

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. Albert Einstein Academy
Chief School Administrator: OLGA HUGELMEYER	Address: 919 North Broad Street
Chief School Administrator's E-mail:hugelmo@elizabeth.k12.nj.us	Grade Levels: PK-8
Title I Contact: Rosa Carbone	Interim Vice Principal: Shari Koll
Title I Contact E-mail:carbonro@elizabeth.k12.nj.us	Interim Vice Principal's E-mail: kollsh@elizabeth.k12.nj.us
Title I Contact Phone Number:908 436-5267	Interim Vice Principal's Phone Number:908-436 6894

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
READ 180 Afterschool Program – 4 classes with 10 students each – R-Books for Stage A and B	1			
System 44 Afterschool Program – 4 classes with 10 students each	1			
Saturday Program	1,2			
Parent Involvement Workshops	1,2			\$19,000
Professional Development from TEQ	1,2			1% of Title I Funds
Math Intensification Before School Program – 4 classes				\$5,000

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
Shari Koll	School Staff-Administrators	X	X	X	
Kathleen Clavin	School Staff- Classroom Teachers	X	X	X	
Jessica Perez	School Staff- Classroom Teachers	X	X	X	
Danielle Dorta	School Staff-Bilingual, LEP	X	X	X	
Courtney Sicinski	School Staff- Special Education Resource	X	X	X	
Heather Dill	School Staff-Classroom Teacher	X	X	X	
Carmela Arcieri	School Staff-Paraprofessionals Parent	X	X	X	
Rosa Carbone, Supervisor of	Others-NCLB Contact	X	X	X	

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

Grants					
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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				
September 5, 2014 October 15, 2014	Dr. Albert Einstein Academy School No. 29	Comprehensive Needs Assessment	x		x	
November 12, 2014 December 19, 2014 January 5, 2015 February 16, 2015	Dr. Albert Einstein Academy School No. 29	Schoolwide Plan Development	x		x	
May 21, 2015 June 12, 2015	Dr. Albert Einstein Academy School No. 29	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?

<p>What is the school's mission statement?</p>	<p>The Elizabeth Public Schools will be one of the best school systems in New Jersey. The Elizabeth Public Schools will provide excellent educational experiences and services to inspire every student to think, to learn, to achieve and to care.</p>
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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?

- **Professional Development for Interventions**
- **Highly Qualified Staff**
- **Available funding**
- **Parent and School Community Input**
- **Board recommendations completed for programs/ staffing**

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

-**Saturday Tutoring Program student attendance**

-**Initially, technical component of READ 180 and System 44**

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

- **Willingness of staff to participate**

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

-Available funding

-Parent an school Community input

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

- **Frequent discussions during faculty meetings**
- **Input from school community**
- **Students creating and self-monitoring progress goals**
- **Research based program that yielded positive results**

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

- **Willingness to participate**
- **Realization that the program was necessary for academic success**

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

-**Programs were necessary and welcomed by the parents**

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

- **READ180 and System 44- computer based, independent practice, small group instruction**
- **Saturday Program-small group instruction**

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

9. How did the school structure the interventions?

Student groups were formed based on:

- **State assessment scores**
- **District benchmarks**
- **Teacher recommendation**

10. How frequently did students receive instructional interventions?

- **Read180 and System 44-daily for 45 minutes**
- **Saturday Program-8 three hour sessions**

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

- **Read180**
- **System 44**
- **Smartboards**
- **iPads**
- **Laptops**

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

Technology contributed to the success of the program by providing:

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

- Student engagement
- Student motivation
- Instant diagnostic feedback

**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	23		Guided reading, System 44, Read 180, ASP, Saturday program, Sunday	Lexile scores were low and did not increase sufficiently to the next grade level.
Grade 5	27		Guided reading, System 44, Read 180, ASP, Saturday program, Sunday	Lexile scores were low and did not increase sufficiently to the next grade level.
Grade 6	25		Guided reading, System 44, Read 180, ASP, Saturday program, Sunday	
Grade 7	20		Guided reading, System 44, Read 180, ASP, Saturday program	Lexile scores were low and did not increase sufficiently to the next grade level.
Grade 8	NO DATA		Guided reading, System 44, Read 180, ASP, Saturday program	
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	8		Moving with math, ASP, Saturday program	
Grade 5	13		ASP, Saturday program	Proficiency scores were low and did not increase sufficiently to the next grade level.
Grade 6	9		ASP, Saturday program	
Grade 7	6		ASP, Saturday program	Proficiency scores were low and did not increase sufficiently to the next grade level.

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

Grade 8	NO DATA		ASP, Saturday program	Proficiency scores were low and did not increase sufficiently to the next grade level.
Grade 11				
Grade 12				

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

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

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten	3		Guided reading, LLI, Sondag, Mondo, ASP	
Grade 1	15		Guided reading, LLI, Sondag, ASP	LLI and DRA scores were low and did not increase sufficiently to the next grade level.
Grade 2	13		Guided reading, LLI, Sondag, ASP	LLI and DRA scores were low and did not increase sufficiently to the next grade level.
Grade 9				
Grade 10				

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten	4		ASP	
Grade 1	12		ASP	SRA scores were low and did not increase sufficiently to the next grade level.
Grade 2	10		ASP	SRA scores were low and did not increase sufficiently to the next grade level.
Grade 9				

