

# 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: Dr. Orlando Edreira Academy
Chief School Administrator: OLGA HUGELMEYER	Address: 631-657 Westminster Avenue, Elizabeth, NJ 07208
Chief School Administrator's E-mail:hugelmo@elizabeth.k12.nj.us	Grade Levels: PreK-8
Title I Contact: Rosa Carbone	Principal: Howard Teitelbaum
Title I Contact E-mail:carbonro@elizabeth.k12.nj.us	Principal's E-mail: teitelho@elizabeth.k12.nj.us
Title I Contact Phone Number:908 436-5267	Principal's Phone Number: (908) 436-5950

### 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.

Howard Teitelbaum

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

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

June 15, 2015  
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

## 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
Howard Teitelbaum	School Staff- Administrator	Yes	Yes	Yes	
Aileen Ransom	School Staff- Spec. Educ.	Yes	Yes	Yes	
Walter Lodzinski	School Staff- Support	No	No	Yes	
David Reeseg	School Staff- Support	Yes	Yes	Yes	
William Clark	School Staff- MS Teacher	Yes	Yes	Yes	
John Kumar	School Staff- MS Teacher	Yes	Yes	No	
Gail Wovna	Clinical Supervisor Kean Univ.	Yes	Yes	No	
Michelle Ogonowski	Parent	No	Yes	No	

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

**Stakeholder/Schoolwide Committee Meetings**

**Purpose:**

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

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

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
May 14, 2015	Dr. Martin Luther King ECC School No. 52	NCLB/ESEA Title I Schoolwide Plan	X		Yes	No X
May 27, 2015	Conference room	Comprehensive Needs Assessment	X			X
October 1, 2015	Conference room	Schoolwide Plan Development	X			X
May 18, 2016	Conference room	Program Evaluation	X			X

*\*Add rows as necessary.*

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

**School's Mission**

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

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

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

The Dr. Orlando Edreira Academy School No. 26 is designed to support the belief that all children can succeed. We believe that the education of the whole child is key to success of anyone who seeks to become a viable, caring, creative, and innovative member of their community and of the world.

## 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? **Individualized data driven evaluation of student needs and recommendations of appropriate interventions.**
3. What implementation challenges and barriers did the school encounter? **A commitment to the plan with a reduction in staff.**
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? **The interventions were based on targeted groups of students based on specific needs; clinical interventions, support for disaffected students, and enrichment for students who were performing at or above benchmarks.**
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? **Transparency of process and purpose. Placing students in targeted groups. Full communication with all stakeholders.**
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? **Faculty was supportive and appreciated the small targeted groups of students.**

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

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? **The community was appreciative that some interventions were based on need, while other test prep and enrichment were available to all.**
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? **Small group**
9. How did the school structure the interventions? **Students met in groups of 6-10 with a certified instructor for middle school. Elementary students used technology based interventions that were individualized for student need based on pre-assessment data**
10. How frequently did students receive instructional interventions? **Varied, from daily to once a week with the average being 3 times a week.**
11. What technologies did the school use to support the program? **Starboards, document cameras, laptops, tablets to use technology based reading interventions.**
12. Did the technology contribute to the success of the program and, if so, how? **Yes, increased student engagement and provided reports for effectiveness.**

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

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

**Evaluation of 2014-2015 Student Performance  
State Assessments-Partially Proficient**

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

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	17	0	On Track, after school program, teacher interventions, Read 180, Corrective Reading, iStation, Study Island	The efficacy of the after school academic program and other intervention programs are a function of many factors such as attendance. The On Track services and teacher interventions are specific to each student's needs which vary over time.
Grade 5	10	0	On Track, after school program, teacher interventions, Read 180, Corrective Reading, iStation, Study Island	The efficacy of the after school academic program and other intervention programs are a function of many factors such as attendance. The On Track services and teacher interventions are specific to each student's needs which vary over time.
Grade 6	16	20	On Track, after school program, teacher interventions, Read 180, Corrective Reading, iStation, Study Island	The efficacy of the after school academic program and other intervention programs are a function of many factors such as attendance. The On Track services and teacher interventions are specific to each student's needs which vary over time.
Grade 7	17	18	On Track, after school program, teacher interventions, Read 180, Corrective Reading, iStation, Study Island	The efficacy of the after school academic program and other intervention programs are a function of many factors such as attendance. The On Track services and teacher interventions are specific to each student's needs which vary over time.
Grade 8		13	On Track, after school program, teacher interventions, Read 180, Corrective Reading, iStation, Study Island	The efficacy of the after school academic program and other intervention programs are a function of many factors such as attendance. The On Track services and teacher interventions are specific to each student's needs which vary over time.
Grade 11	N/A	N/A		
Grade 12	N/A	N/A		

