

# NEW JERSEY DEPARTMENT OF EDUCATION

## OFFICE OF TITLE I



## 2015-2016 TITLE I SCHOOLWIDE PLAN\*

\*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

**SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114**

DISTRICT INFORMATION	SCHOOL INFORMATION
District: ELIZABETH 39-1320	School: Charles J. Hudson School #25
Chief School Administrator: OLGA HUGELMEYER	Address: 525 First Ave. Elizabeth, NJ 07206
Chief School Administrator's E-mail:hugelmol@elizabeth.k12.nj.us	Grade Levels: K-8
Title I Contact: Rosa Carbone	Principal: Yvonne McGovern
Title I Contact E-mail:carbonro@elizabeth.k12.nj.us	Principal's E-mail: MCGOVEYV@elizabeth.k12.nj.us
Title I Contact Phone Number:908 436-5267	Principal's Phone Number: (908) 436-5920

**Principal's Certification**

**The following certification must be made by the principal of the school. Please Note:** A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

\_\_\_\_\_  
Principal's Name (Print)

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

\_\_\_\_\_  
Date

## SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

### Critical Overview Elements

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

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
After School Program/ Back-to-School	15-16 Title MATH #1	Data Analysis: Problem Solving		
After School Program/ Back-to-School	15-16 Title MATH #1	Data Analysis: Measurement and Data		
After School Program/ Back-to-School	15-16 Title LAL #2	Data Analysis: Writing		
After School Program/ Back-to-School	15-16 Title LAL #2	Data Analysis: Reading Comprehension		

## 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
Yvonne McGovern	Principal	Yes	Yes	Yes	
Mayra Pena	Guidance Counselor	Yes	Yes	Yes	
Colleen Reynolds	Social Worker	Yes	Yes	Yes	
Kathleen Kranick	Interventionist	Yes	Yes	Yes	
Nicole Kovacs	3 <sup>rd</sup> Grade Teacher	Yes	Yes	Yes	
Allison Post	6 <sup>th</sup> Grade Teacher	Yes	Yes	Yes	
Milagros Arias	1 <sup>st</sup> Grade Bilingual Teacher	Yes	Yes	Yes	
Mariestelle Magliano	Instructional Math Coach	Yes	Yes	Yes	

## 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	
5/14/15	Dr. Martin Luther King ECC School No. 52	NCLB/ESEA Title I Schoolwide Plan	Yes		Yes	
9/15/14	Principal’s Office	Schoolwide Plan Development	Yes		Yes	
10/30/14	Charles J. Hudson School No. 25 CAFE	NCLB/ESEA Title I Parent Meeting	Yes		Yes	
11/17/14	Principal’s Office	Comprehensive Needs Assessment	Yes		Yes	
4/15/14	Principal’s Office	Program Evaluation	Yes		Yes	

*\*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>	Charles J. Hudson School No. 25 will be one of the best school systems in New Jersey. The Charles J. Hudson School No. 25 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? Yes
2. What were the strengths of the implementation process? Teacher buy-in
3. What implementation challenges and barriers did the school encounter? Lack of time
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? Strengths: Research-based instruction for our Core Programs. Weakness: Time constraints/continuity due to snow days
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? At the September Faculty Meeting, the 2014-2015 School Wide Plan was presented and explained to all.
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? Total buy- in. A tool used to measure the staff's perception was a staff questionnaire.
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? Total buy- in. A tool used to measure the community's perception was a parent questionnaire.

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

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? The methods of delivery were through Power Point presentations, ongoing faculty/team/PLC meetings, PTO monthly meetings, quarterly newsletters, Facebook messages, and personal interactions with parents, teachers, and community members.
9. How did the school structure the interventions? Data -based and research -driven.
10. How frequently did students receive instructional interventions? Daily
11. What technologies did the school use to support the program? Computer based programs, laptops (1:1 initiative in Grades 3-8),
12. Did the technology contribute to the success of the program and, if so, how? Technology played a key role in the success of the program by: providing opportunities to prepare for the PARCC Exam. The students in Grades 3-8 were benchmark assessed using EdConnect. Students in Grades 3-8 improved writing skills using MyAccess.