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

Grade 10				
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Components of a Balanced Literacy Program LEADS, Reading Street, READ180, System 44 Sondag Mondo Leveled Literacy Interventions Saturday Intensification	yes	Quarterly benchmarks, DRA 2 Terra Nova K -2, NJASK 3 -8 Observation and Feedback	Each program is monitored and the students were assessed for progress. These programs benefited the students' attendance also. The instruction was aligned with the daily programs as ensured by the Division of Elementary & Secondary Education. Teachers were required to participate in weekly team meeting. Schedules accommodated the meetings and locations were established. Teachers, lead by ILT members, performed Instructional Rounds and observed the classrooms of colleagues then provided feedback for the ILT to generate discussion and take next steps
Math	Students with Disabilities	Carnegie Learning Neufeld Math Systems eSuite (Everyday Math) Connected Mathematics (CMP3) Math Competition- Grades 3-8 Saturday Intensification,	yes	Data results	Students were able to work at their own pace and level in each of the mathematical computer programs. These programs give the students opportunities to make corrections when mistakes are made. Teachers and students both are able to keep track of their progress and monitor their success. Students were encouraged to participate in a math competition that would better prepare them for the NJASK state testing. Word problems that mimic the NJASK were posted

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)
					in the hallway and students answered them accordingly.
ELA	Homeless	Components of a Balanced Literacy Program LEADS, Reading Street, READ180, System 44 Sunday Mondo Leveled Literacy Interventions Saturday Intensification	yes	Quarterly benchmarks, DRA 2 Terra Nova K -2, NJASK 3 -8 Observation and Feedback	Each program is monitored and the students were assessed for progress. These programs benefited the students' attendance also. The instruction was aligned with the daily programs as ensured by the Division of Elementary & Secondary Education. Teachers were required to participate in weekly team meeting. Schedules accommodated the meetings and locations were established. Teachers, lead by ILT members, performed Instructional Rounds and observed the classrooms of colleagues then provided feedback for the ILT to generate discussion and take next steps
Math	Homeless	Carnegie Learning Neufeld Math Systems eSuite (Everyday Math) Connected Mathematics (CMP3) Math Competition- Grades 3-8 Saturday Intensification,	yes	Data results	Students were able to work at their own pace and level in each of the mathematical computer programs. These programs give the students opportunities to make corrections when mistakes are made. Teachers and students both are able to keep track of their progress and monitor their success. Students were encouraged to participate in a math competition that would better prepare them for the NJASK state testing. Word problems that mimic the NJASK were posted

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)
					in the hallway and students answered them accordingly.
ELA	Migrant	Components of a Balanced Literacy Program LEADS, Reading Street, READ180, System 44 Sunday Mondo Leveled Literacy Interventions Saturday Intensification	yes	Quarterly benchmarks, DRA 2 Terra Nova K -2, NJASK 3 -8 Observation and Feedback	Each program is monitored and the students were assessed for progress. These programs benefited the students' attendance also. The instruction was aligned with the daily programs as ensured by the Division of Elementary & Secondary Education. Teachers were required to participate in weekly team meeting. Schedules accommodated the meetings and locations were established. Teachers, lead by ILT members, performed Instructional Rounds and observed the classrooms of colleagues then provided feedback for the ILT to generate discussion and take next steps
Math	Migrant	Carnegie Learning Neufeld Math Systems eSuite (Everyday Math) Connected Mathematics (CMP3) Math Competition- Grades 3-8 Saturday Intensification,	yes	Data results	Students were able to work at their own pace and level in each of the mathematical computer programs. These programs give the students opportunities to make corrections when mistakes are made. Teachers and students both are able to keep track of their progress and monitor their success. Students were encouraged to participate in a math competition that would better prepare them for the NJASK state testing. Word problems that mimic the NJASK were posted

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)
					in the hallway and students answered them accordingly.
ELA	ELLs	Components of a Balanced Literacy Program LEADS, Reading Street, READ180, System 44 Sunday Mondo Leveled Literacy Interventions Saturday Intensification	yes	Quarterly benchmarks, DRA 2 Terra Nova K -2, NJASK 3 -8 Observation and Feedback	Each program is monitored and the students were assessed for progress. These programs benefited the students' attendance also. The instruction was aligned with the daily programs as ensured by the Division of Elementary & Secondary Education. Teachers were required to participate in weekly team meeting. Schedules accommodated the meetings and locations were established. Teachers, lead by ILT members, performed Instructional Rounds and observed the classrooms of colleagues then provided feedback for the ILT to generate discussion and take next steps
Math	ELLs	Carnegie Learning Neufeld Math Systems eSuite (Everyday Math) Connected Mathematics (CMP3) Math Competition- Grades 3-8 Saturday Intensification,	yes	Data results	Students were able to work at their own pace and level in each of the mathematical computer programs. These programs give the students opportunities to make corrections when mistakes are made. Teachers and students both are able to keep track of their progress and monitor their success. Students were encouraged to participate in a math competition that would better prepare them for the NJASK state testing. Word problems that mimic the NJASK were posted