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	1	0	On Track, after school program, Carnegie Learning, Everyday Math online, Study Island, and teacher interventions	The efficacy of the after school academic program and other intervention programs are a function of many factors such as attendance. The On Track services and teacher interventions are specific to each student's needs which vary over time.
Grade 5	3	0	On Track, after school program, Carnegie Learning, Everyday Math online, Study Island, and teacher interventions	The efficacy of the after school academic program and other intervention programs are a function of many factors such as attendance. The On Track services and teacher interventions are specific to each student's needs which vary over time.
Grade 6	2	3	On Track, after school program, Carnegie Learning, Everyday Math online, Study Island, and teacher interventions	The efficacy of the after school academic program and other intervention programs are a function of many factors such as attendance. The On Track services and teacher interventions are specific to each student's needs which vary over time.
Grade 7	4	8	On Track, after school program, Carnegie Learning, Everyday Math online, Study Island, and teacher interventions	The efficacy of the after school academic program and other intervention programs are a function of many factors such as attendance. The On Track services and teacher interventions are specific to each student's needs which vary over time.
Grade 8		6	On Track, after school program, Carnegie Learning, Everyday Math online, Study Island, and teacher interventions	The efficacy of the after school academic program and other intervention programs are a function of many factors such as attendance. The On Track services and teacher interventions are specific to each student's needs which vary over time.
Grade 11	N/A	N/A		
Grade 12	N/A	N/A		

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

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

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

<b>English Language Arts</b>	<b>2013 - 2014</b>	<b>2014 - 2015</b>	<b>Interventions Provided</b>	<b>Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).</b>
Pre-Kindergarten				
Kindergarten	0	0	iStation, LLI, Sondag, System 44	2 of 2 teachers to grade level had an impact on student learning. Students did show growth using metrics chronicling growth over the academic year.
Grade 1	0	0	iStation, LLI, Sondag, System 44	3 of 3 teachers to grade level had an impact on student learning. Students did show growth using metrics chronicling growth over the academic year.
Grade 2	0	1	iStation, LLI, Sondag, System 44	2 of 2 teachers to grade level had an impact on student learning. Students did show growth using metrics chronicling growth over the academic year.
Grade 9	N/A	N/A		
Grade 10	N/A	N/A		

<b>Mathematics</b>	<b>2013 - 2014</b>	<b>2014 - 2015</b>	<b>Interventions Provided</b>	<b>Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).</b>
Pre-Kindergarten				
Kindergarten	0	0	Moving with Math	2 of 2 teachers to grade level had an impact on student learning. Students did show growth using metrics chronicling growth over the academic year.
Grade 1	0	0	Moving with Math	3 of 3 teachers to grade level had an impact on student learning. Students did show growth using metrics chronicling growth over the academic year.
Grade 2	0	0	Moving with Math	2 of 2 teachers to grade level had an impact on student learning. Students did show growth using metrics chronicling growth over the academic year.
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	In-Class Support, After School Program, Remediation, iStation, IEP specific interventions, Student specific tutoring, READ 180, Promotion/Retention Summer Program	Yes	MAP testing (K-8), PARCC 3-8, District Benchmarks, Midterms and Final Exams, DRAII, ACCESS testing, iStation	Research based programs as recommended by the State and District.
Math	Students with Disabilities	In-Class Support, After School Program, ,Moving with Math, Carnegie Learning, IEP specific interventions, Student specific tutoring, Promotion/Retention Summer Program	Yes	MAP testing (K-8), PARCC 3-8, District Benchmarks, Midterms and Final Exams, DRAII, ACCESS testing, iStation	Research based programs as recommended by the State and District.
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	In-Class Support, After School Program, Remediation, iStation, Student specific tutoring, READ 180, Promotion/Retention Summer Program	Yes	MAP testing (K-8), PARCC 3-8, District Benchmarks, Midterms and Final Exams, DRAII, ACCESS testing, iStation	Research based programs as recommended by the State and District.

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

<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>
Math	ELLs	In-Class Support, After School Program, ,Moving with Math, Carnegie Learning, Student specific tutoring, Promotion/Retention Summer Program	Yes	MAP testing (K-8), PARCC 3-8, District Benchmarks, Midterms and Final Exams, DRAII, ACCESS testing, iStation	Research based programs as recommended by the State and District.
ELA	Economically Disadvantaged	In-Class Support, After School Program, Remediation, iStation, Student specific tutoring, READ 180, Promotion/Retention Summer Program	Yes	MAP testing (K-8), PARCC 3-8, District Benchmarks, Midterms and Final Exams, DRAII, ACCESS testing, iStation	Research based programs as recommended by the State and District.
Math	Economically Disadvantaged	In-Class Support, After School Program, ,Moving with Math, Carnegie Learning, Student specific tutoring, Promotion/Retention Summer Program	Yes	MAP testing (K-8), PARCC 3-8, District Benchmarks, Midterms and Final Exams, DRAII, ACCESS testing, iStation	Research based programs as recommended by the State and District.
ELA					
Math					

