inside eps
News from Central
Elizabeth Public Schools, Elizabeth, NJ
February 18, 2016

EPS Recognized by White House for Computer Science Initiatives

Elizabeth Public Schools was among a select number of school districts throughout the United States to be recognized by President Barack Obama for its commitment to support the President's vision of expanded computer science curricula for K-12 students.

The recognition came as part of President Obama's announcement of "Computer Science for All," a $4 billion initiative to expand computer science in grades K-12 by training teachers, expanding access to high-quality instructional materials, and building effective regional partnerships

Over the past few years, Elizabeth Public Schools has made tremendous efforts to enhance digital learning. At the forefront of the district's transformation to a digital learning environment is Leap to the Future, an initiative launched in September 2013 that provided every student in grades three through twelve with a laptop or tablet for use during classroom instruction. This and other initiatives have allowed the district to expand its digital learning profile and collaborate with some of the most technologically advanced school districts in the nation.

EPS Recognized by White House for Computer Science Initiatives (cont.)

In November 2014, the U.S. Department of Education selected Elizabeth Public Schools Superintendent Olga Hugelmeyer to participate in the ConnectED to the Future Convening at the White House, where more than 100 exemplary district leaders from across the United States were recognized for their leadership in helping transition their districts to digital learning.

In October 2015, Elizabeth Public Schools was selected to the Digital Promise League of Innovative Schools. The League, an initiative of Digital Promise, which was launched by President Barack Obama with a mission to improve learning opportunities for all Americans through technology and research, is a coalition of forward-thinking school districts and their leaders that collaborate to transform teaching and learning by sharing their invaluable trove of insights, ideas, and experiences.

Digital Promise
Accelerating Innovation in Education

Hugelmeyer appreciates the recognition from the White House of the district's efforts and shares President Obama's beliefs that raising expectations and adopting higher standards will help prepare all students for success in college and careers.

"The goals of Elizabeth Public Schools align well with President Obama's Computer Science for All initiative and we look forward to his initiative and the ones taken within our school district revolutionizing education for current and future students both here in Elizabeth and throughout the United States as they prepare for college and career," said Hugelmeyer.

Elizabeth Board of Education President Charlene Bathelus shared Hugelmeyer's enthusiasm for being recognized by the White House and commended district staff members for preparing students for college and career through the use of technology.

"It is great that our technology program, which has enhanced the education of students in all of our district schools, is seen as a shining example by President Obama in announcing his initiative to create greater computer science opportunities for all students throughout the country," said Bathelus

"The proficient use of technology has become an increasingly important skillset in today's society and I thank the staff members of our learning community for providing our students with this imperative ability to help them succeed both academically and in their future careers."