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)
					in the hallway and students answered them accordingly.
ELA	Economically Disadvantaged	Components of a Balanced Literacy Program LEADS, Reading Street, READ180, System 44 Sunday Mondo Leveled Literacy Interventions Saturday Intensification	yes	Quarterly benchmarks, DRA 2 Terra Nova K -2, NJASK 3 -8 Observation and Feedback	Each program is monitored and the students were assessed for progress. These programs benefited the students' attendance also. The instruction was aligned with the daily programs as ensured by the Division of Elementary & Secondary Education. Teachers were required to participate in weekly team meeting. Schedules accommodated the meetings and locations were established. Teachers, lead by ILT members, performed Instructional Rounds and observed the classrooms of colleagues then provided feedback for the ILT to generate discussion and take next steps
Math	Economically Disadvantaged	Carnegie Learning Neufeld Math Systems eSuite (Everyday Math) Connected Mathematics (CMP3) Math Competition- Grades 3-8 Saturday Intensification,	yes	Data results	Students were able to work at their own pace and level in each of the mathematical computer programs. These programs give the students opportunities to make corrections when mistakes are made. Teachers and students both are able to keep track of their progress and monitor their success. Students were encouraged to participate in a math competition that would better prepare them for the NJASK state testing. Word problems that mimic the NJASK were posted

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)
					in the hallway and students answered them accordingly.
ELA					
Math					

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	READ 180 Afterschool Academic Program Promotion/Retention Program Summer School	Yes	SRI Scores - Lexile score Measuring Up pre-test & NJASK scores Principal Teachers	Progress/growth was made by 90-95% of the students Pre-test analyzed strengths and weaknesses. Awaiting results from NJASK 3 – 8 Terra Nova, report card and district benchmarks Promotion to next grade
Math	Students with Disabilities	After School Academic Program Connected Mathematics (CMP3) Promotion/Retention Summer School	YES	Measuring Up pre-test & NJASK scores Principal Teachers	Progress/growth was made by 90-95% of the students Pre-test analyzed strengths and weaknesses. Awaiting results from NJASK 3 – 8 Terra Nova, report card 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)
		Program			benchmarks Promotion to next grade Awaiting results from NJASK 3 – 8
ELA	Homeless	READ 180 Afterschool Academic Program Promotion/Retention Program Summer School	Yes	SRI Scores - Lexile score Measuring Up pre-test & NJASK scores Principal Teachers	Progress/growth was made by 90-95% of the students Pre-test analyzed strengths and weaknesses. Awaiting results from NJASK 3 – 8 Terra Nova, report card and district benchmarks Promotion to next grade
Math	Homeless	After School Academic Program Connected Mathematics (CMP3) Promotion/Retention Summer School Program	YES	Measuring Up pre-test & NJASK scores Principal Teachers	Progress/growth was made by 90-95% of the students Pre-test analyzed strengths and weaknesses. Awaiting results from NJASK 3 – 8 Terra Nova, report card and district benchmarks Promotion to next grade Awaiting results from NJASK 3 – 8
ELA	Migrant	READ 180 Afterschool Academic Program Promotion/Retention Program Summer School	Yes	SRI Scores - Lexile score Measuring Up pre-test & NJASK scores Principal Teachers	Progress/growth was made by 90-95% of the students Pre-test analyzed strengths and weaknesses. Awaiting results from NJASK 3 – 8 Terra Nova, report card 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)
					benchmarks Promotion to next grade
Math	Migrant	After School Academic Program Connected Mathematics (CMP3) Promotion/Retention Summer School Program	YES	Measuring Up pre-test & NJASK scores Principal Teachers	Progress/growth was made by 90-95% of the students Pre-test analyzed strengths and weaknesses. Awaiting results from NJASK 3 – 8 Terra Nova, report card and district benchmarks Promotion to next grade Awaiting results from NJASK 3 – 8
ELA	ELLs	READ 180 Afterschool Academic Program Promotion/Retention Program Summer School	Yes	SRI Scores - Lexile score Measuring Up pre-test & NJASK scores Principal Teachers	Progress/growth was made by 90-95% of the students Pre-test analyzed strengths and weaknesses. Awaiting results from NJASK 3 – 8 Terra Nova, report card and district benchmarks Promotion to next grade
Math	ELLs	After School Academic Program Connected Mathematics (CMP3) Promotion/Retention Summer School Program	YES	Measuring Up pre-test & NJASK scores Principal Teachers	Progress/growth was made by 90-95% of the students Pre-test analyzed strengths and weaknesses. Awaiting results from NJASK 3 – 8 Terra Nova, report card and district benchmarks

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					Promotion to next grade Awaiting results from NJASK 3 – 8
ELA	Economically Disadvantaged	READ 180 Afterschool Academic Program Promotion/Retention Program Summer School	Yes	SRI Scores - Lexile score Measuring Up pre-test & NJASK scores Principal Teachers	Progress/growth was made by 90-95% of the students Pre-test analyzed strengths and weaknesses. Awaiting results from NJASK 3 – 8 Terra Nova, report card and district benchmarks Promotion to next grade
Math	Economically Disadvantaged	After School Academic Program Connected Mathematics (CMP3) Promotion/Retention Summer School Program	YES	Measuring Up pre-test & NJASK scores Principal Teachers	Progress/growth was made by 90-95% of the students Pre-test analyzed strengths and weaknesses. Awaiting results from NJASK 3 – 8 Terra Nova, report card and district benchmarks Promotion to next grade Awaiting results from NJASK 3 – 8
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	ALL	Components of a Balanced Literacy Program SRA, READ180, System 44	yes	Data results Quarterly benchmarks, DRA 2 Terra Nova K -2,	These programs were implemented to help bridge the gap with the students who are not functioning on grade level. Each program was monitored and the students were assessed for progress. These programs benefited the student's attendance also. The instruction was aligned with the daily programs as ensured by the Divisions of Elementary & Secondary Education.
Math	ALL	Components of a Balanced Literacy Program LEADS, Reading Street, READ180, System 44 Sunday Mondo Leveled Literacy Interventions Saturday Intensification	yes	Quarterly benchmarks, DRA 2 Terra Nova K -2, NJASK 3 -8 Observation and Feedback	Each program is monitored and the students were assessed for progress. These programs benefited the students' attendance also. The instruction was aligned with the daily programs as ensured by the Division of Elementary & Secondary Education. Teachers were required to participate in weekly team meeting. Schedules accommodated the meetings and locations were established. Teachers, lead by ILT members, performed Instructional Rounds and observed the classrooms of colleagues then provided feedback for the ILT to generate discussion and take next steps