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

**Extended Day 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	In-Class Support, After School Program, Remediation, iStation, IEP specific interventions, Student specific tutoring, READ 180, Promotion/Retention Summer Program	Yes	MAP testing (K-8), PARCC 3-8, District Benchmarks, Midterms and Final Exams, DRAII, ACCESS testing, iStation	Research based programs as recommended by the State and District.
Math	Students with Disabilities	In-Class Support, After School Program, ,Moving with Math, Carnegie Learning, IEP specific interventions, Student specific tutoring, Promotion/Retention Summer Program	Yes	MAP testing (K-8), PARCC 3-8, District Benchmarks, Midterms and Final Exams, DRAII, ACCESS testing, iStation	Research based programs as recommended by the State and District.
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	In-Class Support, After School Program, Remediation, iStation, IEP specific interventions, Student specific tutoring, READ 180, Promotion/Retention Summer Program	Yes	MAP testing (K-8), PARCC 3-8, District Benchmarks, Midterms and Final Exams, DRAII, ACCESS testing, iStation	Research based programs as recommended by the State and District.
Math	ELLs	In-Class Support, After School	Yes	MAP testing (K-8), PARCC 3-	Research based programs as

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Program, ,Moving with Math, Carnegie Learning, IEP specific interventions, Student specific tutoring, Promotion/Retention Summer Program		8, District Benchmarks, Midterms and Final Exams, DRAII, ACCESS testing, iStation	recommended by the State and District.
ELA	Economically Disadvantaged	In-Class Support, After School Program, Remediation, iStation, IEP specific interventions, Student specific tutoring, READ 180, Promotion/Retention Summer Program	Yes	MAP testing (K-8), PARCC 3-8, District Benchmarks, Midterms and Final Exams, DRAII, ACCESS testing, iStation	Research based programs as recommended by the State and District.
Math	Economically Disadvantaged	In-Class Support, After School Program, ,Moving with Math, Carnegie Learning, IEP specific interventions, Student specific tutoring, Promotion/Retention Summer Program	Yes	MAP testing (K-8), PARCC 3-8, District Benchmarks, Midterms and Final Exams, DRAII, ACCESS testing, iStation	Research based programs as recommended by the State and District.
ELA					
Math					

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

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

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Alcohol, Tobacco and other drug abuse Asthma Bloodborne Pathogen Dyslexia Intervention & Referral Services(I&RS Suspected Gang Activity School Safety and Security: Sexual Harassment and Diversity: Reporting Potentially Missing or Abused Children EdConnect Amplify Tablet IBO Specific Training	Yes	MAP testing (K-8), PARCC 3-8, District Benchmarks, Midterms and Final Exams, DRAII, ACCESS testing, iStation	Teacher implementation through lesson plans, walk-throughs, and through observations. Use of research based programs as recommended by the State and District.
Math	Students with Disabilities	Alcohol, Tobacco and other drug abuse Asthma Bloodborne Pathogen Dyslexia Intervention & Referral Services(I&RS Suspected Gang Activity School Safety and Security: Sexual Harassment and Diversity: Reporting Potentially Missing or Abused Children EdConnect Amplify Tablet IBO Specific Training	Yes	MAP testing (K-8), PARCC 3-8, District Benchmarks, Midterms and Final Exams, DRAII, ACCESS testing, iStation	Teacher implementation through lesson plans, walk-throughs, and through observations. Use of research based programs as recommended by the State and District.
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	ELLs	Alcohol,Tobacco and other drug abuse Asthma Bloodborne Pathogen Dyslexia Intervention & Referral Services(I&RS Suspected Gang Activity School Safety and Security: Sexual Harassment and Diversity: Reporting Potentially Missing or Abused Children EdConnect Amplify Tablet IBO Specific Training	Yes	MAP testing (K-8), PARCC 3-8, District Benchmarks, Midterms and Final Exams, DRAII, ACCESS testing, iStation	Teacher implementation through lesson plans, walk-throughs, and through observations. Use of research based programs as recommended by the State and District.
Math	ELLs	Alcohol,Tobacco and other drug abuse Asthma Bloodborne Pathogen Dyslexia Intervention & Referral Services(I&RS Suspected Gang Activity School Safety and Security: Sexual Harassment and Diversity: Reporting Potentially Missing or Abused Children EdConnect Amplify Tablet IBO Specific Training	Yes	MAP testing (K-8), PARCC 3-8, District Benchmarks, Midterms and Final Exams, DRAII, ACCESS testing, iStation	Teacher implementation through lesson plans, walk-throughs, and through observations. Use of research based programs as recommended by the State and District.
ELA	Economically Disadvantaged	Alcohol,Tobacco and other drug abuse Asthma Bloodborne Pathogen Dyslexia Intervention & Referral Services(I&RS Suspected Gang Activity School Safety and Security: Sexual Harassment and Diversity: Reporting Potentially Missing or Abused Children EdConnect Amplify Tablet IBO Specific Training	Yes	MAP testing (K-8), PARCC 3-8, District Benchmarks, Midterms and Final Exams, DRAII, ACCESS testing, iStation	Teacher implementation through lesson plans, walk-throughs, and through observations. Use of research based programs as recommended by the State and District.

