

# 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 39-1320-310	School: Dr. Antonia Pantoja #27
Chief School Administrator: OLGA HUGELMEYER	Address:505-517 Morris Ave. Elizabeth, NJ 07208
Chief School Administrator's E-mail:hugelmo@elizabeth.k12.nj.us	Grade Levels:PreK to 8
Title I Contact: Rosa Carbone	Principal:Carlos Lucio
Title I Contact E-mail:carbonro@elizabeth.k12.nj.us	Principal's E-mail: lucioca@elizabeth.k12.nj.us
Title I Contact Phone Number:908 436-5267	Principal's Phone Number: 908-436-3902

**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 6 (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$...which comprised 100 % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$..., which will comprise 100 % 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
Academic Enrichment Program October to May	#1 and #2	All	See School #27 Needs Assesment	
PD for Consultants	#1, and #3	All	See School #27 Needs Assesment	

## 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
Fredrick Flowers, Jr.	Vice Principal	X	X	X	
Christina DeSimone	Vice Principal	X	X	X	
Jenny Reguinho	Teacher	X	X	X	
Amber Palombo	Teacher	X	X	X	
Patricia McCarthy	Teacher	X	X		
Rose Edreira Fidalgo	Teacher	X			
Mary Dillon	Teacher	X			
Amanda Abdill	Teacher	X			
Jennifer Gonzalez	Teacher	X			
Kim Waugh	Teacher	X			
Jacqueline Borys	Teacher	X			

**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
1/25/2015	Principal’s Office	Needs Assessment	Yes		Yes	
5/20/2015	Principal’s Office	Plan Development	Yes			No
6/1/15	Principal’s Office	Program Evaluation		No		No

*\*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><b>What is the school's mission statement?</b></p>	<p><u>Our Mission:</u> <b>Dr. Antonia Pantoja School No.27 will provide excellent educational experiences and services to inspire every student to think, to learn, to achieve, and to care.</b></p> <p><b>Goal No. 1</b> Raising achievement for all students, reducing achievement gaps among subgroups, and enabling each student to reach and surpass his/her potential.</p> <p><b>Goal No. 2</b> Enhancing the social/emotional development of all students by educating the whole child in a nurturing environment.</p> <p><b>Goal No. 3</b> Raising each student's standardized test scores from their previous attainment.</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, all programs as outlined in the 2014-15 were implemented

2. What were the strengths of the implementation process?

One of the strengths of the implementation process was funding allotted to provide professional development to our instructional staff by outside consultants in various content areas and regarding various topics. It helped us identify the number of students in need of improvement and to group them appropriately according their identified areas of need. This year we successfully tapped into the expertise of our own staff members to provide valuable professional development in various areas. The consistent implementation of PLC meetings provided an opportunity for teachers to work with their teams, collaborative, and share best practices.

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

One of our barriers or challenges during the implementation process would be the lack of flexibility in our school day schedule and the demands of the district pacing guides/curriculums. In order to fully implement the schoolwide plan effectively, we need

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

more faculty and time to assist with our intervention to meet the needs of our students. We have a huge population where the majority of our students are of second language learners and we are very overcrowded in many classrooms. Our school was built to hold 750 students and we current have 1037 students enrolled in our PreK to 8 school.

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

A. By conducting a needs assessment, we were able to identify our priority problems and areas in need of improvement. We analyzed multiple forms of data such as: NJASK, Terra Nova, ECERS-R, SELA, PCMI, ACCESS, SUPERA, DRA, District benchmarks, Unit tests, PARCC data and MAP data. One of our weaknesses in this step or area, was the ability to properly separate and group the high volume of students. One area of weakness was our lack of identifying students and grouping them by their academic strengths and/or weaknesses. Due to the lack of interventionists, especially for the ELL students we were unable to provide services to students within this subgroup. Another flaw in our program is the limited number of interventionists we have at our school and the number of students who are in need of their services. We were not able to involve our ELL population in this program.

B. Our next step was identifying three priority problems which were: (a) **Reading comprehension with an emphasis on expository and non-fiction text is an area in need of improvement;** (b) **Numeracy, vocabulary, questioning and explaining student thinking, and developing deeper mathematical understanding;** and (c) **Social/Emotional Health.** One of the strengths was that identifying these priority problems gave

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

us an instructional focus and goals to keep in mind when creating activities, lesson plans, programs, or providing professional development and events at our school. No weaknesses in priority identification were noted.

C. We successfully planned strategies and interventions to implement schoolwide and all of our staff members participated in working toward these goals and implementing them in their classrooms. Some of our challenges included: lack of materials, lack of time, class size and lack (inadequate number of) of support staff.

D. After much reflection and review of our data, we were able to celebrate our successes by the noted improvement in most scores. We were able to (analyze and) learn from prior mistakes, and through the use of data, we can pin point the areas we need to address in the future.

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

All stakeholders have a clear understanding of our priority needs and they are involved in the implementation and planning of programs and activities that are based on our data. Parents, community members, and staff are all made aware of the schoolwide plan through opening of school activities such as: Open House/Teacher Presentations; Back to School in-service/data analysis workshops. Throughout the year our plans are discussed and refined at PLC group meetings, faculty meetings, SCIP, faculty meeting, ½ day professional development inservice, and grade level meetings.

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

The staff reacted positively to the challenge of meeting the needs of our students and implementing our schoolwide plan. They have been active participants in meetings and have contributed planning strategies and interventions for their own classrooms and grade levels. Agendas and minutes of these meetings help measure the staff's perceptions

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

The community is very supportive and responsive to our students' needs. They participate in many school events and offer assistance when possible. Parent surveys have given us feedback to help us measure the community's perceptions.

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

After-school programs and Intensification program: groups of 20 or less. Small group instruction: LLI, Sonday, Guided Reading, Moving with Math, Problem Solving, CM3 XL, Everyday Math online, Advanced Math Group PARCC Review before school.

How did the school structure the interventions?

Students were selected from our data spreadsheet according to their NJASK or Terra Nova scores, MAP test scores and DRA score.

Each student was then either assigned to an interventionist in LAL (if they were more than one year below grade level); small group

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for guided reading and math for daily interventions. Some students were encouraged to attend the after school academic program intensification program.

9. How frequently did students receive instructional interventions?

Students received these afore mentioned interventions daily with the exception of the afterschool program which ran on Tuesdays, Wednesdays, and Thursday; and before and after school tutoring that ran for a total span of 32 hours over several weeks period.

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

The technologies that were used to utilize and supported the programs were: Each students in grades 3-8 received their own personal laptop, they used these computers for Everyday Math online and CM3 XL, CM3 online, Pearsonsuccessnet, smart boards, ipads, scientific and graphing calculators, PARCC mock testing website, MAP NWEA website, Edconnect for benchmark and unit assessments.

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

Yes, technology contributed to the success of the each program because students are more engaged in the activities, are motivated to participate, learn using multiple intelligences, and can work at their own pace and at their own level. In math, both

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

Everyday Math and Connected Math 3 have an online component as an essential part of their program. In prealgebra and algebra class graphing calculators allow students to integrate skills using technology as well as paper and pencil.

### **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.

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

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	10		After-school programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA's, leveled libraries, and centers. During school interventions; Intervention Period, Homeroom/lunch tutoring	2015 PARCC results will provide further evidence of effectiveness.
Grade 5	24		After-school programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA's, leveled libraries, and centers. During school interventions; Intervention Period, Homeroom/lunch tutoring	2015 PARCC results will provide further evidence of effectiveness.
Grade 6	20		After-school programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA's, leveled libraries, and centers. During school interventions; Intervention Period, Homeroom/lunch tutoring	2015 PARCC results will provide further evidence of effectiveness.
Grade 7	24		After-school programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA's, leveled libraries, and centers. During school interventions; Intervention Period, Homeroom/lunch tutoring	2015 PARCC results will provide further evidence of effectiveness.
Grade 8	13		After-school programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA's, leveled libraries, and centers. During school interventions; Intervention Period, Homeroom/lunch tutoring.	2015 PARCC results will provide further evidence of effectiveness.