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

**Evaluation of 2014-2015 Student Performance**

***State Assessments-Partially Proficient***

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

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 4			Differentiated instruction was provided based on DRA's, benchmarks and centers. After School, LLI and Sondag programs were also utilized for our students.	There is a need for professional development in appropriately and adequately using resources and maintaining rigorous centers for differentiation. Instructors must also continue to challenge students'

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

				higher order thinking skills by applying the various strands of Bloom's Taxonomy.
Grade 5			Differentiated instruction was provided based on DRA's, benchmarks and centers. After-school, LLI and Sondag programs were also utilized for our students.	There is a need for professional development in appropriately and adequately using resources and maintaining rigorous centers for differentiation. Instructors must also continue to challenge students' higher order thinking skills by applying the various strands of Bloom's Taxonomy.
Grade 6			Differentiated instruction was provided based on DRA's, benchmarks and centers. After-school was also utilized for our students	There is a need for professional development in appropriately and adequately using resources and maintaining rigorous centers for differentiation. Instructors must also continue to challenge students' higher order thinking skills by applying the various strands of Bloom's Taxonomy.
Grade 7			After-school program and MyAccess were utilized to improve students' writing skills. Differentiated instruction was provided based on data from DRA's, benchmarks and centers	There is a need for professional development in appropriately and adequately using resources and maintaining rigorous centers for differentiation. Instructors must also continue to challenge students' higher order thinking skills by applying the various strands of Bloom's Taxonomy
Grade 8			After-school program and MyAccess were utilized to improve students' writing skills. Differentiated instruction was provided based on DRA's, benchmarks and centers	There is a need for professional development in appropriately and adequately using resources and maintaining rigorous centers for differentiation. Instructors must also continue to challenge students' higher order thinking skills by applying the various strands of Bloom's Taxonomy.
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			Moving with Math and Prezi slides to improve mathematics and problem -solving skills. Differentiated instruction was provided	There is a need for professional development in appropriately and adequately using resources and maintaining rigorous centers for differentiation.

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

			via centers.	Instructors must also continue to challenge students' higher order thinking skills by applying the various strands of Bloom's Taxonomy.
Grade 5			Moving with Math and Prezi slides to improve mathematics and problem -solving skills. Differentiated instruction was provided via centers.	There is a need for professional development in appropriately and adequately using resources and maintaining rigorous centers for differentiation. Instructors must also continue to challenge students' higher order thinking skills by applying the various strands of Bloom's Taxonomy.
Grade 6				
Grade 7				
Grade 8				
Grade 11			N/A	N/A
Grade 12			N/A	N/A

**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
Kindergarten			N/A	N/A
Grade 1			N/A	N/A
Grade 2			N/A	N/A
Grade 9			N/A	N/A
Grade 10			N/A	N/A

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

<b>Mathematics</b>	<b>2013 - 2014</b>	<b>2014 - 2015</b>	<b>Interventions Provided</b>	<b>Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).</b>
Pre-Kindergarten			N/A	N/A
Kindergarten			N/A	N/A
Grade 1			N/A	N/A
Grade 2			N/A	N/A
Grade 9			N/A	N/A
Grade 10			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

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
ELA	Students with Disabilities	Sonday and LLI	Yes	More time allows for student needs to be met based on the students' IEP	Benchmarks and Unit Assessments. Pre and Post Tests
Math	Students with Disabilities	Tier 1, Tier 2, and Tier 3	Yes	Students showed an increase on the benchmark scores. Pre and Post Tests	Benchmarks and Unit Assessments. Pre and Post Tests
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Bilingual and ESL Program	Yes	More time is devoted to listening, speaking, and deciphering English.	ACCESS scores and Benchmarks. Pre and Post Tests.
Math	ELLs	Bilingual and ESL Program	Yes	More time is devoted to listening, speaking, and deciphering English.	ACCESS scores and Benchmarks. Pre and Post Tests.
ELA	Economically Disadvantaged	Tier 1, Tier 2, and Tier 3	Yes	Students showed an increase on the benchmark scores. Pre and Post Tests	Benchmarks and Unit Assessments. Pre and Post Tests
Math	Economically Disadvantaged	Tier 1, Tier 2, and Tier 3	Yes	Students showed an increase on the benchmark scores. Pre and Post Tests	Benchmarks and Unit Assessments. Pre and Post Tests