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Economically Disadvantaged	Alcohol, Tobacco and other drug abuse Asthma Bloodborne Pathogen Dyslexia Intervention & Referral Services(I&RS Suspected Gang Activity School Safety and Security: Sexual Harassment and Diversity: Reporting Potentially Missing or Abused Children EdConnect Amplify Tablet IBO Specific Training	Yes	MAP testing (K-8), PARC 3-8, District Benchmarks, Midterms and Final Exams, DRAII, ACCESS testing, iStation	Teacher implementation through lesson plans, walk-throughs, and through observations. Use of research based programs as recommended by the State and District.
ELA					
Math					

**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	Family Back to school Night, PTA, IR&S, Teacher communications, School productions, IB Exhibition, Math & Science Night, Read across America activities.	Yes	Teacher logs, Parent sign-in sheets, IR&S documents, Guidance Counselor records	Research based data on the importance of parental involvement in a student's academic success.
Math	Students with Disabilities	Family Back to school Night, PTA, IR&S, Teacher communications, School productions, IB Exhibition, Math & Science Night, Read across America activities.	Yes	Teacher logs, Parent sign-in sheets, IR&S documents, Guidance Counselor records	Research based data on the importance of parental involvement in a student's academic success.
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Family Back to school Night, PTA, IR&S, Teacher communications, School productions, IB Exhibition, Math & Science Night, Read across America activities.	Yes	Teacher logs, Parent sign-in sheets, IR&S documents, Guidance Counselor records	Research based data on the importance of parental involvement in a student's academic success.
Math	ELLs	Family Back to school Night, PTA, IR&S, Teacher communications, School productions, IB Exhibition, Math & Science Night, Read across America activities.	Yes	Teacher logs, Parent sign-in sheets, IR&S documents, Guidance Counselor records	Research based data on the importance of parental involvement in a student's academic success.

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

<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	Economically Disadvantaged	Family Back to school Night, PTA, IR&S, Teacher communications, School productions, IB Exhibition, Math & Science Night, Read across America activities.	Yes	Teacher logs, Parent sign-in sheets, IR&S documents, Guidance Counselor records	Research based data on the importance of parental involvement in a student's academic success.
Math	Economically Disadvantaged	Family Back to school Night, PTA, IR&S, Teacher communications, School productions, IB Exhibition, Math & Science Night, Read across America activities.	Yes	Teacher logs, Parent sign-in sheets, IR&S documents, Guidance Counselor records	Research based data on the importance of parental involvement in a student's academic success.
ELA					
Math					

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

**Principal's Certification**

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

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

Howard Teitelbaum  
\_\_\_\_\_  
**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	NJASK 4&8, PARCC, local assessments both formative and summative, DRA2, benchmarks, midterm exams, and teacher created materials, and student work samples.	Data was collected from all subgroups through the use of standardized instruments approved for use by the NJDOE, the district, and other entities working within the school. Sources of data were analyzed by standard methods, and disaggregated by appropriate subgroup. These data were then used to enlighten practice at the school level. Survey data was treated in a similar manner. All stakeholders had access to the disaggregated data and were invited to take part in focus groups, including but not limited to Instructional Leadership Team, School Transformation Team, grade level meetings, and faculty meetings.  Independent reading level/lexile score Proficiency on the State test.
Academic Achievement - Writing	NJASK 4&8, PARCC, local assessments both formative and summative, DRA2, benchmarks, midterm exams, and teacher created materials, and student work samples.	Data was collected from all subgroups through the use of standardized instruments approved for use by the NJDOE, the district, and other entities working within the school. Sources of data were analyzed by standard methods, and disaggregated by appropriate subgroup. These data were then used to enlighten practice at the school level. Survey data was treated in a similar manner. All stakeholders had access to the disaggregated data and were invited to take part in focus groups, including but not limited to Instructional Leadership Team, School Transformation Team, grade level meetings, and faculty meetings.  Independent reading level/lexile score Proficiency on the State test.
Academic Achievement - Mathematics	NJASK 4&8, PARCC, local assessments both formative and summative, DRA2,	Data was collected from all subgroups through the use of standardized instruments approved for use by the NJDOE, the district, and other entities working within the