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).
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Grade 4	6		After-school programs to improve Mathematical skills. Differentiated instruction was provided via assessment data during centers. During school interventions; Moving with Math, Question Quest, Problem Solving, & Math Talk	2015 PARCC results will provide further evidence of effectiveness.
Grade 5	13		After-school programs to improve Mathematical skills. Differentiated instruction was provided via assessment data during centers. During school interventions; Moving with Math, Question Quest, Problem Solving, & Math Talk.	2015 PARCC results will provide further evidence of effectiveness.
Grade 6	14		After-school programs to improve Mathematical skills. Differentiated instruction was provided via assessment data during centers. During school interventions; Moving with Math, Question Quest, Math Talk, Problem Solving, Measuring Up, Small group tutoring during intervention period, Leveled instruction-students grouped by ability and taught in small group during intervention period.	2015 PARCC results will provide further evidence of effectiveness.
Grade 7	8		After-school programs to improve Mathematical skills. Differentiated instruction was provided via assessment data during centers. During school interventions; Moving with Math, Question Quest, Math Talk, Problem Solving, Measuring Up, Small group tutoring during intervention period, Leveled instruction-students grouped by ability and taught in small group during intervention period.	2015 PARCC results will provide further evidence of effectiveness.
Grade 8	13		After-school programs to improve Mathematical skills. Differentiated instruction was provided via assessment data	2015 PARCC data results will provide further evidence of effectiveness.

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			during centers. During school interventions; Moving with Math, Question Quest, Math Talk, Problem Solving, Measuring Up, Small group tutoring during intervention period, Leveled instruction-students grouped by ability and in small group during intervention period.	
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**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			Differential instruction was provided in each classroom according to student’s level and age. Letter and sound recognition activities and small group instruction. Exercises to recognize last name and first name. Associating writing words. Leveled Literacy Intervention through Read Alouds	Improvement was evident with a lower ratio of student failures over a two-year period. This can be attributed to the implementation of new literacy based program. These interventions are provided consistently in a small group setting by trained teachers and CDAs. Continuous progress monitoring also assists in targeting specific skills that need to be addressed.
Kindergarten	27		After-school programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA’s, leveled libraries, and centers and MAP Test s	2015 data results and MAP achievement status and growth projection reports will provide further evidence of effectiveness.
Grade 1	18		Leveled Literacy Interventions, Soliday, After-school programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA’s, leveled libraries, and centers	2015 data results and MAP achievement status and growth projection reports will provide further evidence of effectiveness.
Grade 2	22		Leveled Literacy Interventions, Soliday, After-school programs to improve Language Arts	2015 data results and MAP achievement status and growth projection reports will provide further evidence

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			literacy, and writing skills. Differentiated instruction was provided via DRA's, leveled libraries, and centers	of effectiveness.
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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			Recognizing Shapes through the use of Games and Writing number skills. Modeled by teachers and CDAs	Improvement in PCMI scores were event from 2011-2012 as well as in 2012-2013, 2013-2014 but a slight dip in 2014-2015.
Kindergarten	10		Use of Math Task Analysis Guide to create lessons with connections, with a deepening understanding of math and with a high cognitive demand; Moving with Math, Everyday Math online website; RSA checklists and leveled instruction as additional practice in needed skills, After-school programs to improve basic skills.	2015 data results and MAP achievement status and growth projection reports will provide further evidence of effectiveness.
Grade 1	16		Use of Math Task Analysis Guide to create lessons with connections, with a deepening understanding of math and with a high cognitive demand; Moving with Math, Everyday Math online website; RSA checklists and leveled instruction as additional practice in needed skills, After-school programs to improve basic skills.	2015 data results and MAP achievement status and growth projection reports will provide further evidence of effectiveness.
Grade 2	33		Use of Math Task Analysis Guide to create lessons with connections, with a deepening understanding of math and with a high cognitive demand; Moving with Math, Everyday Math online website; RSA checklists and leveled instruction as additional practice in needed skills, After-school programs to improve basic skills.	

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**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)
<p>Direct explicit reading instruction in the use of research based comprehension strategies.</p> <p>Guided practice and discussion at students' instructional level during guided reading</p> <p>Book Talk and Accountable Talk</p> <p>Provide engaging and motivating context in which to teach reading</p> <p>LLI – Leveled Literacy Intervention System</p> <p>*Sunday</p>	<p>ELA</p> <p>Total Population/ Homeless Migrant/ ELLs/ Students with Disabilities/ Economically Disadvantaged</p>	<p>Yes</p>	<p>Partially</p>	<p>Report cards</p> <p>Benchmarks</p> <p>DRA 2</p> <p>Center work</p> <p>Observations and feedback</p> <p>Walkthrough Feedback</p> <p>Instructional Rounds</p> <p>Feedback</p> <p>Pending results of PARCC assessment and MAP</p> <p>Result for Fall, Winter, Spring</p>	<p>There was some evidence of improved reading levels on benchmark scores.</p> <p>Utilizing centers, enabled students to better understand while reinforcing the concepts learned during “whole group”.</p> <p>Implementation of “Reading Street” program helped to ensure student achievement.</p> <p>In LAL, double entry journals, citing the text and use of leveled learning have led to improved comprehension scores on the benchmarks.</p> <p>Peer observations and the use outside consultants, increased successful transfer of best practices.</p> <p>Feedback from Instructional Rounds and NJQSAC evaluations allowed for future planning and our next level of work.</p> <p>Developing a deeper understanding of Grant Wiggins’s, UBD model through the use of “The Big/Essential Question” and by building concepts through Concept Talk</p> <p>Aligning instruction to the new Common Core Standards</p> <p>PLCs and grade level team meetings often focused on analyzing data to improve test scores. Faculty meetings were a source of targeted Professional Development and were also used to analyze data.</p> <p>Our 90 Day Plan was used to measure outcomes and was revisited for review and revisions</p>
<p>Moving With Math</p>	<p>Mathematics</p>	<p>Yes</p>	<p>Partially</p>	<p>Report Cards</p>	<p>There was some evidence of improvement on the</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)
Question Quest Math Talk Learning	Total Population/ Homeless Migrant/ ELLs/ Students with Disabilities			Benchmarks Chapter Tests Teacher observations Center work Observations and feedback Midterms & Finals Walkthrough Feedback Instructional Rounds Feedback Pending results of PARCC assessment and MAP Result for Fall, Winter, Spring	math benchmarks; however, improvement in benchmark scores was inconsistent depending on the grade level and marking period. In mathematics, use of admit/exit slips, Math Talk Learning Community, manipulatives are developing being implements as evidenced by observations, walkthroughs, team meetings and on one on one conferences with teachers. The proper implementation of the 90 minute block helped to ensure student achievement in math. Utilizing centers, students were able to better understand the concepts they didn't understand in the classroom during "whole group". Feedback from Instructional Rounds allowed for future planning and our next level of work. Aligning instruction to the new Common Core and/or Standards Team meetings often focused on analyzing data and brainstorming strategies to improve test scores. Faculty meetings were a source of targeted Professional Development and were also used to analyze data. The 7 <sup>th</sup> & 8 <sup>th</sup> grade math teachers attended district professional development during the summer and throughout the year on their new series CM3, allowing them to properly administer the programs. Our 90 Day Plan was used to measure outcomes and was revisited for review and revisions.
Calle de Lectura	ELLs	Yes	Partially		Student progress was measured through

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<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>
ESL District Curriculum LEADS					standardized measures. The results of PARCC results/ACCESS/ further indicated effectiveness of programs. Students are assessed in their primary language on benchmarks, chapter test, and PARCC, depending on their language proficiency level as well as MAP test scores for students in ESL only and ABL classes.

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

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
LLI – Leveled Literacy Intervention System,	ELA Total Population/ Homeless Migrant/ Students with Disabilities	Yes	Partially	Benchmarks Report Cards DRA SRI MAP assessment scores PARCC test results	Confirmation of effectiveness will result in improved MAP test scores and PARCC scores which are forthcoming. Overall benchmark proficiency levels have increased. Students in grades 4-7 who attended programs had improved reading levels.  Those students receiving LLI & Sondiay made significant progress as evidence in their improved DRA Levels & program progress monitoring reports.
Moving With Math Question Quest Math Talk	Mathematics Total Population/ Homeless	Yes	Partially	MAP assessment scores/results PARCC	Confirmation of effectiveness will result in improved MAP test scores and PARCC scores which are forthcoming. Overall benchmark proficiency levels have increased. Students in

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Learning	Migrant/ Students with Disabilities			Benchmarks Report Cards RSA Unit Assessments	grades 4-7 who attended programs had improved math grades.
Afterschool Program Academics Enrichment Program Summer Promotion Retention, Summer Enrichment	LAL & Math Total Population/ Homeless Migrant/ Students with Disabilities	Yes	Partially	Number of referrals MAP assessment results PARCC Benchmarks Report Cards DRA SRI RSA Unit Assessments	The number of students referred this year indicated little change. More students are passing and being promoted to the next grade.  Confirmation of effectiveness will result in improved MAP test results and PARCC scores which are forthcoming. Overall benchmark proficiency levels have increased. Students in grades 4-7 who attended programs had improved reading levels and overall math grades.
After School Programs Promotion/Retention	ELL	YES	Yes	ACCESS MAP assessment results PARCC Benchmarks Report Cards DRA/ELD	Confirmation of effectiveness will result in improved MAP test results and PARCC scores which are forthcoming. Overall benchmark proficiency levels have increased. Students in grades 4-7 who attended programs had improved reading levels and overall math grades.

