staff.**

## SCHOOLWIDE COMPONENT: Reform Strategies

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

**Surveys as well as forums will be used to gauge the perceptions of the community.**

6. How will the school structure interventions?

**As per the district mandated schedule an embedded 30-minute intervention period is scheduled. In addition, small group instruction is also delivered during the 90 minute ELA and mathematics blocks.**

7. How frequently will students receive instructional interventions?

**Instructional interventions will be provided daily to all students as guided by the district.**

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

**Technological components to the mathematics and reading programs will support the school wide program. Students will continue to utilize laptops in Grs. 3-8 and it is anticipated that resources will be available for student use in Grs. K-2.**

**Additionally, students in Grs. 5-8 will receive mathematics instruction through our partnership with Teach to One.**

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

**District and State level formative and summative assessments will be used to measure the effectiveness of each intervention provided.**

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

**The school will disseminate the results of the school wide program through faculty Meetings, PLCs, discussion threads and email notifications.**

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

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

Research continues to demonstrate that successful schools have significant and sustained levels of family and community engagement. Therefore, it is important that schoolwide plans 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)
Back to School Night	Both	ALL	Administrators Faculty	Participation Rate Feedback Results	To provide overview of and tone for the school year.
Parent Workshops / Events: Understanding the Common Core Scholastic Book Fair, Read Across America Family Literacy Night	ELA	All	Administrators Faculty	Participation Rate Feedback Results	To increase parental understanding of the academic program as guided by the curriculum / CCSS and encourage students to enjoy reading.
Parent Workshops / Events: Understanding the Common Core Family Science Night, Family Math Night	Mathematics	All	Administrators Faculty	Participation Rate Feedback Results	To increase parental understanding of the academic program as guided by the curriculum / CCSS and encourage students' interests in math and science.
Parent Newsletters	Both	All	Administrators Faculty	Feedback Perception Survey Results	To encourage family/community involvement and provide timely

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

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)
			Counselors Social Workers PTO	Forum Feedback	information regarding school initiatives as well as ways to support learning at home.
Parent / Community Forums	Both	ALL	Administrators Faculty Counselors Social Workers PTO	Participation Rate Feedback Results	To encourage family/community involvement.
Same as above		Homeless Migrant			
Same as above		ELL			
Same as above		Students with Disabilities			

\*Use an asterisk to denote new programs.

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

### 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 goals remain focused on increasing family and community involvement in our school to support the child's total development and success. The programs offered throughout the year will provide information to support their efforts as well as opportunities to participate in school-wide activities.**

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

**This will be facilitated through our continued efforts and partnership with the PTO. In addition, parental input will be obtained via a parent survey and the PTO executive counsel.**

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

**All correspondence is sent home with the students. In addition, the policy will be uploaded to the school's website.**

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

**This is facilitated through our central office.**

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

**All correspondence will be sent home with the students. Teachers will maintain a roster of all returns.**

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

**All correspondence will be sent home with the students. Teachers will maintain a roster of all returns. Data will also be posted in a centralized location as well as in individualized classrooms.**

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

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

**A formal communication will be sent from central office. In addition, parent sessions (town hall meetings) will be held to further discuss the outcomes as well as to identify ways that parents can assist our efforts in this regard.**

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

**Overall school progress will be communicated via back to school night and the school newsletters. Moreover, such will be available via the school's report card.**

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

**Parent input will be obtained through our PTO executive team membership.**

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

**Information regarding student academic achievement will be communicated via individual growth plans, progress reports, parent conferences and the school newsletter. In addition, families also have access to our online grade portal, PowerSchool.**

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

**Funds will be utilized to provide professional development in the following areas: literacy and numeracy development; positive behavior strategies, personal goal setting, and parenting skills.**

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

## SCHOOLWIDE: HIGHLY QUALIFIED STAFF

### *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 section 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%	Provide teachers with mentoring, administrative support; assistance with lesson planning, instructional coaching in all subjects, common planning periods with grade level teachers, adequate materials to complete daily lessons including current and aligned curriculum resources and technology to support instruction, and a motivating working environment.  The teacher evaluations are conducted using the Danielson Framework for Teaching to support professional growth.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0%	
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*	0%	

## **SCHOOLWIDE: HIGHLY QUALIFIED STAFF**

\* The district must assign these 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

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. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
The district provides a generous benefits package along with district support as well as building level for ongoing professional growth.	Content Area Supervisors Human Resources Division of Elementary Education Building Principal