**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)
	benchmarks, midterm exams, and teacher created materials, and student work samples.	school. Sources of data were analyzed by standard methods, and disaggregated by appropriate subgroup. These data were then used to enlighten practice at the school level. Survey data was treated in a similar manner. All stakeholders had access to the disaggregated data and were invited to take part in focus groups, including but not limited to Instructional Leadership Team, School Transformation Team, grade level meetings, and faculty meetings. Proficiency on the State test.
Family and Community Engagement	PTA meetings and attendance at school functions.	Strong parental support for school and programs in it.
Professional Development	Attendance at school sponsored, district sponsored, and out of district workshops. Compliance with all district requirements	During the 15/16 school year, the district will continue to guide schools in the effective delivery of the curriculum and deepen teachers' content knowledge and content-specific pedagogy. Professional learning opportunities will be offered in order to prepare teachers to effectively implement the IB PYP and MYP and address the school's Problem of Practice.
Leadership	Instructional Leadership Team, School Transformation Team, Professional Growth Plan, cohort meetings, various committee meetings.	Ongoing meetings, implementation of findings (90 day plan, problem of practice, teaching rubric) integration of both PYP and MYP
School Climate and Culture	Survey, School Cultural Committee, Attendance rates, student mobility rates	Based on surveys both teachers and students feel there is a strong positive climate.
School-Based Youth Services	District level sports, afterschool arts program, counseling groups.	Many students participate in extracurricular opportunities sponsored or facilitated through the school. Students take advantage of on-site counseling services.
Students with Disabilities	NJASK 4&8, PARCC, local assessments both formative and summative, DRA2, benchmarks, midterm exams, Neufeld and Carnegie math programs, MAP testing, teacher created materials, and student work samples.	One area we can focus on to improve student performance is in SE cluster. Test scores demonstrate that this is the weakest academic area in the school.
Homeless Students	Attendance Officer report.	There were not homeless students.
Migrant Students	Attendance Officer report.	There were not migrant students.

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
English Language Learners	ELL intervention class, subgroup performance on state tests, benchmarks, ACCESS testing.	We have a low number of ELL students and those students perform at comparable levels with the general education and total population group except in Language Arts and in grade five mathematics.
Economically Disadvantaged	NJASK 4&8, PARCC, local assessments both formative and summative, DRA2, benchmarks, midterm exams, Neufeld and Carnegie math programs, MAP testing, teacher created materials, and student work samples.	Current data indicated that significant student population are economically disadvantaged.(Over 75%) The school has looked for ways to provide additional instruction and services free of charge to address the situation.

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

1. What process did the school use to conduct its Comprehensive Needs Assessment?

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

2. What process did the school use to collect and compile data for student subgroups?

Data and other pertinent information were gathered and compiled at both the school and district levels. The Elizabeth Public Schools' Division of Research, Evaluation and Assessment is the venue by which all data is transmitted and initially analyzed. Data is provided to schools, where groups of stakeholders conduct deeper analysis in order to make sound decisions regarding the achievement of targeted performance goals.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

The standardized instruments used to collect data have been rated for validity and reliability. School data was collected by grade level as well as by cohort. This enabled the school to gain an understanding of both the instructional output at a given grade level and the progress students obtained as they moved to the next grade. Achievement data is triangulated with other factors such as historical and demographic data in order to support the

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

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?**

During the 2015/16 school year, the district will continue to guide schools in the effective delivery of the curriculum and deepen teachers' content knowledge and content-specific pedagogy. Professional learning opportunities will be offered in order to prepare teachers to use research-based teaching strategies or best practices appropriate to their instructional objectives which are aligned with the NJCCCS, NJ Preschool Key Developmental Indicators & Standards, and the Common Core. Training in the "balanced literacy program" will be offered as well as training in the use of various types of performance assessments. Professional learning opportunities will continue to be offered in order to facilitate the teaching and learning of the mathematics program including the use of manipulatives to better understand the concepts including writing across the curriculum. Technical assistance and in-class support will be provided to continue the implementation of the inquiry-based science program currently being used in the district. In addition, data collection from the individual schools will be organized, analyzed and used as a basis for making professional learning decisions at the individual school level. The LEADS Program is the protocol in grades 4-8. Intensive modeling of teaching techniques supported by this program will offer support throughout the year. The addition of IB coaches to support the PYP and MYP in effective pedagogy as prescribed in the IB programs addressing best practices. The addition of a targeted intervention/enrichment period built into every student's schedule. \*Training in the use of Guided Reading Materials, and the creation of rigorous center work will be on-going with the assistance and modeling of coaches.

### **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 district professional development sessions. Out of district training was limited. Teachers lacked the opportunity to select workshops of personal interest. Needs varied among novice and seasoned teachers. The ILT has continues to discuss this situation and will address on-going training needs in the fall of 2015 based on specific need and economic viability.

### **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 New Jersey Core Curriculum Content Standards (NJCCCS) and Common Core. The district implements Excellent Educational Experiences (E3) in Elizabeth. In a number of ways the model appeals for the identification of students at risk. MAP (Grades K-8), PARCC, and NJASK Science (Grades 3 & 8) will continue to be utilized for initial identification of students who are struggling to attain grade level proficiency in a given area. Lack of attainment of grade level proficiency triggers appropriate grade level interventions that begin with the deeper diagnosis of the issue. Assessment tools used in a more formative manner include DRA2, portfolio assessment and progress monitoring in the area of literacy. 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 Horizons Reading and Corrective Reading 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. Digital means (i.e., iStation has been used to support struggling students and help identify those students using clinical diagnostic tools and remediation techniques. 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)

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) and Common Core. The district implements Excellent Educational Experiences (E3) in Elizabeth. In a number of ways the model appeals for the identification of students at risk. MAP (Grades K-8), PARCC, and NJASK Science (Grades 3 & 8) will continue to be utilized for initial identification of students who are struggling to attain grade level proficiency in a given area. Lack of attainment of grade level proficiency triggers appropriate grade level interventions that begin with the deeper diagnosis of the issue. Assessment tools used in a more formative manner include DRA2, portfolio assessment and progress monitoring in the area of literacy. 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 Horizons Reading and Corrective Reading 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. The use of a dedicated intervention period with tracked support to address students' specific needs and iStation to provide individualized support is new this year. While the benchmarks are used in a formative manner throughout the school year, they serve as a portion of the Summative Assessment Portfolio, collected for each student.