**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	Total Population/ Homeless/ Migrant/ ELL/ Economically Disadvantaged Students with Disabilities	Language Arts Balanced Literacy LEADS Reading Street LLI Keeping a Data Binder Peer to Peer Observations Phonic Lessons Sonday Utilize the “Critical Friends Positive Classroom Culture Model/Protocol” Faculty Meetings PLC Meetings and Reflections District PD Institute	Yes	PARCC assessment/ MAP Test Results Benchmarks/ Report Cards DRA Progress Monitoring/ SRI Intervention Programs Knowledge of new programs and teaching strategies. Informal Walkthroughs Consultant Feedback I-Observations Instructional Rounds SGO scores Annual Professional Performance Review	<p>Required monthly meetings allowed administrators and teachers to work collaboratively on data, instruction, student engagement, classroom management, anticipatory sets and recognizing success.</p> <p>Individually selected as needed through administrator observation.</p> <p>Teachers are required to attend weekly Professional Learning Community (PLCs) meetings to have professional discussions regarding data, student achievement, curriculum and instructions related topics, best practices, strategies, and interventions.</p> <p>Teachers acquired new and improved teaching strategies. They experienced personal and professional growth working in teams of educators from across several schools. Teachers are exposed, and then challenged to experiment with new techniques.</p> <p>Teachers attended district and school sponsored professional development in order to improve their instructional strategies and increase their teaching capacity.</p> <p>Data is compiled and reviewed by staff and administration on the faculty shared server so all stakeholders can see information for all grade levels throughout the year. This includes PARCC &amp;</p>

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

1 Content	2 Group	3 Intervention	4 Effectiv e Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					<p>MAP results, benchmarks, DRA's, midterms, SGO's Math teachers in grades 7 &amp; 8 attended summer workshops as well as trainings throughout the year to increase their knowledge of the new Connected Math 3 program, lesson set up, online component, assessments, etc.</p> <p>The levels of implementation of strategies, use of data in lesson planning are documented by teacher observations and Annual Professional Performance Review.</p> <p>Teachers continued to develop and improve their instructional practice. The following consultants from Staff Development Workshops Inc.</p> <p>Teachers had the opportunity to attend 15 workshop provided at our school from September to June.</p> <p>Consultants and Workshop training such as:                      Early Literacy, LEADS, and ELL Education                      Reading Street Consultants                      LLI Trainers                      Reading Street Consultants.</p>
Math	Total Population/ Homeless/ Migrant/ ELL/ Economically Disadvantaged Students with Disabilities	Everyday Math District PD Institute Connect Math Moving with Math Grade Level Math meetings with consultants	Yes	PARCC assessment/ MAP Test Results Benchmarks/ Report Cards DRA Progress Monitoring/ SRI	

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

1 Content	2 Group	3 Intervention	4 Effectiv e Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				Intervention Programs Knowledge of new programs and teaching strategies. Informal Walkthroughs Consultant Feedback I-Observations Instructional Rounds SGO scores Annual Professional Performance Review	
ELA	Homeless	Same Strategies & Programs apply for this group.	Partial	Same Documentation as above.	Same measures as above.
Math	Homeless	Same Strategies & Programs apply for this group.	Partial	Same Documentation as above.	Same measures as above.
ELA	Migrant	Same Strategies & Programs apply for this group.	Partial	Same Documentation as above.	Same measures as above.
Math	Migrant	Same Strategies & Programs apply for this group.	Partial	Same Documentation as above.	Same measures as above.
ELA	ELLs	Same Strategies & Programs apply for this group but also include;	Yes	Same Documentation as above including; Access, Program assessment.	Same measures as above.

**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)
		Calle de la Lectura			
Math	ELLs	Same Strategies & Programs apply for this group but also include; Calle de la Lectura	Yes	Same Documentation as above including; Access, Program assessment.	Same measures as above.
ELA	Economically Disadvantaged	Same Strategies & Programs apply for this group.	NO	Same Documentation as above.	Same measures as above.
Math	Economically Disadvantaged	Same Strategies & Programs apply for this group.	Yes	Same Documentation as above.	Same measures as above.
ELA	Students with Disabilities	Same Strategies & Programs apply for this group.	Partial	Same as above & including program assessments. APA	Same measures as above.
Math	Students with Disabilities	Same Strategies & Programs apply for this group.	Partial	Same as above & including program assessments. APA	Same measures as above.

**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)
LAL/ Math	Students with Disabilities/ Homeless/Migrant/	Parent Workshops focusing on academics: "Early Childhood"	Yes	Parent Sign-In/Participation Parent feedback Students' assessed	Parent participation varied depending on the workshop. Workshops were provided to assist parents and deepen 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)
	ELLs/ Economically Disadvantaged	"Nutrition and Learning" "Discipline & Learning Styles for NJ ASK" "ESL Workshops" "Powerschool" "21 Century Learning" "Bullying"  School Events: PTO Meetings Open House I&RS Meetings Parent Conferences Grandparents' Breakfast Parent Appreciation Breakfast Bring Your Parent to school day Community Leaders Day Back to School Night Mother's Day Breakfast/Tea with PreK & K FlapJack Family BreakFast		performance	understanding of academic programs so that they may reinforce strategies and skills at home. Parent feedback was always positive, yet the overall effect would be greater if the number of parents in attendance increased.  Meetings were provided to assist parents and deepen their understanding of academic programs so that they may reinforce strategies and skills at home.  There was a total of 30% of the parent surveys that were returned for review.

**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)
		Thanksgiving Food Drive Coat/Hat/Glove Drive Holiday Toy Drive School Dance Events Breast Cancer Awareness Autism Awareness Student of the Month Breakfasts Scholar Awards Ceremonies Gala Excellence Award Ceremony Family Movie Nights Funday/School Pride Graduation  Cultivating Effective Communication and Conflict Resolution Anger Management and Strategies for Youth Building healthy relationships Cyberbullying Respect Workshop Homework Workshops Family Reading Night			

**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**

<b>Areas</b>	<b>Multiple Measures Analyzed</b>	<b>Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)</b>
Academic Achievement – Reading	State Test: PARCC 3-8 Local Assessments: MAP assessment Fall, Winter, Spring K-8 DRA/EDL Benchmark Assessment LLI Progress Monitoring Sonday Assessment Anecdotal Notes/Teacher Checklists Benchmarks Unit tests Mid Terms Final exams Teacher created materials Weekly test Progress Monitoring Fresh Reads PBL	<p>Data was collected from all student subgroups through the use of standardized instruments approved for use by the New Jersey Department of Education, the district and other entities working within the school. Sources of data were analyzed by standard methods, and disaggregated by appropriate subgroups. The data was then used to enlighten practice at the school level. Survey data was treated in much the same manner. All stakeholders had access to the disaggregated data and were invited to take part in focus groups, including but not limited to the Instructional Leadership Team, Grade Level Meetings, Faculty Meetings and Parent/Teacher Organization.</p> <p>Pre-Test/Post-Test                      Independent Reading Level</p> <p>Grade Level Proficiency on State Tests. The 2014 NJ ASK scores showed a increase of less than 1%. Benchmarks in comprehension have improved approximately 5% from 1<sup>st</sup> to 2<sup>nd</sup> marking period. There was an increase in the proficiency level of about 1% from 2<sup>nd</sup> to 3<sup>rd</sup> marking period.</p>

**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)
	SELA	
Academic Achievement - Writing	State Test: PARCC 3-8 Local Assessments: MAP assessment Fall, Winter, Spring K-8 Benchmarks Teacher created materials PBL Writing Portfolios	<p>Data was collected from all student subgroups through the use of standardized instruments approved for use by the New Jersey Department of Education, the district and other entities working within the school. Sources of data were analyzed by standard methods, and disaggregated by appropriate subgroups. These data were then used to enlighten practice at the school level with the writing process. All stakeholders had access to the disaggregated data and were invited to take part in focus groups, including but not limited to the Instructional Leadership Team, Grade Level Meetings, Faculty Meetings and Parent/Teacher Organization</p> <p>The writing process with a grade appropriate rubric.</p> <p>Grade Level Proficiency on State Tests. The 2013 NJ ASK scores showed an increase of less than 1%. Benchmarks in writing have decreased approximately 2% from 1<sup>st</sup> to 2<sup>nd</sup> marking period and 2<sup>nd</sup> to 3<sup>rd</sup> marking period.</p>
Academic Achievement - Mathematics	State Test: PARCC 3-8 Local Assessments: MAP assessment Fall, Winter, Spring K-8 Benchmarks Teacher created materials Investigation quizzes Chapter tests Midterm exams Final exams RSAs/check for understanding Anecdotal Notes/Teacher Checklist PCMI	<p>Terra Nova Data was collected from all student subgroups from the 2013-2014 through the use of standardized instruments approved for use by the New Jersey Department of Education, the district and other entities working within the school. Sources of data were analyzed by standard methods, and disaggregated by appropriate subgroups. These data were then used to enlighten practice at the school level. Survey data was treated in much the same manner. All stakeholders had access to the disaggregated data and were invited to take part in focus groups, including but not limited to the Instructional Leadership Team, Grade Level Meetings, Faculty Meetings and Parent/Teacher Organization.</p> <p>Pre-Test/Post-Test</p> <p>Grade Level Proficiency on State Tests</p> <p>Grade level proficiency on state tests. The 2013 NJASK scores showed an increase of 2%. When comparing the Benchmarks scores from 1<sup>st</sup> to 2<sup>nd</sup> marking period the proficiency level increased an average of about 48% in grades 1, 3, 7. IN grades 5 and 8 proficiency level also showed an increase of 5% on average. The grades 2, 4, and 6 showed a decrease on an average</p>