EPS Participates in Digital Learning Day

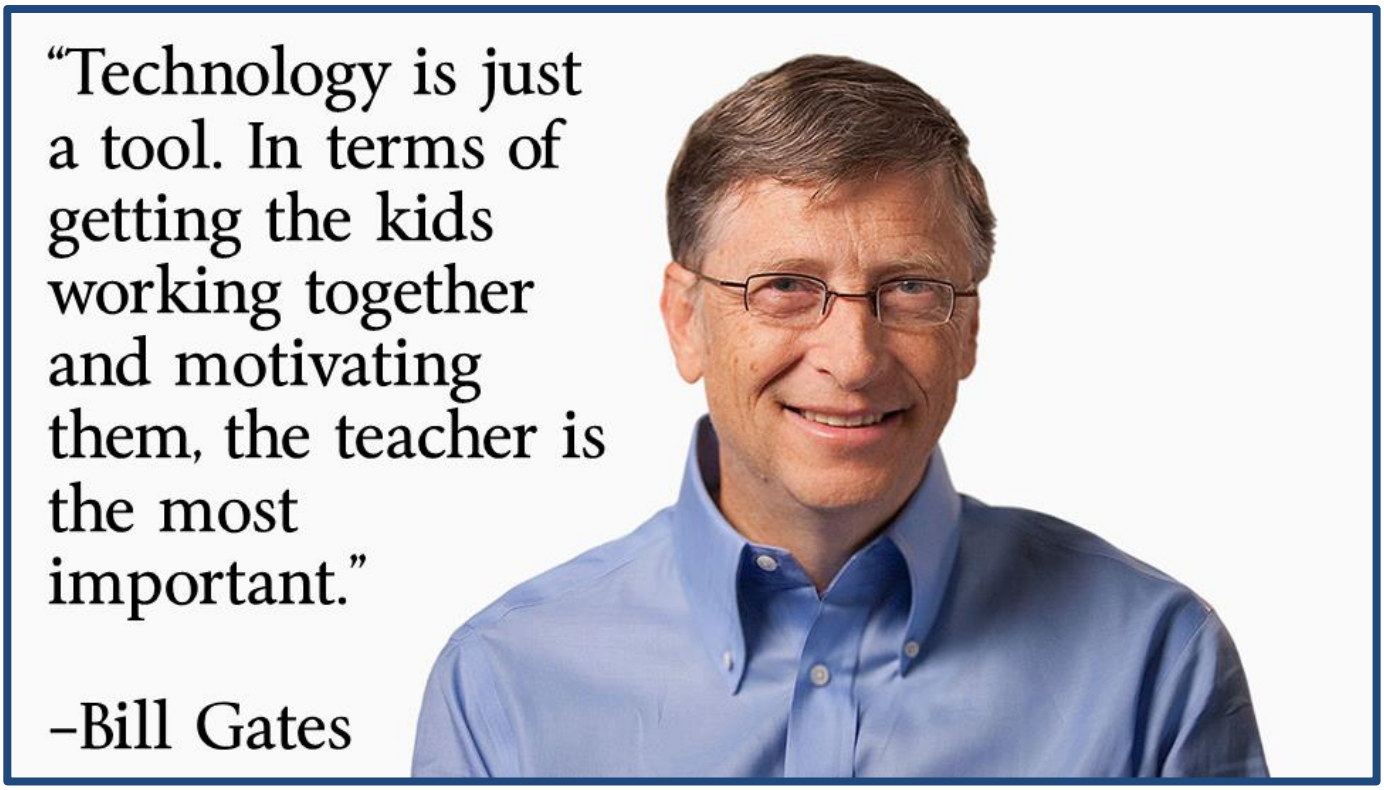
Elizabeth Public Schools promoted the use of technology to enhance the learning experience for students in all grades as part of its participation in Digital Learning Day.

Since 2012, Digital Learning Day has provided a forum for innovative teachers, leaders and instructional coaches to demonstrate how their programs are empowering their students. Digital learning encompasses many different facets, tools, and applications to support and empower teachers and students, including online courses, blended or hybrid learning, or digital content and resources.

On February 17, students throughout the district participated in a digital learning activities such as student coding, graphic design, video creation, digital presentations, and digital collaboration. Parents were also included in Digital Learning Day as Elizabeth Public Schools hosted the Parent Academy on Digital Learning Day at Juan Pablo Duarte – José Julián Martí School 28. The topics at the parent academy included improving the line of communication between schools and families, use of the Power School Parent Portal, a presentation on the EPS Mobile App, and online learning resources parents can use to actively participate in the education of their children.

Additionally, each district school has been provided with resources, including access directions and a tutorial video, to continue efforts in training and encouraging the families within their school community to sign up for and access the Power School Parent Portal.

EPS Innovating Instruction With Technology



As part of its Core Beliefs, Elizabeth Public Schools believes that ALL students can learn and achieve at high levels regardless of race, ethnicity, culture, neighborhood, household income, or home language and teachers make a positive difference in student achievement by preparing ALL students in college, career, and our technological global society.

In its commitment to meet those beliefs and realize a vision of becoming one of America's best school systems, Elizabeth Public Schools continues to create future ready schools by innovating education through technology. The use of technology creates an environment that engenders equity, raises expectations of educational success, and yields academic excellence.

As you will see in the pages ahead, every district school is successfully using technology as a tool to transform the traditional classroom learning environment into a digital learning environment in which differentiated instruction allows students to learn collaboratively or individually at their own pace while having their individual educational needs met. The use of technology is also creating endless boundaries to the places students can visit to absorb knowledge and experience the world in which they live.

Through the assistance of technology, the Elizabeth Public Schools will continue to innovate instruction and narrow the achievement gaps of students by providing a high level of education to ensure ALL students are college, career, and future ready.

EPS Innovating Instruction With Technology (cont.)

George Washington Academy School No. 1

First and second grade readers are using literacy apps on iPads to enhance the literacy skills of students performing well-below Language Arts proficiency standards. The program, aligned with the Common Core State Standards, is provided to students based on DRA2 and MAP test scores. Critical early literacy components such as alphabetic principle, vocabulary, high-frequency words, and comprehension are addressed via auditory, visual, and tactile learning modalities.