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

N/A

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

N/A

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 and administrators worked closely with teachers to ensure that student performance data drives necessary instructional modification on a regular basis. The School's Transformation Team assessed new programs and pedagogical elements to foster greater student success.

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.

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

### 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
- Inclusion of RISE class to support transition from elementary to middle school

### 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?

Language Arts continues to be the priority area at School 26. Both formative and summative data was used to address the specific needs that were broken down to cluster level. Clinical interventions were crafted and curriculum enhanced to provide additional support in critical grades and areas.

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

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

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

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

	<b>#1</b>	<b>#2</b>
Name of priority problem	Closing the achievement gap- Economically Disadvantaged	Language arts literacy and reading
Describe the priority problem using at least two data sources	Economically disadvantaged students are statistically not performing as well as non-disadvantaged students. This problem is exacerbated when those same students are also LEP or students with disabilities. Used data from Free and Reduced lunches and PARCC	Student test scores using District benchmarks and PARCC have shown the school is performing better in math then in LAL and reading. Additional efforts and resources are being placed in Reading and literacy to address the problem.
Describe the root causes of the problem	Not all students are educated under the same circumstances. Factors in and out of the school affect a student’s ability to perform at the highest levels.	Students are struggling with reading. The large number of ELL and Spanish home speakers makes it hard to provide additional support outside of school.
Subgroups or populations addressed	All students	All students with an emphasis on ELL students.
Related content area missed (i.e., ELA, Mathematics)	N/A	N/A
Name of scientifically research based intervention to address priority problems	Carnegie Learning, Neufeld Math, LEADS, Horizons/Corrective Reading, Saturday Tutoring Program, After School Academics, On Track, Promotion/Retention Summer School Program, Read 180, and iStation	LEADS, Horizons/Corrective Reading, Saturday Tutoring Program, After School Academics, On Track, Promotion/Retention Summer School Program, Read 180, and iStation.
How does the intervention align with the Common Core State Standards?	Research based programs that align with the NJCCCS and National Common Core in LAL/Math	Research based programs that align with the NJCCCS and National Common Core in LAL

**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	Closing the achievement gap- Special Education Students	
Describe the priority problem using at least two data sources	Special Education students are statistically not performing as well as other general education students. This problem is exacerbated when those same students are also LEP or economically disadvantaged. Used data from Benchmarks, PARCC, modifications suggested on IEPs.	
Describe the root causes of the problem	Not all students can be successful without additional supports due to various learning disabilities. Factors in and out of the school affect a student's ability to perform at the highest levels.	
Subgroups or populations addressed	Special Education students	
Related content area missed (i.e., ELA, Mathematics)	N/A	
Name of scientifically research based intervention to address priority problems	Carnegie Learning, Neufeld Math, LEADS, Horizons/Corrective Reading, Saturday Tutoring Program, After School Academics, On Track, Promotion/Retention Summer School Program, Read 180, and iStation	
How does the intervention align with the Common Core State Standards?	Research based programs that align with the NJCCCS and National Common Core in LAL/Math	

## 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	After School Program, Promotion Retention Summer Program, READ 180	Administrators and Teachers	MAP (K-8), NJASK 4 &8, PARCC, District Benchmarks, Midterms and Final Exams, DRAII, ACCESS testing, iStation	Research based programs as recommended by the State and District.
Math	Students with Disabilities	After School Program, Promotion Retention Summer Program	Administrators and Teachers	MAP (K-8), NJASK 4 &8, PARCC, District Benchmarks, Midterms and Final Exams, DRAII, ACCESS testing, iStation	Research based programs as recommended by the State and District.
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	After School Program, Promotion Retention Summer Program, READ 180	Administrators and Teachers	MAP (K-8), NJASK 4 &8, PARCC, District Benchmarks, Midterms and Final Exams, DRAII, ACCESS testing, iStation	Research based programs as recommended by the State and District.
Math	ELLs	After School Program, Promotion Retention Summer Program	Administrators and Teachers	MAP (K-8), NJASK 4 &8, PARCC, District Benchmarks, Midterms and Final Exams, DRAII, ACCESS testing, iStation	Research based programs as recommended by the State and District.
ELA	Economically Disadvantaged	After School Program, Promotion Retention	Administrators and Teachers	MAP (K-8), NJASK 4 &8, PARCC, District Benchmarks, Midterms	Research based programs as recommended by the State and