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

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

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

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

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

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

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

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
ELA	Students with Disabilities	Guided Reading, Higher Order Thinking, Writer's Workshop	YES	Documentation within iObservation, walk throughs.	The amount of proficient and distinguished results in the components listed in iObservation.
Math	Students with Disabilities	Student Engagement, centers and Math Talk Classroom discussions	YES	Documentation within iObservation, Math Talk, walk throughs.	The amount of proficient and distinguished results in the components listed in iObservation.
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Guided Reading, Higher Order Thinking, Writer's Workshop	YES	Documentation within iObservation, walk throughs	The amount of proficient and distinguished results in the components listed in iObservation.
Math	ELLs	Student Engagement, centers and Math Talk Classroom discussions	YES	Documentation within iObservation, Math Talk, walk throughs.	The amount of proficient and distinguished results in the components listed in iObservation.
ELA	Economically Disadvantaged	Guided Reading, Higher Order Thinking, Writer's Workshop	YES	Documentation within iObservation, walk throughs	The amount of proficient and distinguished results in the components listed in iObservation.
Math	Economically Disadvantaged	Student Engagement, centers and Math Talk Classroom discussions	YES	Documentation within iObservation, Math Talk, walk throughs.	The amount of proficient and distinguished results in the components listed in iObservation.

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

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

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
ELA	Students with Disabilities	Scholastic Book Fair	YES	Students purchased books according to their reading level	Parent and student attendance
Math	Students with Disabilities	Family Math Night	YES	Parent attendance	Parent and student attendance
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Scholastic Book Fair	YES	Students purchased books according to their reading level	Parent and student attendance
Math	ELLs	Family Math Night	YES	Parent attendance	Parent and student attendance
ELA	Economically Disadvantaged	Scholastic Book Fair	YES	Students purchased books according to their reading level	Parent and student attendance
Math	Economically Disadvantaged	Family Math Night	YES	Parent attendance	Parent and student attendance
ELA & Math	Students with Disabilities	Counseling and support and referral services as needed 504 plan if appropriate	YES	Observation of student progress	Frequency of 504 meetings/teacher consultation meetings to address student concerns

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA & Math	ELLs	Family Math Day	YES	Parent sign in sheets	Parent attendance

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

**Principal's Certification**

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

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

Yvonne McGovern

\_\_\_\_\_  
**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**

<b>Areas</b>	<b>Multiple Measures Analyzed</b>	<b>Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)</b>
Academic Achievement – Reading	Sonday and LLI	Standardized Tests and Benchmarks
Academic Achievement - Writing	Intervention Block and MyAccess	Standardized Tests and Benchmarks
Academic Achievement - Mathematics	Intervention Block and Moving with Math	Standardized Tests and Benchmarks
Family and Community Engagement	Ongoing teacher consultations, Family Nights, Pancake Breakfast, and Scholastic Book Fair	Parent and student Attendance
Professional Development	Professional Development Attendance	iObservations
Leadership	ILT, I&RS, and Faculty Meeting	Faculty attendance
School Climate and Culture	Ongoing teacher consultations	Parent and student attendance
School-Based Youth Services	Guidance Reports	Standardized Tests, Benchmarks and IEP goals met.
Students with Disabilities	Classroom Management, Higher Order Thinking Skills,	Standardized Tests and Benchmarks
Homeless Students	N/A	N/A
Migrant Students	N/A	N/A
English Language Learners	Bilingual/ESL Programs, Math Talk	Standardized Tests and Benchmarks

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	and Student Engagement	
Economically Disadvantaged	LLI and Sonday	Standardized Tests and Benchmarks

**2015-2016 Comprehensive Needs Assessment Process\***  
***Narrative***

1. What process did the school use to conduct its Comprehensive Needs Assessment? The needs assessment conducted was reflective of the required process and includes both qualitative and quantitative data regarding the school’s movement toward performance targets. Standardized achievement data from both local and state assessments, surveys, interviews, focus groups, consultation with outside experts and the review of historical and demographic data were all incorporated into the process.
2. What process did the school use to collect and compile data for student subgroups? The data analysis for each subgroup allowed us to identify specific needs and areas of concern for that particular group. Professional learning opportunities were offered in order to prepare teachers to use research-based teaching strategies or best practices appropriate to their instructional objectives which are aligned with the NJCCS. Data collection from the individual schools were organized, analyzed, and used as a basis for making professional learning decisions at the individual school level. The LEADS program is the protocol in grades 4-8. Intensive modeling of teaching techniques supported by this program offered support throughout the year
3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