**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)
	SGO Pre and Post Tests	of about 7%. When comparing the Benchmarks scores from 2 <sup>nd</sup> to 3 <sup>rd</sup> marking period all grade levels except kindergarten increased the level of proficiency as, 15% grade 1, 9% in grade 2, 28% in grade 3, 30% in grade 4, 46% in grade 5, 33% in grade 6 and 22% in grade 7 and 8.
Family and Community Engagement	Involvement in the I&RS Process Parent Surveys Parent Conferences Utilization of Student Agenda’s for parent/teacher communication School-Based Social Worker PTO Meetings Parent Workshops Back to School Night Thanksgiving Food Drive Holiday Toy Drive Family Science Night Multi-Cultural Parade After School Arts Program Play Collaboration with Parent Liaison Reponses to notices and calls Holiday Shows Student of the Month Breakfasts Scholar’s Academic Excellence Carpet Gala Scholar Awards Ceremonies Perfect Scores Dinner	Parent communication was on-going throughout the year. Parents were invited to attend school and district sponsored workshops. They were also invited to participate in I&RS meetings related to academic concerns. The School #27 community worked with students and their families to support students’ academic success. Our school based Social Worker kept in close contact with students and families through one on one and small group sessions. Our parent liaison organized activities to increase parent involvement. After evaluating attendance, we recognize a need to promote and increase parent attendance at PTO sponsored activities.

**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)
	<p>Graduation</p> <p>Cultivating Effective Communication and Conflict Resolution</p> <p>Anger Management and Strategies for Youth</p> <p>Building healthy relationships</p> <p>Cyberbullying</p> <p>Respect Workshop</p> <p>Homework Workshops</p> <p>Family Reading Night</p>	
Professional Development	<p>Job embedded professional development through the support of school based administrators.</p> <p>Danielson/I-Observation</p> <p>PLC's</p> <p>Outside &amp; Program consultants/"Implementing Connected Math 3 Program"</p> <p>"Reading Street Implementation"</p> <p>"Leads Implementation"</p> <p>District Inservice Workshops and Data Analysis</p> <p>EdConnect training</p> <p>"Teach Like a Champion"</p> <p>Attendance at school/district/out of district sponsored workshops</p>	<p>During the 2014-2015 school year, the district continued to guide schools in the effective delivery of the curriculum and deepen teachers' content knowledge and content-specific pedagogy. Professional learning opportunities were offered in order to prepare teachers to use research-based teaching strategies or best practices appropriate to their instructional objectives which are aligned with the CCS.</p> <p>At Dr. Antonia Pantoja, the school community spent a great deal of time on professional development since we consider it the cornerstone for improving instructional capacity and ultimately, improve our students' success. This process is ongoing as we recognize that professional growth is unending. School-wide trainings drove conversation and fostered implementation of new instructional strategies and practices. Professional development and program support was provided for implementation of the Reading Street series, Everyday Math, Connected Math 3, EdConnect and NextGen training. Training in the "balanced literacy program" was provided as well as training in the use of various types of performance assessments. Professional learning opportunities were offered in order to facilitate the teaching and learning of the mathematics program including the use of manipulatives to better understand the concepts. In addition, data collection from our school was organized, analyzed and used as a basis for</p>

**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)
	<p>including, but not limited to the following:</p> <p>“Using Data to Drive Instruction”</p> <p>“Guided ReadingComprehension”</p> <p>“Read Alouds”</p> <p>“Using Higher Order Thinking &amp; Questioning”</p> <p>“Implementing Everyday Math”</p> <p>“Reading Street Implementation”</p> <p>Leveled Literacy Intervention</p> <p>Sonday</p> <p>Benchmark Assessment</p> <p>SGOs</p> <p>Asking Questions</p> <p>Creating Centers and activities</p> <p>Differentiated instruction</p> <p>iObservation/Danielson Framework</p> <p>Inclusion Classroom</p> <p>Foss Science Module</p> <p>Writing</p> <p>Classroom Management</p> <p>Student Engagement</p> <p>Gallery Walk</p> <p>Socratic Seminars</p>	<p>making professional learning decisions at the school level. The LEADS Program was expanded in grades 4-8. Training in Guided Reading, math manipulatives and the creation of rigorous center work was on-going through consultant modeling &amp; visitation as well as peer to peer observations. Annual Professional Performance Reports indicated 15 teachers were in need of improvement which is almost 10% of our staff. This will be used to determine future professional development. The number of staff members attending professional development has increased as indicated in My Learning Plan. The number of staff prepared professional development for team members has increased this year as well. In addition, we have offered 15 workshops this year at our building, in addition to district offered workshops and PD, which have improved teaching and learning, increased staff participation, and were geared to the needs of our staff and building. We have implemented PD opportunities during our weekly PLC meetings.</p> <p>Educators are also encouraged to participate in professional development opportunities outside of the district. Several teachers are engaged in graduate level studies at local universities and more than 30% of our teachers have attained a master’s or doctoral degree.</p> <p>Professional learning focuses on differentiated instruction and fostering alignment between assessment and instruction. Professional growth occurs both incrementally during the school year through observations, walkthroughs, feedback, district workshops and more broadly through general professional development experiences: ● district/school after-school and weekend workshops (scheduled through <a href="http://www.MyLearningPlan.com">www.MyLearningPlan.com</a>) ● district-wide Institute for Teaching and Learning offers over 100 professional development opportunities per year ● traditional coaching ● peer coaching ● job-embedded training sessions ○ Blackboard ○ Student Growth Objective SGO ○ Achieve NJ- Tenure Law ○ Danielson Framework for Teaching ○ Lesson Plans Aligned to CCCSS ○ Anti-Bullying Workshop ○ Suicide Prevention ○ Strategies for crafting a strong open-ended response ○ Informational Writing ○ Close Reading Strategies</p> <p>SCHOOLWIDE: HIGHLY QUALIFIED STAFF 26</p>

**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)
		<p>State trainings ○ Alcohol, Tobacco and drug Use ○ Asthma ○ Bloodborne pathogens ○ IRSS ○ Gang Activity ○ School Safety and Security ○ Sexual Harassment ○ Suicide Prevention ○ DYFS and Missing Children ● professional readings addressing individual teacher needs drawn from school and district virtual libraries enhanced teachers’ instructional pedagogy Our school-based professional development committee, comprised of teachers coaches, and administrators, is elected by the faculty. It assesses school-wid coordinates professional offerings, and supports future planning. This information is then utilized to formulate yearly professional development plans based on individual teacher goals.</p>
Leadership	<p>Teacher completed evaluations of PD, principal observation of teachers walkthroughs review of lesson plans District Team Building Workshops Instructional Rounds Feedback ILT meetings ScIP committee meetings Crisis Team Meeting Weekly Administrators meeting Administrators Cohorts District In-service PD Days</p> <p>Principal-observation by Assistant Superintendent School Level Leaders as measured by assuming leadership roles Student Leaders as measured by their performance in the leadership classes Team meeting articulation sheets One-on- one meetings Instructional Leadership Team</p>	<p>The building administrator initiates the leadership chain reaction and the responsibility of leading our building is shared with teacher-leaders. We attain success by working collectively and collaboratively to achieve the high standards and goals we set for students and teachers. The principal’s observation indicated her professional growth as measured by the ISLLC standards. Principal leads the Instructional leadership Team. The team is comprised of content area teachers, the instructional coach, school administrators, and guidance. The ILT presents instructional strategies at faculty meetings. At School No.27 twenty five percent of the teachers chair various committees and 100% of teachers participate in a variety of committees. Students in leadership classes performed community service and school level activities. Principal meets monthly with students and parents vis-a-vis a Parent Advisory and Student Advisory committees respectively. The direct link between administration and faculty is the Instructional Leadership Team. The principal works closely with the District Instructional Coaches, and the ILT to determine if goals, plans, and policies are positively impacting the teaching and learning environment. Encouraging the success of teachers with frequent formal and informal observations, evaluations, and targeted feedback creates confident, motivated, knowledgeable academic leaders. A vigorous work ethic is evident in throughout the building, and the ILT is constantly searching for ways to help faculty develop and meet their professional goals. During</p>