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	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

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

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Family Literacy Night	Yes	Attendance, Evaluations Student Participation	Families participated in reading bingo. Parents were able to see how reading bingo can enhance vocabulary.
Math	Students with Disabilities	Math Game Night Math and Science EXPO	Yes	Attendance, Evaluations Student Participation Parent feedback Parent surveys	<p>Parents were able to interact with their children, participate in academic activities that were fun and informative and gain insight into how their children learn and how to support them at home. Students and parents received materials to use at home.</p> <p>Families came out to play games together using the Everyday Math program games. Parents were able to see firsthand the types of games their children participate in class and played alongside their children.</p> <p>Students, together with their family members, participated in a fun-filled day of math and science activities. The day included Everyday math games, estimation stations, patterns, and other games were also played. Parents and students enjoyed themselves.</p>
ELA	Homeless	Family Literacy Night	Yes	Attendance, Evaluations Student Participation	Families participated in reading bingo. Parents were able to see how reading bingo can enhance vocabulary.
Math	Homeless	Math Game Night	Yes	Attendance, Evaluations	Parents were able to interact with their

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 and Science EXPO		Student Participation Parent feedback Parent surveys	<p>children, participate in academic activities that were fun and informative and gain insight into how their children learn and how to support them at home. Students and parents received materials to use at home.</p> <p>Families came out to play games together using the Everyday Math program games. Parents were able to see firsthand the types of games their children participate in class and played alongside their children.</p> <p>Students, together with their family members, participated in a fun-filled day of math and science activities. The day included Everyday math games, estimation stations, patterns, and other games were also played. Parents and students enjoyed themselves.</p>
ELA	Migrant	Family Literacy Night	Yes	Attendance, Evaluations Student Participation	Families participated in reading bingo. Parents were able to see how reading bingo can enhance vocabulary.
Math	Migrant	Math Game Night Math and Science EXPO	Yes	Attendance, Evaluations Student Participation Parent feedback Parent surveys	<p>Parents were able to interact with their children, participate in academic activities that were fun and informative and gain insight into how their children learn and how to support them at home. Students and parents received materials to use at home.</p> <p>Families came out to play games together using the Everyday Math program games.</p>

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)
					<p>Parents were able to see firsthand the types of games their children participate in class and played alongside their children.</p> <p>Students, together with their family members, participated in a fun-filled day of math and science activities. The day included Everyday math games, estimation stations, patterns, and other games were also played. Parents and students enjoyed themselves.</p>
ELA	ELLs	Family Literacy Night	Yes	Attendance, Evaluations Student Participation	Families participated in reading bingo. Parents were able to see how reading bingo can enhance vocabulary.
Math	ELLs	Math Game Night Math and Science EXPO	Yes	Attendance, Evaluations Student Participation Parent feedback Parent surveys	<p>Parents were able to interact with their children, participate in academic activities that were fun and informative and gain insight into how their children learn and how to support them at home. Students and parents received materials to use at home.</p> <p>Families came out to play games together using the Everyday Math program games. Parents were able to see firsthand the types of games their children participate in class and played alongside their children.</p> <p>Students, together with their family members, participated in a fun-filled day of math and science activities. The day included Everyday math games, estimation stations, patterns, and</p>

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)
					other games were also played. Parents and students enjoyed themselves.
ELA	Economically Disadvantaged	Family Literacy Night	Yes	Attendance, Evaluations Student Participation	Families participated in reading bingo. Parents were able to see how reading bingo can enhance vocabulary.
Math	Economically Disadvantaged	Math Game Night Math and Science EXPO	Yes	Attendance, Evaluations Student Participation Parent feedback Parent surveys	Parents were able to interact with their children, participate in academic activities that were fun and informative and gain insight into how their children learn and how to support them at home. Students and parents received materials to use at home. Families came out to play games together using the Everyday Math program games. Parents were able to see firsthand the types of games their children participate in class and played alongside their children. Students, together with their family members, participated in a fun-filled day of math and science activities. The day included Everyday math games, estimation stations, patterns, and other games were also played. Parents and students enjoyed themselves.
ELA		Family Literacy Night	Yes	Attendance, Evaluations Student Participation	Families participated in reading bingo. Parents were able to see how reading bingo can enhance vocabulary.