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Summer Program, READ 180		and Final Exams, DRAII, ACCESS testing, iStation	District.
Math	Economically Disadvantaged	After School Program, Promotion Retention Summer Program	Administrators and Teachers	MAP (K-8), NJASK 4 &8, PARCC, District Benchmarks, Midterms and Final Exams, DRAII, ACCESS testing, iStation	Research based programs as recommended by the State and District.
ELA					
Math					

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

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

<i>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;</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	After School Program, Promotion Retention Summer Program, READ 180	Administrators and Teachers	MAP (K-8), NJASK 4 &8, PARCC, District Benchmarks, Midterms and Final Exams, DRAII, ACCESS testing, iStation	Research based programs as recommended by the State and District.
Math	Students with Disabilities	After School Program, Promotion Retention Summer Program	Administrators and Teachers	MAP (K-8), NJASK 4 &8, PARCC, District Benchmarks, Midterms and Final Exams, DRAII, ACCESS testing, iStation	Research based programs as recommended by the State and District.

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	After School Program, Promotion Retention Summer Program, READ 180	Administrators and Teachers	MAP (K-8), NJASK 4 &8, PARCC, District Benchmarks, Midterms and Final Exams, DRAII, ACCESS testing, iStation	Research based programs as recommended by the State and District.
Math	ELLs	After School Program, Promotion Retention Summer Program	Administrators and Teachers	MAP (K-8), NJASK 4 &8, PARCC, District Benchmarks, Midterms and Final Exams, DRAII, ACCESS testing, iStation	Research based programs as recommended by the State and District.
ELA	Economically Disadvantaged	After School Program, Promotion Retention Summer Program, READ 180	Administrators and Teachers	MAP (K-8), NJASK 4 &8, PARCC, District Benchmarks, Midterms and Final Exams, DRAII, ACCESS testing, iStation	Research based programs as recommended by the State and District.
Math	Economically Disadvantaged	After School Program, Promotion Retention Summer Program	Administrators and Teachers	MAP (K-8), NJASK 4 &8, PARCC, District Benchmarks, Midterms and Final Exams, DRAII, ACCESS testing, iStation	Research based programs as recommended by the State and District.
ELA					
Math					

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

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

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

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

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	After School Program, Promotion Retention Summer Program, READ 180	Administrators and Teachers	MAP (K-8), NJASK 4 &8, PARCC, District Benchmarks, Midterms and Final Exams, DRAII, ACCESS testing, iStation	Research based programs as recommended by the State and District.
Math	Students with Disabilities	After School Program, Promotion Retention Summer Program	Administrators and Teachers	MAP (K-8), NJASK 4 &8, PARCC, District Benchmarks, Midterms and Final Exams, DRAII, ACCESS testing, iStation	Research based programs as recommended by the State and District.
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	After School Program, Promotion Retention Summer Program, READ 180	Administrators and Teachers	MAP (K-8), NJASK 4 &8, PARCC, District Benchmarks, Midterms and Final Exams, DRAII, ACCESS testing, iStation	Research based programs as recommended by the State and District.
Math	ELLs	After School Program, Promotion Retention Summer Program	Administrators and Teachers	MAP (K-8), NJASK 4 &8, PARCC, District Benchmarks, Midterms and Final Exams, DRAII, ACCESS testing, iStation	Research based programs as recommended by the State and District.

## 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	Economically Disadvantaged	After School Program, Promotion Retention Summer Program, READ 180	Administrators and Teachers	MAP (K-8), NJASK 4 &8, PARCC, District Benchmarks, Midterms and Final Exams, DRAII, ACCESS testing, iStation	Research based programs as recommended by the State and District.
Math	Economically Disadvantaged	After School Program, Promotion Retention Summer Program	Administrators and Teachers	MAP (K-8), NJASK 4 &8, PARCC, District Benchmarks, Midterms and Final Exams, DRAII, ACCESS testing, iStation	Research based programs as recommended by the State and District.
ELA					
Math					

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

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

### Evaluation of Schoolwide Program\*

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

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

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

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

**The school's program will be evaluated by the administrators, the SciP team, and the ILT (Instructional Leadership Team) which will meet regularly through the year.**

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

**The lose of extended time in the school day and the ability to require students to attend a limited after school program.**

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

**Parents have been very supportive of the school's work and of the IB program. One requirement of the IB program is to provide student mentoring by faculty advisors to develop metacognitive skills and set learning goals.**

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

**Compliance within the IB program and with student growth indicators in the critical areas of literacy and mathematics.**

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

**Students and parent surveys, attendance rates, and roundtable discussions with parents and other stakeholders.**

6. How will the school structure interventions?

**The school will have a set weekly schedule for small group tutoring in lal and math for elementary and middle school students. Additional faculty members will meet with middle school students to help them with goal setting, organizational skills, and academic support.**

7. How frequently will students receive instructional interventions?

**Students are placed into interventions based on need and subject. To that end some students will receive daily interventions and others will receive interventions once a week.**