**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)
	“	faculty meetings the ILT has trained the teachers on using data to guide all instruction. All teachers are encouraged and welcome to present successful lessons or techniques during staff meetings and grade level meeting. In addition teachers work together in areas of shared interest and commitment, such as Family Literacy Night, Family Math & Science Night, the School Wellness Committee, and the Eighth Grade end-of –year celebration.
School Climate and Culture	Team Building Workshops PLC meeting Faculty Meetings Event Committees PTO Parent/Family Nights Parent Workshops Student of the Month Breakfasts Honor Roll Academic Gala Staff Survey Parental Survey	<p>Data was collect and analyzed from parent survey and staff survey. 98% of our team members are content and happy with the building, administrators and operation of the school. Parent survey should also a high 97% of the parents who took the survey are content with the building, school climate, curriculum, team members, administrators, and operation of the school. Surveys and results are available upon request.</p> <p>Events/activities Attendance Rate Committee Participation</p> <p>The school culture at Dr. Antonia Pantoja No. 7 is one of excellence, professionalism, accountability and respect-- for self, for others, for the env and respect for learning. Our culture is reflected by the fact that 100% of our students proudly wear their school uniforms. All certified staff were members of school level committees. Team Members honor each other monthly at faculty meeting in order to acknowledge team members’ dedication to the school community, eight grade dance and end of the year events, faculty get together at the various school event, par open house, and the principal’s one-on-one meetings with faculty members. In addition are school wide activities: fall festival, American Education Week, Polar Express movie night, staff bake off, and school spirit days: Pajama day, Crazy Hair day, College Sweatshirt Day, Crazy Sock Day, Winter &amp; Spring Concerts and Holiday Dress Day. All of these activities help to maintain low teacher and student absenteeism as well as low numbers of student discipline infractions and suspensions. Parents are always excited to visit the school and attend the events.</p>

**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)
School-Based Youth Services	Social Worker Small Groups Guidance Small Groups CST small group Social Groups	Support personnel continue to be actively involved implementing and monitoring interventions by working closely with teacher and parent recommendations for I&RS meetings. CST referrals are made on an on-going basis. Other support offered to the students: Academic After School Program 3 days a week for small group instruction for 1 hour; All of the educational supports helped to improve test scores, Report Card grades and District Benchmarks scores.
Students with Disabilities	Social Group Grade Level Team Meetings Monthly Meetings with Administrators Inclusion workshops NJASK scores from last year Terra Nova scores from last year APA binders	Students with disabilities are among the subgroups that achieved 100% in district benchmarks, Terra Nova, and NJASK 3-8 from last year. Students with disabilities participate in literacy/math instruction within the general education programs and receive necessary support and services from a special education teacher within the classroom settings. The special education teacher in collaboration with the general education classroom teacher creates a comfortable setting for students to be engaged in vigorous and cooperative learning activities. The special education teacher implements the regular education teachers' lesson plans and modifies when necessary for differential instruction. Some of the strategies she works on are: time management and organization skills, assisting students to set goals and objectives, and instructional techniques such as how to use graphic organizers to improve learning. The special education teacher modifies the instruction, materials and/or assessments, as needed, to further students' literacy/mathematics development as prescribed in the students' IEP.
Homeless Students	AM Tutoring Tutoring during the school day After School Intervention After School Academic Summer School SGO Pre and Post Test	<p>These programs were implemented to help bridge the gap for students that are not functioning on grade level. Each program was monitored and the students were assessed for progress. Tutoring programs included before school, after school and summer programs. These programs benefited the student's attendance as well as the instruction being aligned with the daily programs as the division of Elementary &amp; Secondary Education has ensured.</p> <p>Grade level proficiency on state tests. The 2014 NJASK scores showed an increase of 2%. When comparing the Benchmarks scores from 1<sup>st</sup> to 2<sup>nd</sup></p>

**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)
		<p>marking period the proficiency level increased an average of about 44% in grades 1, 3, 7. In grades 5 and 8 proficiency level also showed an increase of 3% on average. The grades 2, 4, and 6 showed a decrease on an average of about 5%. When comparing the Benchmarks scores from 2<sup>nd</sup> to 3<sup>rd</sup> marking period all grade levels except kindergarten increased the level of proficiency as, 14% grade 1, 9% in grade 2, 27% in grade 3, 33% in grade 4, 46% in grade 5, 31% in grade 6 and 21% in grade 7 and 8.</p>
Migrant Students	Principal’s Consolidated Monthly Report of Homeless Students	<p>Homeless Report results;only two student were homeless for the 2014-2015 academic year. Students received social--emotional support during the school year.</p>
English Language Learners/ Migrant Students	NJASK 3-8 from previous year, MAP Assessment Scores, Benchmarks, Unit Assessments, Terra Nova, Teacher Created Materials, PARCC, ACCESS test scores	<p>Total number of Limited English students in school: 226 students. The number of languages represented are: Arabic, Bengali, Haitian/Creole, Hindi, Filipino (Tagalog), Portuguese, Spanish, and Urdu. The ESL program is exclusively content based in order to foster a high level of student achievement in English. ELL Students identified as needing English as a Second Language instruction receive daily in-class support, content area instruction by a certified ESL teacher as well as an additional 45minutes of English instruction daily. All core content subjects are team taught by the classroom teacher and ESL teacher. The ESL teacher provides small group guided reading instruction and targeted skill instruction in math.</p>
Economically Disadvantaged	NJASK 3-8 from last year , MAP assessment scores, Benchmarks, Unit Assessments, Terra Nova, Teacher Created Materials	<p>85% of our students are eligible for free/reduced priced meals. Our school offers a rigorous curriculum in all disciplines. The elementary students in grades 2 undertake advance classes in visual arts, study two foreign languages, and receive instruction in how to play the recorder. To further enhance students’ academic capabilities, fourth and fifth graders attend departmentalized classes akin to secondary educational settings, with specialized teachers in literacy, mathematics, social studies, and science. Our middle school students also participate in rigorous academic course work, as well as electives that that help them advance in their respective talents.</p>

**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)
		<p>Economic status was determined through the use of an eligibility survey. Those who were determined to be economically disadvantaged were provided with free breakfast and lunch. Title 1 funded programs were analyzed for effectiveness through standardized instruments approved by the NJDOE and District and Title 1 Programs. The programs were monitored through the SRI. Title 1 workshops were provided to enhance instructional practice. Observations walk-throughs, visitations, and teacher one-on-one conferences helped measure the degree of implementation. The progress of students in the moderate cognitive classes was assessed through the growth they made in meeting their IEP goals. Due to the severity of disability, some students were assessed using the APA. Inclusion students were assessed using the same assessments as our general education students. A number of them have achieved proficiency on standardized tests and benchmarks. In addition, two inclusion students achieved advanced proficient in mathematics on the NJ ASK. Progress has been monitored through report card grades, chapter tests, DRA2's and benchmarks.</p>

**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 included both qualitative and quantitative data regarding the school's movement toward performance targets and success. Standardized achievement data from both local and state assessments, surveys, interviews, PLC's, 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. Data was collected from all student subgroups through the use of standardized instruments approved by the NJDOE. At the school level, parent and teacher surveys were conducted. All stakeholders had access to the disaggregated data and were invited to take part in discussion groups, including the school's School Improvement Panel and Parent Teacher Organization. A summer workshop was held onsite in August to disseminate information received over the summer and to analyze pertinent student data for each individual classroom. Analysis continued at team meetings in September. Parent Surveys were analyzed, reviewed, and discussed at monthly School Improvement Panel meetings as well as regular monthly staff meetings, weekly PLC meetings and biweekly grade level content meetings.

### **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)?**

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. Data was collected from all student subgroups through the use of standardized instruments approved by the NJDOE. At the school level, parent and teacher surveys were conducted. All stakeholders had access to the disaggregated data and were invited to take part in discussion groups, including the school's School Improvement Panel (SciP) and Parent Teacher Organization. A summer workshop was held onsite in August to disseminate information received over the summer. Analysis

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

continued at team meetings in September. Parent Surveys were analyzed, reviewed, and discussed at School Improvement Panel meetings as well as staff meetings regular monthly staff meetings, weekly PLC meetings and biweekly grade level content meetings.