The standardized instruments used to collect data have been rated for validity and reliability. School data was collected by grade level as well as by cohort. This enabled the school to gain an understanding of both the instructional output at a given grade level and the

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

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? 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.
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? Training sessions were offered during faculty meetings, grade level meetings, department meetings, Instructional Leadership Team Meetings, and during the ½ day district professional development sessions. The continued implementation of myLearningPlan.com and iObservation has resulted in more accountability for teachers. While clearly outlining district professional development in a manner that would be ongoing and provide true professional growth, teachers select their professional development, school administrators have more influence on whether or not it pertains to their professional needs.
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 (CCCS). The district implements Excellent Educational Experiences (E3) in Elizabeth. In a number of ways the model appeals for the students at risk. PARCC results will 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 in a given area. Lack of attainment of grade level proficiency triggers appropriate grade level interventions that begin with the deeper diagnosis

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

of the issue. Assessment tools used in a more formative manner include DRA2, portfolio assessment and progress monitoring in the area of literacy. The needs of the English Language Learners (ELLs) and students with identified learning disabilities are provided with specialized research-based programs through the district's approved Rapid Transition model and our Special Education Literacy approach that utilizes Sonday and LLI at appropriate grade levels. Performance benchmarks in Language Arts Literacy and Mathematics in Grades K-8 are in place. These are measured on a quarterly basis. Teachers differentiate their instructional practice based on the results of these quarterly benchmark assessments. While the benchmarks are used in a formative manner throughout the school year, they serve as a portion of the Summative Assessment Portfolio, collected for each student.

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

In accordance with N.J.A.C. 6A:10A the Elizabeth Public Schools Central Office and schools collaborated to ensure that all students continue to be provided with instruction that moves them toward mastery of the New Jersey Core Curriculum Content Standards (NJCCCS). The district implements Excellent Educational Experiences (E3) in Elizabeth. In a number of ways the model appeals for the identification of students at risk. PARCC results will be utilized for initial identification of students who are struggling to attain grade level proficiency in a given area. Lack of attainment of grade level proficiency triggers appropriate grade level interventions that begin with the deeper diagnosis of the issue. Assessment tools used in a more formative manner include DRA2, portfolio assessment and progress monitoring in the area of literacy. The needs of English Language Learners (ELLs) and students with identified learning disabilities are provided with specialized research-based programs through the district's approved Rapid Transition model and our Special Education Literacy approach that utilizes LLI and Sonday Programs at appropriate grade levels. Performance benchmarks in Language Arts Literacy and Mathematics in Grades K-8 are in place. These are measured on a quarterly basis. Teachers differentiate their instructional practice based on the results of these quarterly benchmark assessments. While the benchmarks are used in a formative manner throughout the school year, they serve as a portion of the Summative Assessment Portfolio, collected for each student.

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

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

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

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

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

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

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

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

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

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

Transition Plan:

- Ongoing communication between preschool and kindergarten teachers to discuss the impact of transition on the child and the family and to develop transition activities.
- Results from the ELAS (Early Learning Assessment System) is shared and discussed between pre-k and kindergarten teachers.
- Transition activities conducted for families:
  - Visit 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
  - Back to school night is provided for parents

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

The ILT along with the classroom teachers disaggregated the data on the standardized tests as well as the quarterly benchmarks to create a selection or prioritize problems for this plan.

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

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

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

**2015-2016 Comprehensive Needs Assessment Process**  
***Description of Priority Problems and Interventions to Address Them***

Based upon the school’s needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	<b>#1</b>	<b>#2</b>
Name of priority problem	Mathematics	Language Arts Literacy
Describe the priority problem using at least two data sources	Problem-solving, measurement and numeracy.	Reading comprehension and writing.
Describe the root causes of the problem	Students need to be taught these concepts in a way that makes it “real” and important to them.	Students have a difficult time comprehending what they are reading because they are rushing through the material rather than analyzing it.
Subgroups or populations addressed	Majority of students	Majority of students
Related content area missed (i.e., ELA, Mathematics)	Problem-solving	Reading comprehension and writing
Name of scientifically research based intervention to address priority problems	Carnegie Learning, Neufeld Math, Math Talk	Read 180, System 44, LLI, Guided Reading, Sonday, Reading Street, DRA2
How does the intervention align with the Common Core State Standards?	The standards clearly state that making sense of problems and persevering in solving them is a must from the Kindergarten level and up.	The standards clearly state that reading for informational text and/or purpose begins at the kindergarten level with the assistance of the teacher.