In Lego League, students learn important science, technology, engineering, and math concepts (STEM) while completing fun and engaging projects. Students create human and animal Lego characters and then make them come to "life" through the use of a computer interface and a simple programming language while developing problem solving, critical thinking, team-building, and presentation skills.

The limits of student creativity and problem-solving are challenged with Lego Mindstorms. Under the supervision of a graduate assistant from the New Jersey Institute of Technology (NJIT), students design and build robots using Lego NXT kits and then program them to solve various challenges. All components of the engineering design process – ask, imagine, plan, create, and improve – are incorporated into each activity.

WaterBotics is a problem-based curriculum from Stevens Institute of Technology that is used to teach physical science, programming, and engineering concepts. Students utilize Lego Mindstorm NXT kits and programming to design, create, and program robots that perform various tasks in aquatic environments.

EPS Innovating Instruction With Technology (cont.)

Winfield Scott School No. 2

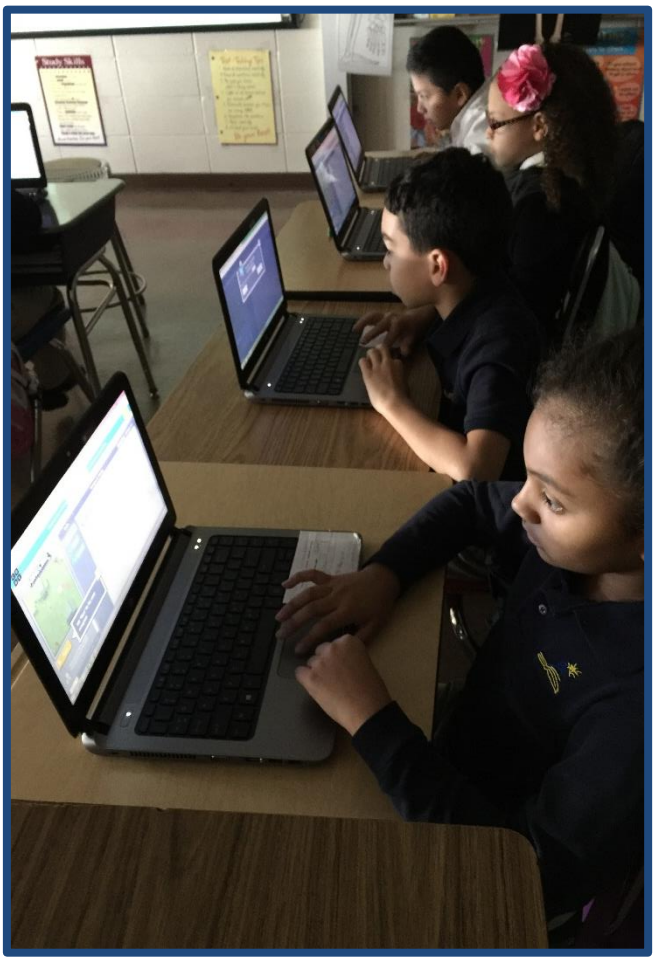
Students have been introduced to coding and computer science by discussing various languages spoken in the classroom. Students then use of their laptops to discover the language in which their computers are programmed. Many students site the use of binary code, which is a system of representing numbers, letters, commands, images and sounds. Other students add coding (block codes, convolutional codes, and interleaving) to the conversation.

Students also discuss the origins of computers and their architects, such as Charles Babbage, Steve Jobs, and Bill Gates Students, as well as the difference in platforms and their effects in the world around us.

Students are finally directed to www.code.org where they watch a tutorial video on block coding and code two different games (Star Wars and Minecraft) while completing 15 levels of challenges. Students, depending on proficiency level, use Java Script or block coding.

Nicholas S. LaCorte – Peterstown School No. 3

Students in grades 3-5 are participating in coding through various websites including Code Monster, Code.org and Khan Academy from which they are learning different strategies and thinking processes that apply to multiple instructional subjects.



Joseph Battin School No. 4

Students in grades 6-8, in both Mathematics and English Language Arts, participate in Pearson System of Courses, or PSoC. Teachers and students utilize touch screen devices for all curricula needs. Students are exposed to a variety of interactive media sources, such as video clips, animations, and games that promote student self-directed learning. Teachers and students can correspond electronically, with the capacity to display responses in order to provide feedback and promote further discussions in the class. Students take their devices home to complete and submit assignments.

EPS Innovating Instruction With Technology (cont.)