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

While some of the strategies listed above have been in place for a period of time, others are new additions to our work. The Elizabeth Public School district is working diligently to train teachers in guided reading, the use of running records, and a hands-on approach to mathematics instruction. During the 2014-2015 school year, the district continued to guide schools in the effective delivery of the curriculum and deepen teachers' content knowledge and content-specific pedagogy. Professional learning opportunities were offered in order to prepare teachers to use research-based teaching strategies or best practices appropriate to their instructional objectives which were aligned with the CCCS, NJ Preschool Expectations and High Scope Key Experiences. Training in the implementation of Reading Street, Everyday Math, & Connected Math 3 took place throughout the year. Technical assistance and in-class support was 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 was organized, analyzed and used as a basis for making professional learning decisions at the individual school level. The LEADS Program was the protocol in grades 5-8. Intensive modeling of teaching techniques supported by this program was supported throughout the year. Training in the use of Guided Reading Materials, and the creation of rigorous center work was on-going with assistance. The continued use of peer to peer visitation and the use outside consultants provided feedback and reflection. This model supported teachers in the transference of strategies into practice as presented in professional development. These strategies were also discussed in PLC meetings and then implemented in the classroom. In addition, a list of workshop were offered to all team members based on the annually PD survey that was conducted on the staff professional development needs.

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

Training sessions were offered during faculty meetings, department meetings, School Improvement Panel meetings, during after school sessions, and during weekly PLC meetings. Out of district training was limited but on-line training was available. Needs varied among novice and seasoned teachers. Attending workshops alone did not guarantee transfer into practice. Continued peer to peer observations were encouraged. In 2014-2015 professional development became job-embedded, including components of: workshop presentations, in-class modeling, classroom implementation visits, peer to peer training and workshop presentation, and professional development committee pd planning. Training from out-of-district consultants was provided by Staff development Inc.

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

### 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 continued to be provided with instruction that moves them toward mastery of Common Core Content Standards (CCCS). The district implements *Excellent Educational Experiences (E<sup>3</sup>) in Elizabeth*. In a number of ways the model facilitates the identification of students at risk. Terra Nova (Grades K-2) and NJASK (Grades 3-8) were utilized in the past for initial identification of students who were struggling to attain grade level proficiency in a given area. We will also now be using MAP assessment score, a District system, Edconnect for Benchmark results, and state PARCC assessment. Students who have not passed standardized test for the past two years are identified. Lack of attainment of grade level proficiency triggered appropriate grade level interventions that began 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 were provided with specialized research-based programs through the district's approved *Transitional* model and our Special Education Literacy approach that utilizes Stephenson, *Horizons Reading* at appropriate grade levels. Performance benchmarks in Language Arts Literacy and Mathematics in Grades K-8 were in place. These were measured on a quarterly basis. Teachers differentiate their instructional practice based on the results of these quarterly benchmark assessments. While the benchmarks were used in a formative manner throughout the school year, they serve as a portion of the *Summative Assessment Portfolio*, collected for each student.

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

In accordance with N.J.A.C. 6A:10A the Elizabeth Public Schools Central Office and schools collaborated to ensure that all students continued to be provided with instruction that moves them toward mastery of Common Core Content Standards (CCCS). The district implements *Excellent Educational Experiences (E<sup>3</sup>) in Elizabeth*. In a number of ways the model facilitates the identification of students at risk. Terra Nova (Grades K-2) and NJASK (Grades 3-8) were utilized in the past for initial identification of students who were struggling to attain grade level proficiency in a given area. We will also now be using MAP assessment score, a District system, Edconnect for Benchmark results, and state PARCC assessment. Students who have not passed standardized test for the past two years are identified. Lack of attainment of grade level proficiency triggered appropriate grade level interventions that began 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 were provided with specialized research-based programs through the district's approved *Transitional* model and our Special Education Literacy approach that utilizes Stephenson, *Horizons Reading* at appropriate grade levels. Performance benchmarks in Language Arts Literacy and Mathematics in Grades K-8 were in place. These were measured on a quarterly basis. Teachers differentiate their

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

instructional practice based on the results of these quarterly benchmark assessments. While the benchmarks were 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?

In accordance with N.J.A.C. 6A:17-2.4 the Elizabeth Public Schools Central Office and schools collaborated to ensure that all students continue to be provided with instruction that moves them toward mastery of the Common Core Content Standards (CCCS). A targeted assistance program offers supplemental services to identified children who are low-achieving or at risk of low-achievement.

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

Teachers differentiate their instructional practice based on the results of district quarterly benchmark assessments, DRA2, Terra Nova (Grade K-2) and NJASK (Grades 3-8). We will also now be using MAP assessment score, a District system, Edconnect for Benchmark results, and state PARCC assessment. Students are provided interventions in teacher directed small group instruction. While the benchmarks are used in a formative manner throughout the school year, they serve as a portion of the students' summative portfolio for math, reading and writing collected for each student. In addition, student intervention plans are developed and monitored for at-risk students and document the skills and strategies the teacher is providing intervention on the duration and effectiveness of each.

### 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 and teachers in the administration of formative and summative assessment, as well as the use of data-driven decision-making. The ScIP committee (School Improvement Panel) engaged in discussions based on the data. Administrators worked closely with teachers to ensure that student performance data drives necessary instructional modification on a regular basis. Prior to the opening of school and continuing the first few weeks of the school year, teacher provided professional development to assist teachers in analyzing the standardized data received over the summer. Staff development was also provided district -wide professional development during a scheduled half day.

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

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

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

Transition Plan:

- Ongoing communication between preschool and kindergarten teachers to discuss the impact of transition on the child and the family and to develop transition activities.
- Results from the ELAS (Early Learning Assessment System) was shared and discussed between pre-k and kindergarten teachers

Transition activities conducted for families:

- Visit to the kindergarten classroom
- Distributing home learning activities over the summer
- Disseminating information to the parents about the kindergarten program
- Kindergarten orientation was provided for parents
- Back to school night was provided for parents
- Bring your parent to school day
- Parent Conference nights
- Career Day
- Community Leaders Day

The middle school guidance counselor provides assistance to middle school students preparing to enter high school. Student visitations of various high schools are available. The counselors and middle school teachers provide students with assistance in the application process for their schools of choice.

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

The SCIP committee along with the classroom teachers disaggregated the data on the standardized tests as well as the quarterly benchmarks and DRA administered 2 to 3 times a year to create a selection of priority problems for this plan. A survey was conducted

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

to identify priority problems that needed to be addressed. These surveys were completed by staff members and the results were indicated on the 90 Day Plan

**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	Language Arts Literacy	Mathematics
Describe the priority problem using at least two data sources	Reading comprehension with an emphasis on expository and non-fiction text is an area in need of improvement	Numeracy, vocabulary, questioning and explaining student thinking, and developing deeper mathematical understanding
Describe the root causes of the problem	At the elementary level the students have a difficult time focusing on reading for understanding. At the middle school level the students have difficulty with expository text due to lack of exposure. The existence of a vocabulary deficit, lack of exposure to multiple texts structures and genres, recurring exposure to recall and low level questioning and discussion, lack of text connections (to self, work and other texts), and gaps in experiential background are root causes of the problem. Teachers must improve rigorous instruction and ask probing questions so that student thinking is articulated and explanations and strategies are clear and complete	English is not the native language of the majority of our students. They do not understand the meaning of math vocabulary and are not able to define words and give examples. Teachers must improve rigorous instruction and ask probing questions so that student thinking is articulated and explanations and strategies are clear and complete. At all levels students need to be able to deepen their understanding of concepts by expressing them concretely with manipulatives, through representations with pictures and charts, and abstractly. Mathematics needs to be introduced as a real-life experience.
Subgroups or populations addressed	All students/all subgroups	All students/all subgroups
Related content area missed (i.e., ELA, Mathematics)	N/A	N/A
Name of scientifically research based intervention to address priority problems	Reading Street Literacy Program, LEADS, Leveled Literacy Intervention, Soliday, after-school academic program; tutoring. Teachers will provide direct and explicit teaching of: the use of research based	EDM, Connected Math 3, Algebra 1, Manipulatives, Math Talk Rubric, Neufeld Learning, After-School Academic Program. Teachers will provide direct and explicit teaching of: learning from math mistakes,

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

	<p>comprehension strategies, teach students about text structure, guided practice and discussion at students' instructional level during guided reading, book clubs and accountable talk, provide engaging and motivating context in which to teach reading, provide direct and explicit vocabulary instruction, intensive and individualized interventions through teacher directed small group and individual instruction provided by general education, special education, bilingual, interventionists, and ESL teachers.</p>	<p>provide students work with visual representations of mathematical ideas, provide instruction on solving word problems that are based on common underlying structures, provide models of proficient problem solving, provide opportunities for the verbalization of thought processes by asking probing questions and providing feedback on student work.</p>
<p>How does the intervention align with the Common Core State Standards?</p>	<p>Guided Reading, Read Alouds, Guided Writing, are all components of Balanced Literacy and LLI as well as the components of project based learning and readers and writers workshop are part of the board approved curriculum. The curriculum is aligned to the new state CCCSS for literacy.</p>	<p>Neufeld Learning, and Khan Academy are all part of the board approved curriculum. The curriculum is aligned to the new state CCCSS in mathematics.</p>

**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	Developing the Social & Emotional Needs of Students	
Describe the priority problem using at least two data sources	Many students experience academic difficulty due to various social & emotional issues.	
Describe the root causes of the problem	Students need to develop social skills as a way to cope and deal with each other and adults.	
Subgroups or populations addressed	ALL	
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems	Bullying/Social Emotional Curriculum provided by the State of New Jersey.	
How does the intervention align with the Common Core State Standards?	All programs are aligned through the EBOE with CCCS.	