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		Math Game Night Math and Science EXPO	Yes	Attendance, Evaluations Student Participation Parent feedback Parent surveys	<p>Parents were able to interact with their children, participate in academic activities that were fun and informative and gain insight into how their children learn and how to support them at home. Students and parents received materials to use at home.</p> <p>Families came out to play games together using the Everyday Math program games. Parents were able to see firsthand the types of games their children participate in class and played alongside their children.</p> <p>Students, together with their family members, participated in a fun-filled day of math and science activities. The day included Everyday math games, estimation stations, patterns, and other games were also played. Parents and students enjoyed themselves.</p>

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

Principal's Certification

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

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

Principal's Name (Print)

Principal's Signature

Date

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

ESEA §1114(b)(1)(A): “A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1).”

**2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis**

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	DRA 2,NJASK 3-8 Terra Nova K-2, Unit Assessments Quarterly Benchmarks	Independent reading level/lexile score Academic progress Grade level proficiency on state tests Differentiated instructional practices
Academic Achievement - Writing	DRA 2,NJASK 3-8 Terra Nova K-2, Unit Assessments Quarterly Benchmarks	Independent reading level/lexile score Academic progress Grade level proficiency on state tests Differentiated instructional practices
Academic Achievement - Mathematics	NJASK 3-8 TerraNova, Quarterly Benchmarks Unit Assessments Carnegie Learning Neufeld CMP3	Academic progress Grade level proficiency on state tests Differentiated instructional practices
Family and Community Engagement	PTO Meetings Attendance, Participation in Parent/student Workshops, Involvement in the	An increase in parent participation at workshops and PTO meetings. Fewer I&RSS meetings missed or canceled. Shared decision making in

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)
	I&RSS Process and ILT Meetings	school.
Professional Development	Attendance at school-sponsored, district sponsored and out of district professional development Professional Day Request Forms Danielson's Framework for Teaching Professional Learning Communities observations	Indicates the number of staff members attending professional development. Teacher Evaluation
Leadership	Teacher, parent and student surveys Instructional Leadership Team Professional Growth Plan	Indicates effectiveness of leadership on the part of administration. In this area we help facilitate all components of the school. Each group or committee turn-keys the information needed for the school to run successfully.
School Climate and Culture	Parent, teacher, student surveys Behavioral referrals Student Participation in school wide events IRS&S logs Anti-Bullying program	Overall feeling of school climate, student activities, academic progress, and results. Indicated students in academic or emotional/social distress.
School-Based Youth Services		
Students with Disabilities	School #29 has an extended day program. The Title 1 sponsored summer program, READ: 180 After School Program Summer School Program Mondo LLI	Students are enriched through a STEAM curriculum which is reflective which is reflective of our theme. Projects and community service are a natural extension of the STEAM period. Students are exposed to real world connections and problem As a result of Title 1 funds, an intervention program entitled READ: 180, was provided through the purchase of 75 site licenses from Scholastic. This program included students who qualified according to free/reduced meal status as well as DRA proficiency levels. The program will

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)
	Sunday	continue in the after school program during the 14/15 school year. IEP's will reflect progress of adapted learning goals.
Homeless Students	NA	
Migrant Students	NA	
English Language Learners	School #29 has an extended day program. The Title 1 sponsored summer program, READ: 180 After School Program Summer School Program ACCESS	Students are enriched through a STEAM curriculum which is reflective of our theme. Projects and community service are natural extensions of the STEAM period. Students are exposed to real world connections and problem solving strategies. As a result of Title 1 funds, an intervention program entitled READ: 180, was provided through the purchase of 75 site licenses from Scholastic. This program included students who qualified according to free/reduced meal status as well as DRA proficiency levels. The program will continue in the after school program during the 14/15 school year. Results of ACCESS testing.
Economically Disadvantaged	School #29 has an extended day program. The Title 1 sponsored summer program, READ: 180 at School #29. After School Program Summer School Program Lunchtime Tutorial	Students are enriched through a STEAM curriculum which is reflective of our theme. Projects and community service are natural extensions of the STEAM period. Students are exposed to real world connections and problem solving strategies. As a result of Title 1 funds, an intervention program entitled READ: 180, was provided through the purchase of 75 site licenses from Scholastic. This program includes students who qualified according to free/reduced meal status as well as DRA proficiency levels. The program will continue in the after school program during the 14/15 school year.

2015-2016 Comprehensive Needs Assessment Process*
Narrative

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

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

The needs assessment conducted was reflective of the required process and include 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, 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 was collected 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. 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. 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?

LAL teachers must continue to differentiate instruction to meet the needs of individual students.

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

LAL and mathematics teachers must continue to differentiate instruction to meet the needs of individual students

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

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

Teachers are presented data during summer workshops. They become familiar with student strengths and weaknesses and create leveled centers and activities to meet the specific needs of their students. Child Study Teams conduct annual reviews and create new IEPs for Special Education students.

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

The at-risk students in grades K to three have the services of a teacher tutor. The students in grades six through eight have access to the Carnegie Mathematics computer program. The special education students have the services of a special education resource teacher. The limited English students have the services of a certified English-as-a Second language teacher. 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.

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

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

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?

Team meetings were the catalysts for improvement and use of district curricula. Vertical and horizontal classroom observations and articulation sessions were instrumental in the improvement of the instructional program.

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:

- **Combined pre-k and kindergarten field day provides an opportunity for pre-k students to meet and interact with the kindergarten classroom teachers and gym teachers.**
- **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**
- **Distribution of home learning activities to be utilized during the summer**
- **Dissemination of information to the parents about the kindergarten program**
- **Provision of a Kindergarten orientation for parents**
- **Back to school night and classroom visits during American Education Week were planned**

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

Student data was analyzed during the summer workshops and the first week of school in September of 2015.