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

**2015-2016 Comprehensive Needs Assessment Process**  
***Description of Priority Problems and Interventions to Address Them (continued)***

	#3	#4
Name of priority problem	Bullying/Parental Incident	
Describe the priority problem using at least two data sources	HIB Reports and Parental Concerns	
Describe the root causes of the problem	Students sometimes bully one another based on a variety of factors.	
Subgroups or populations addressed	Students in grades K-8.	
Related content area missed (i.e., ELA, Mathematics)	Number of HIB reports	
Name of scientifically research based intervention to address priority problems	Bullying/Social emotional curriculum provided by the State of NJ.	
How does the intervention align with the Common Core State Standards?	Specialized instructional staff supports students with related services. Staff members are also trained as Anti-Bullying Specialists.	

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

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

### 2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Read 180, Sonday and LLI	Classroom Teacher, Interventionist	DRA's, Pre/Post Tests, Assessments	District Mandated Programs
Math	Students with Disabilities	Benchmark tests	Classroom Teacher	Based on the previous year's standardized test score results	District Mandated Programs
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Bilingual and ESL Program	Classroom, Bilingual, and ESL	More time is devoted to listening, speaking and deciphering English.	District Mandated Programs
Math	ELLs	Bilingual and ESL Program	Classroom and Special Education Teachers	More time allows for student needs to be met based on the students' IEP	District Mandated Programs
ELA	Economically Disadvantaged	Read 180, Sonday and LLI	Classroom Teacher, Interventionist	DRA's, Pre/Post Tests, Assessments	District Mandated Programs
Math	Economically Disadvantaged	Benchmark tests	Classroom Teacher	Based on the previous year's standardized test score results	District Mandated Programs

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

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

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Read 180, Sunday and LLI	Classroom Teacher, Interventionist	DRA's, Pre/Post Tests, Assessments	District Mandated Programs
Math	Students with Disabilities	Benchmark tests	Classroom Teacher	Based on the previous year's standardized test score results	District Mandated Programs
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Bilingual and ESL Program	Classroom, Bilingual, and ESL	More time is devoted to listening, speaking and deciphering English.	District Mandated Programs
Math	ELLs	Bilingual and ESL Program	Classroom, Bilingual, and ESL	More time is devoted to listening, speaking and deciphering English.	District Mandated Programs
ELA	Economically Disadvantaged	Read 180, Sunday and LLI	Classroom Teacher, Interventionist	DRA's, Pre/Post Tests, Assessments	District Mandated Programs

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Economically Disadvantaged	Benchmark tests	Classroom Teacher	Based on the previous year's standardized test score results	District Mandated Programs
ELA	Students with Disabilities	Working with disabled students-challenges and strategies as per IEP	Classroom and Special Education Teachers	More time allows for student needs to be met based on the students' IEP	District Mandated Programs
Math	Students with Disabilities	Working with disabled students-challenges and strategies as per IEP	Classroom and Special Education Teachers	More time allows for student needs to be met based on the students' IEP	District Mandated Programs

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	District Summer Institute Workshops	District Workshop Provider	iObservation and attendance	District Mandated Programs
Math	Students with Disabilities	District Summer Institute Workshops	District Workshop Provider	iObservation and attendance	District Mandated Programs

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	District Summer Institute Workshops	District Workshop Provider	iObservation and attendance	District Mandated Programs
Math	ELLs	District Summer Institute Workshops	District Workshop Provider	iObservation and attendance	District Mandated Programs
ELA	Economically Disadvantaged	District Summer Institute Workshops	District Workshop Provider	iObservation and attendance	District Mandated Programs
Math	Economically Disadvantaged	District Summer Institute Workshops	District Workshop Provider	iObservation and attendance	District Mandated Programs