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

**Teachers will use digital devices when applicable and interventions such as Carnegie Learning and Moving with Math for math, and Read 180, System 44, LLI, and Sunday when applicable. Small group tutoring for writing might not use any technology outside of book and paper. The advocacy program will fit within the recommendations of the IB MYP program.**

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

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

**All programs will be evaluated by the results of benchmark assessments, midterms/finals, standardized tests and SGOs.**

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

**Through PTA meetings, back to school night, IB night, various school publications.**

*\*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	Literacy Workshop for Parents, Read Across America Week events at school, Math and Science Night, IB Night, Improving Parent/Child Communications	Howard Teitelbaum, Deborah Leff, David Reeseg, William Clark	Attendance and Parent Participation	Research based data on the importance of parental involvement in a student's academic success.
Math	Students with Disabilities	Math and Science Night, IB Night	Howard Teitelbaum, Deborah Leff, David Reeseg, William Clark	Attendance and Parent Participation	Research based data on the importance of parental involvement in a student's academic success.
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Literacy Workshop for Parents, Read Across America Week events at school, Math and Science Night, IB Night, Improving Parent/Child Communications	Howard Teitelbaum, Deborah Leff, David Reeseg, William Clark	Attendance and Parent Participation	Research based data on the importance of parental involvement in a student's academic success.

**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>
Math	ELLs	Math and Science Night, IB Night	Howard Teitelbaum, Deborah Leff, David Reeseg, William Clark	Attendance and Parent Participation	Research based data on the importance of parental involvement in a student's academic success.
ELA	Economically Disadvantaged	Literacy Workshop for Parents, Read Across America Week events at school, Math and Science Night, IB Night, Improving Parent/Child Communications	Howard Teitelbaum, Deborah Leff, David Reeseg, William Clark	Attendance and Parent Participation	Research based data on the importance of parental involvement in a student's academic success.
Math	Economically Disadvantaged	Math and Science Night, IB Night	Howard Teitelbaum, Deborah Leff, David Reeseg, William Clark	Attendance and Parent Participation	Research based data on the importance of parental involvement in a student's academic success.
ELA					
Math					

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

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### 2015-2016 Family and Community Engagement Narrative

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

**The Family and Community engagement program will help address the priority problems identified in the needs assessments by providing parent information and workshops that are supportive of the educational goals of the school, provide monthly Home to Child newsletters with key ideas, and strategies parents can use, and offer our RAICES program to our non-English speaking parents that will assist in ensuring that the information is thoroughly understood.**

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

**The school collaborates with the school parents association (PTA) in an ongoing basis to review and implement the policy.**

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

**Over the summer, the school mails home a packet to parents that contain the policy as well as the parent-teacher-student compacts. These policies are also distributed during our back to school Nights and PTA meetings and are available through our website.**

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

**The School Parent Compacts has been written, through the PTA, the compacts are reviewed on an ongoing basis. Parental input is always welcomed and encouraged.**

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

**Over the summer, the school mails home a packet to parents that contain the policy as well as the parent-teacher-student compacts. The compacts are kept on a binder in the main office and a tracking sheet is kept that logs which compacts have been returned and which are missing. Follow up compacts are then sent home.**

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

**The school reports its student's achievement data to families during the back to School Night, Open House nights, PTA meetings and Newsletters.**

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?

**N/A**

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

**Individual student results of NJASK were mailed to them in the past. It is anticipated that the results of PARCC will Parents are encouraged to look at published aggregate data such as the School Report Card and District provided data published and online.**

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

**The school collaborates with the school parents association (PTA) in an ongoing basis to review and implement the policy. Parents and the school based parent liaison are part of the committee in writing the parent involvement policy.**

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

**Families are informed of the academic achievement of their individual child in various ways. The school utilizes the internet based Power school system that can be accessed at any time with current information about their child's achievement. In addition, report cards are issued on a quarterly basis, progress reports are issued on a quarterly basis, and teachers utilize Agenda books, supplied by the school to communicate information to parents as well.**

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

**The following strategies and programs will be implemented through the parent involvement funds:**

- **The parent Empowerment series was held- a series of workshops focused on Childs emotional development, communication and discipline.**
- **An evening session on cyber bullying will be held**
- **A workshop on building strong family connections was held in the morning**

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- Our monthly RAICES program –to assist non-English speaking parents was carried out
- Supplies for our color poster machine that enables us to communicate events, sessions, workshops, etc.. Was purchased
- Our parent Liaison was present on Saturdays and meeting with parents were held on Saturday to accommodate parents who couldn't make it during the year

*\*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	46	Provide in-house professional development; develop a culture of professionalism and a caring work environment. Encourage teachers to share ownership of PLC
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	2	Provide in-house professional development; develop a culture of professionalism and a caring work environment. Encourage teachers to share ownership of PLC
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*		

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

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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
Promote a 21 <sup>st</sup> century school that has state of the art technology, a strong culture for learning, and innovative curriculum (IB)	Principal and School Transformation Team