**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.

	#1	#2
Name of priority problem	LAL/Reading	Mathematics
Describe the priority problem using at least two data sources	Not all students are scoring proficient on questions that use an open-ended format and address problem solving and critical thinking skills.	Not all students are scoring proficient on questions that use an open-ended format and address problem solving and critical thinking skills.
Describe the root causes of the problem	In “Analyzing Text” students are weakest in extrapolating information, making connections between the text and the outside world, making inferences and predictions, and comprehension of vocabulary.	In “Geometry and Measurement” students have difficulty moving from the concrete to the abstract, solving problems using multiple representations, generalizing information, and mathematical vocabulary.
Subgroups or populations addressed	All students	All students
Related content area missed (i.e., ELA, Mathematics)	NA	NA
Name of scientifically research based intervention to address priority problems	Reading Street, READ180, System 44 LEADS Framework, Sonday, LLI, Mondo	Everyday Mathematics, Connected Mathematics (CMP3)
How does the intervention align with the Common Core State Standards?	Research based programs include the key components of the NJ CCS in literacy. All programs are aligned with the EBOE curriculum and NJCCCS	Research based programs include the key components of the NJ CCS in Mathematics. All programs are aligned with the EBOE curriculum and NJCCCS

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

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

	#3	#4
Name of priority problem		
Describe the priority problem using at least two data sources		
Describe the root causes of the problem		
Subgroups or populations addressed		
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems		
How does the intervention align with the Common Core State Standards?		

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

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

2015-2016 Interventions to Address Student Achievement

<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 System 44 Components of a Balanced Literacy Program, including LEADS My Access Reading Street Sonday Mondo Leveled Literacy Interventions	All teachers, administrators, coaches,	Standardized Test Scores Quarterly Benchmarks Lexile Scores Report Card Grades	READ 180 System 44 LEADS Mondo LLI Sonday
Math	Students with Disabilities	Everyday Mathematics; Connected Mathematics (CMP3) Cognitive Tutor (Carnegie Math); Neufeld Math; Math Talk	All teachers, administrators, coaches	Standardized Test Scores Quarterly Benchmarks Report Card Grades	Everyday Mathematics; Connected Mathematics (CMP3); Cognitive Tutor (Carnegie Math); Neufeld Math; Math
ELA	Homeless	READ 180 System 44 Components of a Balanced Literacy Program, including LEADS My Access Reading Street	All teachers, administrators, coaches,	Standardized Test Scores Quarterly Benchmarks Lexile Scores Report Card Grades	READ 180 System 44 LEADS Mondo LLI Sonday

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)
		Sonday Mondo Leveled Literacy Interventions			
Math	Homeless	Everyday Mathematics; Connected Mathematics (CMP3) Cognitive Tutor (Carnegie Math); Neufeld Math; Math Talk	All teachers, administrators, coaches	Standardized Test Scores Quarterly Benchmarks Report Card Grades	Everyday Mathematics; Connected Mathematics (CMP3); Cognitive Tutor (Carnegie Math); Neufeld Math; Math
ELA	Migrant	READ 180 System 44 Components of a Balanced Literacy Program, including LEADS My Access Reading Street Sonday Mondo Leveled Literacy Interventions	All teachers, administrators, coaches,	Standardized Test Scores Quarterly Benchmarks Lexile Scores Report Card Grades	READ 180 System 44 LEADS Mondo LLI Sonday
Math	Migrant	Everyday Mathematics; Connected Mathematics (CMP3) Cognitive Tutor	All teachers, administrators, coaches	Standardized Test Scores Quarterly Benchmarks Report Card Grades	Everyday Mathematics; Connected Mathematics (CMP3); Cognitive Tutor (Carnegie Math); Neufeld Math; Math

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)
		(Carnegie Math); Neufeld Math; Math Talk			
ELA	ELLs	READ 180 System 44 Components of a Balanced Literacy Program, including LEADS My Access Reading Street Sunday Mondo Leveled Literacy Interventions	All teachers, administrators, coaches,	Standardized Test Scores Quarterly Benchmarks Lexile Scores Report Card Grades	READ 180 System 44 LEADS Mondo LLI Sunday
Math	ELLs	Everyday Mathematics; Connected Mathematics (CMP3) Cognitive Tutor (Carnegie Math); Neufeld Math; Math Talk	All teachers, administrators, coaches	Standardized Test Scores Quarterly Benchmarks Report Card Grades	Everyday Mathematics; Connected Mathematics (CMP3); Cognitive Tutor (Carnegie Math); Neufeld Math; Math
ELA	Economically Disadvantaged	READ 180 System 44 Components of a Balanced Literacy Program, including LEADS My Access	All teachers, administrators, coaches,	Standardized Test Scores Quarterly Benchmarks Lexile Scores Report Card Grades	READ 180 System 44 LEADS Mondo LLI