## SCHOOLWIDE COMPONENT: Reform Strategies

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

### 2015-2016 Interventions to Address Student Achievement

<b><i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i></b>					
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	Total Population/ Homeless Migrant/ ELLs/ Students with Disabilities	Direct explicit reading instruction in the use of research based comprehension strategies.	Classroom Teachers, Interventionists	NJASK, Terra Nova, MAP, PARCC, District Benchmarks, Program Assessments, DRA2, Fountas & Pinnell Benchmark Assessments	<i>Improving Reading Comprehension in Kindergarten Through 3<sup>rd</sup> Grade</i> , September 2010 IES Practice Guide <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> , August 2008 IES Practice Guide
ELA	Total Population/ Homeless Migrant/ ELLs/ Students with Disabilities	Guided practice and discussion at students' instructional level during guided reading	Classroom Teachers, Interventionists	NJASK, Terra Nova, MAP, PARCC, District Benchmarks, Program Assessments, DRA2, Fountas & Pinnell Benchmark Assessments	<i>Improving Reading Comprehension in Kindergarten Through 3<sup>rd</sup> Grade</i> , September 2010 IES Practice Guide <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> , August 2008 IES Practice Guide
ELA	Total Population/ Homeless Migrant/ ELLs/ Students with Disabilities	Book Talk and Accountable Talk	Classroom Teachers, Interventionists	NJASK, Terra Nova, MAP, PARCC, District Benchmarks, Program Assessments, DRA2, Fountas & Pinnell Benchmark Assessments	<i>Improving Reading Comprehension in Kindergarten Through 3<sup>rd</sup> Grade</i> , September 2010 IES Practice Guide <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> , August 2008 IES Practice Guide
ELA	Total Population/ Homeless Migrant/ ELLs/	Provide engaging and motivating context in which to teach	Classroom Teachers, Interventionists	NJASK, Terra Nova, MAP, PARCC, District Benchmarks, Program Assessments, DRA2, Fountas &	<i>Improving Reading Comprehension in Kindergarten Through 3<sup>rd</sup> Grade</i> , September 2010 IES Practice Guide

## SCHOOLWIDE COMPONENT: Reform Strategies

<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)
	Students with Disabilities	reading		Pinnell Benchmark Assessments	<i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> , August 2008 IES Practice Guide
ELA	Total Population/ Homeless Migrant/ ELLs/ Students with	LLI – Leveled Literacy Intervention System Sunday	Interventionists	Specific Program Assessments, progress monitoring, DRA2, NJASK, Terra Nova, District Benchmarks, Fountas & Pinnell Benchmark Assessments	<i>LLI Efficiency Study 2009-2010, Center for Research in Educational Policy, Heinemann LLI Research and Data collection Project 2009-2010</i>
ELA	ELLs	Calle de Lectura	ESL Teacher Bilingual Teacher	Specific Program Assessments, Supera, Access, EDL	<i>Improving Reading Comprehension in Kindergarten Through 3<sup>rd</sup> Grade</i> , September 2010 IES Practice Guide <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> , August 2008 IES Practice Guide
MATH	Total Population/ Homeless Migrant/ ELLs/ Students with	Moving With Math Question Quest	Classroom/In-class support Teachers	Specific Program Assessments, progress monitoring, RSAs, Exit slips, NJASK, Terra Nova, District Benchmarks, Fountas & Pinnell Benchmark Assessments	<i>Using Achievement Data to Support instructional Decision Making</i> , September 2009 IES Practice Guide

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

## SCHOOLWIDE COMPONENT: Reform Strategies

### 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	Total Population/ Homeless  Migrant/ELLS  Students with Disabilities  Economically Disadvantaged	LLI – Leveled Literacy Intervention System Sunday		Specific Program Assessments, progress monitoring, RSAs, Exit slips, NJASK, Terra Nova, District Benchmarks, Fountas & Pinnell Benchmark Assessments	<i>LLI Efficiency Study 2009-2010, Center for Research in Educational Policy, Heinemann LLI Research and Data collection Project 2009-2010</i>  <i>Report of the National Reading Panel: Teaching Children to Read. Report of the Subgroups.</i> National Institute of Child Health and Human Development, National Institutes of Health, U.S. Department of Health and Human Services, NIH Pub. No. 00-4754, April 2000.
Math	Total Population/ Homeless Migrant/  ELLS/ Students with Disabilities Economically Disadvantaged	Moving With Math Question Quest	Classroom/In-class support Teachers	Specific Program Assessments, progress monitoring, RSAs, Exit slips, NJASK, Terra Nova, District Benchmarks, Fountas & Pinnell Benchmark Assessments	<i>Organizing instruction and Study to improve Student Learning,</i> September 2007 IES Practice Guide` <i>Using Achievement Data to Support instructional Decision Making,</i> September 2009 IES Practice Guide

## SCHOOLWIDE COMPONENT: Reform Strategies

***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 & MATH	Total Population/ Homeless Migrant/ ELLs/ Students with Disabilities Economically Disadvantaged	Afterschool Academics Enrichment Program Summer Promotion/Retention Summer Enrichment	Program Teachers	Specific Program Assessments, progress monitoring, RSAs, Exit slips, NJASK, Terra Nova, District Benchmarks, Fountas & Pinnell Benchmark Assessments Program Assessments, DRA2, Attendance records	<i>Effective Classroom and Intervention Practices</i> , August 2008 IES Practice Guide “Reciprocal Teaching”, September 2010, WWC Intervention Report <i>Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools</i> , April 2009 IES Practice Guide <i>Using Achievement Data to Support Instructional Decision Making</i> , September 2009 IES Practice Guide

***\*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	Homeless Migrant/ ELLs/ Students with	Common Core Standards for LAL Higher Order Questioning/Reading	Outside Consultants from Staff Development	NJASK, PARCC Terra Nova, MAP assessment District Benchmarks,	<i>Effective Classroom and Intervention Practices</i> , August 2008 IES Practice Guide “Reciprocal Teaching”, September

## SCHOOLWIDE COMPONENT: Reform Strategies

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

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)
	Disabilities  Total Population/  Homeless Migrant/  ELLs/  Students with Disabilities	Comprehension  Vocabulary Building/Background building  Nonfiction text  Guide Reading/Small Group Instruction  Peer to Peer Observation  Differentiated Instruction  Student Engagement Creating centers and activities  Classroom Environment  Teacher Directed Centers  Data Driven Instruction  Think Alouds  Think/Pair/Share iObservation	Workshops, Inc.  Administrators  Reading Street	Program Assessments, DRA2,  Fountas & Pinnell Benchmark Assessments,  Benchmarks  Reading Street Weekly Reads and Fresh Reads test  Unit Comprehension Tests	2010, WWC Intervention Report  <i>Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools</i> , April 2009 IES Practice Guide  <i>Using Achievement Data to Support instructional Decision Making</i> , September 2009 IES Practice Guide
Math	Homeless Migrant/	Common Core Standards for Math	Outside Consultants	District benchmarks NJ ASK	<i>Assisting Students Struggling with Mathematics: Response to</i>

## SCHOOLWIDE COMPONENT: Reform Strategies

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

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)
	ELLS/  Students with Disabilities  Total Population/  Homeless Migrant/  ELLS/  Students with Disabilities	Everyday Math Everyday Math Esuite Connected Math 3 CM3 XL Moving With Math Math Talks Computer Programs Neufeld Learning Differentiated Instruction Essential Questions Classroom Environment Using Manipulative Center Activities Writing in Math Open Ended Questions iObservation Student Engagement Monitoring Responses Exit Slips RSA assessments Think Alouds	from Staff Development Workshops, Inc.  Administrators	Terra Nova Mid and year end exams (middle school) Benchmarks Chapter tests Math Talks Rubric  PARCC state assessment MAP assessment	<i>Intervention (RTI) for Elementary and Middle Schools, April 2009 IES Practice Guide</i>  <i>Organizing instruction and Study to improve Student Learning, September 2007 IES Practice Guide</i>

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

## SCHOOLWIDE COMPONENT: Reform Strategies

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

### Evaluation of Schoolwide Program\*

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

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

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

The plan will be evaluated by School Administrators, members of the School Improvement Panel, Guidance, School Social Worker and the Parent Liaison. The evaluation will be conducted internally.