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

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

### 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? Administration, leadership team, teachers, faculty, staff. Internally and externally. Ongoing.
2. What barriers or challenges does the school anticipate during the implementation process? Lack of time
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? The methods of delivery will be through Power Point presentations, ongoing faculty/team meetings, PTO monthly meetings, quarterly newsletters, Facebook messages, and personal interactions with parents, teachers and community members.
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? Questionnaires, surveys and ongoing dialogue
5. What measurement tool(s) will the school use to gauge the perceptions of the community? Questionnaires, surveys and ongoing dialogue
6. How will the school structure interventions? Data-based and research-driven
7. How frequently will students receive instructional interventions? Daily
8. What resources/technologies will the school use to support the schoolwide program? Computer based-programs, laptops, iPads.
9. What quantitative data will the school use to measure the effectiveness of each intervention provided? Test results

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

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? The methods of delivery will be through Power Point presentations, ongoing faculty/team meetings, PTO monthly meetings, quarterly newsletters, Facebook messages, and personal interactions with parents, teachers and community members.

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

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

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Counseling and support and referral services as needed	Teacher	Frequency of 504 meetings/teacher consultation meetings to address student concerns	District Recommended
Math	Students with Disabilities	504 plan if appropriate	Teacher	Frequency of 504 meetings/teacher consultation meetings to address student concerns	District Recommended
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Family Math Day		District Recommended	Parent and student attendance
Math	ELLs	Family Math Day		District Recommended	Parent and student attendance
ELA	Economically Disadvantaged	Family Math Day		District Recommended	Parent and student attendance
Math	Economically Disadvantaged	Family Math Day		District Recommended	Parent and student attendance

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

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
ELA		Scholastic Book Fair	Teacher	Parent and student attendance	District Recommended
Math		Family Math Night	Teacher	Parent and student attendance	District Recommended

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

**2015-2016 Family and Community Engagement Narrative**

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? Throughout the year, parents have access to their child's academic performance through the district's Power School website. Administrators arrange quarterly meetings for parents of students in need of improvement as measured by Benchmark results and report card grades. The Family and Community engagement program will help address the priority problems identified in the needs assessment
2. How will the school engage parents in the development of the written parent involvement policy? The parents will be introduced to the document on Back-to-School Night and the parent liaison as well as administrators will assist parents with questions and concerns.
3. How will the school distribute its written parent involvement policy? The school – parents compact was sent home to the parents of every child. Parent/ Teacher/Students were to sign and return the forms for classrooms record/keeping.

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

4. How will the school engage parents in the development of the school-parent compact? Administration will meet with parents and explain their role in the development of the school/parent compact. A Honeywell alert will be placed to make parents aware when meeting will take place.
  
5. How will the school ensure that parents receive and review the school-parent compact? Parents will receive a compact and sign and return to school. Each classroom teacher will be responsible for collecting one per student
  
6. How will the school report its student achievement data to families and the community? Parents are mailed the results of their child's State Assessment Results along with quarterly report cards and progress reports.
  
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? Adequate yearly progress for each school is reported in the local newspapers, Parent meetings, Parent newsletters, Superintendents Round Table meetings, Board of Education meetings, and NJDOE. Excellent student achievement is noted through the awarding of Teachers, Principal, and Superintendent Scholars and awards ceremonies.

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

8. How will the school inform families and the community of the school's disaggregated assessment results? Adequate yearly progress for each school is reported in the local newspapers, Parent meetings, Parent newsletters, Superintendents Round Table meetings, Board of Education meetings, and NJDOE. Excellent student achievement is noted through the awarding of Teachers, Principal, and Superintendent Scholars and awards ceremonies.
  
9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? Administration will meet with parents and explain the development of the Title I Schoolwide Plan. A Honeywell alert will be place to make parents aware when meeting will take place.
  
10. How will the school inform families about the academic achievement of their child/children? Power School, Parent meetings, I&RS Meetings, and through the Scholars list.
  
11. On what specific strategies will the school use its 2015-2016 parent involvement funds? Social Skills, Conflict Resolution, Anti-Bullying, Parental Involvement

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

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

### *ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.*

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

#### Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	47	Review Contract
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	3	Review Contract
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	
	0	

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

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

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

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