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)
		Reading Street Sunday Mondo Leveled Literacy Interventions			Sunday
Math	Economically Disadvantaged	Everyday Mathematics; Connected Mathematics (CMP3) Cognitive Tutor (Carnegie Math); Neufeld Math; Math Talk	All teachers, administrators, coaches	Standardized Test Scores Quarterly Benchmarks Report Card Grades	Everyday Mathematics; Connected Mathematics (CMP3); Cognitive Tutor (Carnegie Math); Neufeld Math; Math
ELA		READ 180 System 44 Components of a Balanced Literacy Program, including LEADS My Access Reading Street Sunday Mondo Leveled Literacy Interventions	All teachers, administrators, coaches,	Standardized Test Scores Quarterly Benchmarks Lexile Scores Report Card Grades	READ 180 System 44 LEADS Mondo LLI Sunday
Math		Everyday Mathematics; Connected Mathematics (CMP3)	All teachers, administrators, coaches	Standardized Test Scores Quarterly Benchmarks Report Card Grades	Everyday Mathematics; Connected Mathematics (CMP3); Cognitive Tutor (Carnegie Math); Neufeld Math; Math

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Cognitive Tutor (Carnegie Math); Neufeld Math; Math Talk			

**Use an asterisk to denote new programs.*

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Afterschool Academic Program Saturday Test Prep Program Promotion/Retention Program Summer School Program		Report cards and District Benchmarks	Marking periods 2014-2015
Math	Students with Disabilities	Afterschool Academic Program Saturday Test Prep Program Promotion/Retention Program		Report cards and District Benchmarks	Marking periods 2014-2015

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)
		Summer School Program			
ELA	Homeless	NA			
Math	Homeless	NA			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Afterschool Academic Program Saturday Test Prep Program Promotion/Retention Program Summer School Program		Report cards and District Benchmarks	Marking periods 2014-2015
Math	ELLs	Afterschool Academic Program Saturday Test Prep Program Promotion/Retention Program Summer School Program		Report cards and District Benchmarks	Marking periods 2014-2015
ELA	Economically Disadvantaged	Afterschool Academic Program Saturday Test Prep		Report cards and District Benchmarks	Marking periods 2014-2015

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)
		Program Promotion/Retention Program Summer School Program			
Math	Economically Disadvantaged	Afterschool Academic Program Saturday Test Prep Program Promotion/Retention Program Summer School Program		Report cards and District Benchmarks	Marking periods 2014-2015
ELA					
Math					

**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	Instructional Reading Strategies Workshops	Teachers Administrators	Data Results Map test	Researched Based Program, LAL/Math Supervisor

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)
				Benchmarks Teachers will be shown instructional reading strategies that are to be integrated in their core reading program to help children expand meaning.	
Math	Students with Disabilities	Carnegie Training Neufeld Learning Training Teacher Directed Center	Teachers Administrators	Data Results Map test Benchmarks Teachers will be shown their classes NJASK results and will be able to group students accordingly. Areas of weaknesses will be discussed as well as their individual strengths in mathematics.	Researched Based Program, LAL/Math Supervisor
ELA	Homeless	NA			
Math	Homeless	NA			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Instructional Reading Strategies Workshops	Teachers Administrators	Data Results Map test Benchmarks Teachers will be shown instructional reading strategies that are to be	Researched Based Program, LAL/Math Supervisor

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)
				integrated in their core reading program to help children expand meaning.	
Math	ELLs	Carnegie Training Neufeld Learning Training Teacher Directed Center	Teachers Administrators	Data Results Map test Benchmarks Teachers will be shown their classes NJASK results and will be able to group students accordingly. Areas of weaknesses will be discussed as well as their individual strengths in mathematics.	Researched Based Program, LAL/Math Supervisor
ELA	Economically Disadvantaged	Instructional Reading Strategies Workshops	Teachers Administrators	Data Results Map test Benchmarks Teachers will be shown instructional reading strategies that are to be integrated in their core reading program to help children expand meaning.	Researched Based Program, LAL/Math Supervisor
Math	Economically Disadvantaged	Carnegie Training Neufeld Learning Training Teacher Directed Center	Teachers Administrators	Data Results Map test Benchmarks Teachers will be shown their classes NJASK results and will be able to group students accordingly. Areas of weaknesses will be discussed as well as	Researched Based Program, LAL/Math Supervisor

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)
				their individual strengths in mathematics.	
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.

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 review will be conducted internally by the School Improvement Panel with input from PTO representatives.

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

Consistent access to WIFI, Technology, and Scheduling

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

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

- **Back to School Night**
- **PTO**
- **Parent Professional Development**
- **Faculty Professional Development**
- **School Improvement Panel**

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

School Community Climate Surveys

Teacher Interviews

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

School Community Climate Surveys

Parent Interviews

6. How will the school structure interventions?

Interventions will be based on scheduling and funding and students will be chosen based on pre-assessments, teacher recommendation and need.

7. How frequently will students receive instructional interventions?

System 44 and READ 180 will be daily.

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

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

One-to-one laptops

Media Center

Technology Carts

Power School

Phone alert

Smart Boards

IPads

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

System 44 and READ 180 students will be tracked according to pre and post SRI data. Saturday program will show growth binder on pre and post assessments.