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

The key to implementation success will be necessary staff maintenance as well as no cuts to programs.

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

All stakeholders will be provided with a clear understanding of our priority needs and they will be involved in the implementation and planning of programs and activities that are based on our data. Parents, community members, and staff will all be made aware of the schoolwide plan through opening of school PD and other activities such as: Open House/Teacher Presentations; Back

## SCHOOLWIDE COMPONENT: Reform Strategies

to School in-service/data analysis workshops; and through PLC group meetings, faculty meetings, ScIP, and grade level curriculum meetings.

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

We will use the following tools to gauge staff perceptions; staff surveys, PLC reflection sheets, Curriculum Grade Level Meeting Agendas and Reflection Sheets, ScIP Meeting discussions, Crisis Team Meeting Agendas. The staff will actively participate in meetings, planning strategies and interventions for their own classrooms and grade levels.

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

Parent Surveys, PTO Meeting Minutes, and Parent Liaison Logs and guidance logs will gauge community perception. They will be encouraged to participate in school events and activities and play an active role in the school community.

6. How will the school structure interventions?

Students will be selected from our data spreadsheet according to their NJASK, PARCC or Terra Nova, MAP scores and DRA score. Each student will then be assigned to an interventionist (if they were more than one year below grade level); small group for guided reading and math for daily interventions. Some students will be recommended to attend the after school academic program.

7. How frequently will students receive instructional interventions?

## SCHOOLWIDE COMPONENT: Reform Strategies

With the adjustment to our new schedule, approximate time for interventions is one period.

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

The technologies that will be used to support the programs are: computer period for grades 3-5, students' computers for Everyday math online, Pearson success net, smart boards, ipads, Measuring Up, Question Quest, and scientific and graphing calculators.

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

MAP assessment scores, PARCC assessment scores, District Benchmarks, Program Assessments, DRA2, Fountas & Pinnell Benchmark Assessments, and SRI will measure effectiveness of interventions. Post SGO's.

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

All stakeholders will be aware of schoolwide program evaluation through various means of communication; School 27's shared data server, faculty meetings throughout the year, SciP meetings, grade level curriculum meetings, PLC's, emails, PTO meetings, Open House/Back to School Night, & Parent Conference.

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

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

### *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**

<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>
All	Total population, ELL, Students with Disabilities, Homeless Migrant N/A	PTO	Administrators, parents, teachers, parent liaison	Attendance of parents at meetings and school activities Parent Surveys Parent & Teacher Enrollment	The Harvard Family Research Project
LAL & Math & Science	Total population, ELL, Students with Disabilities, Homeless Migrant N/A	Parent Workshops on data (3 part series) Understanding your child's assessments and data <ol style="list-style-type: none"><li>1. NJ ASK</li><li>2. Terra Nova</li><li>3. Benchmarks</li></ol>	Guidance Counselors, Social Worker Parent Liaison, Teachers Administrators	Attendance, feedback survey	<i>Using Achievement Data to Support instructional Decision Making</i> , September 2009 IES Practice Guide
Suggested topics: Back to School Night, Nutrition, ELL Support, Early Childhood, Social Skills, Discipline, Anti-Bullying Family	Total population, ELL, Students with Disabilities, Homeless Migrant N/A	Parent Workshops/activities	Administrators, parents, Social Worker Parent Liaison	The attendance rate of parents at meetings and school activities. Ultimately, student success can be determined by the level of parental involvement in the school.	<i>Improving Reading Comprehension in Kindergarten Through 3<sup>rd</sup> Grade</i> , September 2010 IES Practice Guide <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> , August 2008 IES Practice Guide <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> , August 2008 IES Practice Guide <i>Organizing instruction and Study to</i>

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

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)
Fitness Multicultural Show and activities Respect Conflict Resolution Homework Testing Cyberbullying					<i>improve Student Learning, September 2007 IES Practice Guide`</i> <i>Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools, April 2009 IES Practice Guide</i>
All	Total population, ELL, Students with Disabilities, Homeless Migrant N/A	I&RS Meetings	I&RS Committee, teachers, parents	Report cards Action plans for students District assessments	<i>Improving Reading Comprehension in Kindergarten Through 3<sup>rd</sup> Grade, September 2010 IES Practice Guide</i> <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices, August 2008 IES Practice Guide</i> <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices, August 2008 IES Practice Guide</i> <i>Organizing instruction and Study to improve Student Learning, September 2007 IES Practice Guide`</i> <i>Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools, April 2009 IES</i>

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

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)
					Practice Guide
All	Classified students	IEP	Child Study Team, parents, teachers	Growth as evidenced in IEP, Terra Nova, NJ ASK, benchmarks, APA	<i>Effective Classroom and Intervention Practices</i> , August 2008 IES Practice Guide <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> , August 2008 IES Practice Guide <i>Organizing instruction and Study to improve Student Learning</i> , September 2007 IES Practice Guide` <i>Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools</i> , April 2009 IES Practice Guide
All	Total population, ELL, Students with Disabilities, Homeless Migrant N/A	PTO	Administrators, parents, teachers, parent liaison	Attendance of parents at meetings and school activities Parent Surveys Parent & Teacher Enrollment	The Harvard Family Research Project

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

### 2015-2016 Family and Community Engagement Narrative

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

Throughout the year, parents have access to their child's academic performance through the district's Power School website. School #27 recognizes that parent involvement directly impacts students' success. We continue to encourage parents to sign agendas, check homework, and notify their child's teacher if they have any questions. Our guidance counselor and administrators are available to assist parents in addressing behavioral and academic concerns. Teachers send notices, make phone calls and host individual parent conferences with families of struggling students. Students who have not responded to interventions are recommended to I&RS where parents collaborate with school personnel in developing a plan of action. At Back to School Night teachers meet with parents to state their expectations regarding curriculum and clarify any questions parents might have. At Parent Conference Night, teacher and parents meet to discuss student progress in the classrooms. The administrators and guidance counselor arrange quarterly meetings for parents of students in need of improvement as measured by benchmark results and report card grades. Students are recommended for the Before/After School Programs and the Promotion/Retention program.

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

The parents will be introduced to the document on Back to School Night and the parent liaison will assist parents with questions, concerns, and overall understanding.

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

The parent involvement policy will be sent home to the parents of every child. Parent/Teachers/Students will sign and return the forms for classroom record-keeping. These forms are given at the beginning of the year.

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

Parents will be given school surveys to complete. Parent responses to surveys allow for direct involvement and provides for parental input.

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

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The parent involvement policy will be sent home to the parents of every child. Parent/Teachers/Students will sign and return the forms for classroom record-keeping. School-wide agenda books contain the information as well.

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

The parent involvement policy will be sent home to the parents of every child. Parent/Teachers/Students will sign and return the forms for classroom record-keeping. School-wide agenda books contain the information as well.

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

The school and district website are used to inform parents. Adequate yearly progress is reported to parents by mail, in the local newspapers, board of education meetings, and by the NJDOE.

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

It is done by mail, in the local newspapers and also can be found on the NJDOE website.

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

Throughout the year parent conferences were held. Parent workshops and PTO meetings were a means to involve parents in the school community. Parent surveys provided input and insight into how we are addressing parent needs, concerns and areas where they feel we can improve.

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

Every student receives an individual profile report of the Terra Nova K-2 and the NJASK 3-8 in the past. These reports are mailed home. This year because we have added the MAP assessment, parents will receive progress reports for each assessment, 3 times a

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year. We are not sure what type of data will be sent home or result with the PARCC since the information has not been released as of yet.

Power School is another system that gives access to parents on their child/children's academic achievement.

**11.** On what specific strategies will the school use its 2013-2014 parent involvement funds?

The funds were used for parent workshops, meetings and light refreshments

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

## 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	78	The district seeks to recruit, develop and maintain highly qualified staff. Ongoing professional development is provided and required at the district and school levels
	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)	23	The district seeks to recruit, develop and maintain highly qualified staff. Ongoing professional development is provided and required at the district and school levels
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0%	

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

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

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
The district seeks to recruit, develop and maintain highly qualified staff. Ongoing professional development is provided and required at the district and school levels.	Division of Human Resources Staff Development