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

Faculty meetings

PTO meetings

SCIP meetings (School Improvement Panel)

**Provide a separate response for each question.*

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

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Parent and Student Interactive Workshops: Reading Aloud to Children and the Value of Fairy Tales and Nursery Rhymes Summer Reading and Educational Summer Experiences Family Literacy Night PARCC MAP testing	Parent Liaison Coaches Administrators	Attendance, Student Participation	Researched Based Data on the Effect of Parental Involvement on Student Achievement
Math	Students with Disabilities	Engineering in Everyday Life Access to Everyday Math Online Family Math and Science Night Science Fair PARCC MAP testing	Parent Liaison Coaches Administrators	Attendance, Student Participation	Researched Based Data on the Effect of Parental Involvement on Student Achievement
ELA	Homeless	Parent and Student Interactive Workshops: Reading Aloud to Children and the Value of Fairy Tales and Nursery Rhymes	Parent Liaison Coaches Administrators	Attendance, Student Participation	Researched Based Data on the Effect of Parental Involvement on Student Achievement

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Summer Reading and Educational Summer Experiences Family Literacy Night PARCC MAP testing			
Math	Homeless	Engineering in Everyday Life Access to Everyday Math Online Family Math and Science Night Science Fair PARCC MAP testing	Parent Liaison Coaches Administrators	Attendance, Student Participation	Researched Based Data on the Effect of Parental Involvement on Student Achievement
ELA	Migrant	Parent and Student Interactive Workshops: Reading Aloud to Children and the Value of Fairy Tales and Nursery Rhymes Summer Reading and Educational Summer Experiences Family Literacy Night PARCC MAP testing	Parent Liaison Coaches Administrators	Attendance, Student Participation	Researched Based Data on the Effect of Parental Involvement on Student Achievement
Math	Migrant	Engineering in Everyday Life Access to Everyday Math Online	Parent Liaison Coaches Administrators	Attendance, Student Participation	Researched Based Data on the Effect of Parental Involvement on Student Achievement

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Family Math and Science Night Science Fair PARCC MAP testing			
ELA	ELLs	Parent and Student Interactive Workshops: Reading Aloud to Children and the Value of Fairy Tales and Nursery Rhymes Summer Reading and Educational Summer Experiences Family Literacy Night PARCC MAP testing	Parent Liaison Coaches Administrators	Attendance, Student Participation	Researched Based Data on the Effect of Parental Involvement on Student Achievement
Math	ELLs	Engineering in Everyday Life Access to Everyday Math Online Family Math and Science Night Science Fair PARCC MAP testing	Parent Liaison Coaches Administrators	Attendance, Student Participation	Researched Based Data on the Effect of Parental Involvement on Student Achievement
ELA	Economically Disadvantaged	Parent and Student Interactive Workshops: Reading Aloud to Children and the Value of Fairy Tales and Nursery Rhymes	Parent Liaison Coaches Administrators	Attendance, Student Participation	Researched Based Data on the Effect of Parental Involvement on Student Achievement

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Summer Reading and Educational Summer Experiences Family Literacy Night PARCC MAP testing			
Math	Economically Disadvantaged	Engineering in Everyday Life Access to Everyday Math Online Family Math and Science Night Science Fair PARCC MAP testing	Parent Liaison Coaches Administrators	Attendance, Student Participation	Researched Based Data on the Effect of Parental Involvement on Student Achievement
ELA					
Math					

**Use an asterisk to denote new programs.*

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

2015-2016 Family and Community Engagement Narrative

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

Our comprehensive parent involvement plan and design includes opportunities for parents and families to participate in standards based programs. Parenting skills development and enhancement workshops are provided by trained professionals to address parent and family needs emphasizing family and cognitive growth and development. These opportunities will improve the communication between the home and the school and emphasize the importance of parent involvement on student achievement.

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

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

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

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

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

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

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

Parents receive the school-parent contract in the student agenda book. Parents are to return the agreement with their signature to their child/children's teacher. The teachers forward the agreements to the principal.

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

The parents report is sent home in the summer, the language arts and mathematics teachers meet with the parents in September to discuss the results of the students not meeting "AYP." There is ongoing communication between the parent/s and the teacher/s through the year.

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

7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III?
Parents of Limited English Proficiency students are notified via mail by the Bilingual and ESL departments regarding the AMO (Annual Measured Objectives) per federal requirements.
8. How will the school inform families and the community of the school's disaggregated assessment results?
Parents are notified of the school's disaggregated assessment results at the Open House meeting in September.
9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?
Parents are represented by the Parent Liaison and a parent representative on the Title I committee at annual collaboration meetings held in the spring.
10. How will the school inform families about the academic achievement of their child/children?
Parents are notified through mid quarter progress reports, quarterly report cards and access to Power School, an online site that is available to parents and students to view student academic achievement, as well as I&RSS Conferences.
11. On what specific strategies will the school use its 2014-2015 parent involvement funds?
District workshops were hosted at various schools with topics including, but not limited to:
Healthy Eating parents workshop Pre-k thru 3rd grade
PARCC Workshops for Parents.
The Healthy Eating workshop for parents
HIB parent Workshop.
Transition to Kindergarten for parents workshop.
Strategies for Parent Engagement and SAMHSA's (Substance Abuse Mental Health Administration)
Common challenges & Solutions
Nine-Step Model Of Conflict Resolution
Conflict Resolution

**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	64	Provide teachers with mentoring, administrative support; assistance with lesson planning, instructional coaching in all subjects, common planning periods with grade level teachers, adequate materials to complete daily lessons, and a motivating working environment..
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	17	Provide paraprofessionals with mentoring, administrative support; assistance with lesson planning, instructional coaching in all subjects, common planning periods with grade level teachers, adequate materials to complete daily lessons, and a motivating working environment..
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	

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

* 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
Provide teachers with mentoring, administrative support; assistance with lesson planning, instructional coaching in all subjects, common planning periods with grade level teachers, adequate materials to complete daily lessons, and a motivating working environment..	Central Administration Principal