Mabel G. Holmes School No. 5

Students are working on a PowerPoint presentation titled Journey Through Freedom. The students were tasked to create a picture slideshow of people and events throughout history that have impacted their freedom. The project requires searching for pictures on various approved internet sites to place into their presentations. Creating the slideshows is providing students with hands-on training of the basic features of PowerPoint and takes it a step further to add animated graphics and short film clips. Students are developing the valuable skills of researching on the internet and working together to collaborate and present their slide shows, which extend to all of their school projects.

Toussaint L'Ouverture – Marquis de Lafayette School No. 6

Students receive access to a wide range of enriching experiences, including exposure to computer technology, which they use to create presentations and multimedia projects among other important skills. Performing these tasks allows students to share knowledge with classmates and research their topics to greater depths. Integrating technology and educational software into lessons is also imperative as it provides the ability to differentiate instruction and meet the individual needs of all students.

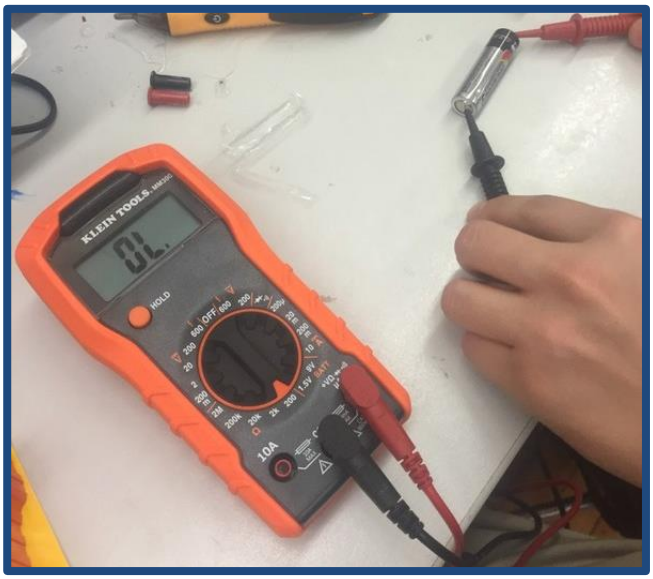
EPS Innovating Instruction With Technology (cont.)

Terence C. Reilly School No. 7

The Terence C. Reilly Makerspace was created to provide hands-on, creative ways to encourage students to design, experiment, build, tinker and invent as they explore a wide range of topics. Currently, the Makerspace is in the process of being designed and outfitted, beginning with digital design and 3-D printing and coding/programming.

Within the operational centers, students are exploring digital fabrication, 3-D design and printing, and coding/programming. Students have been tasked with investigating ways to generate renewable energy and creating a system that utilizes wind, solar, hydro, wind or 3-D printing.

Mrs. Valentina Beqaj and Ms. Tina Zagha have worked with students interested in coding and programming on learning various coding languages (Java Script, HTML/CSS, Scratch, and Python) through drawing and animation and making webpages. Students utilize websites such as khanacademy.org, hourofcode.com, and cs-first.com to learn and create their own stories, animations, games, and websites.



iPrep Academy School No. 8

Students participate in coding using JavaScript during lessons in Active Server Pages (ASP), a powerful tool for making dynamic and interactive Web pages.

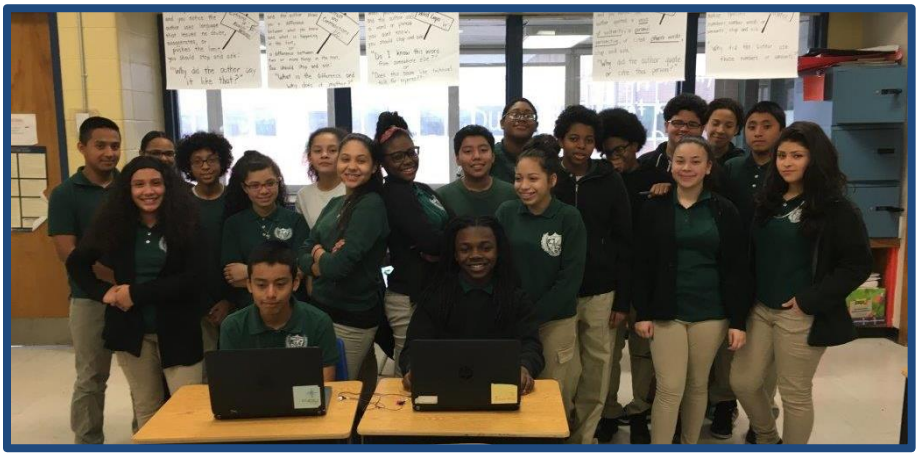
EPS Innovating Instruction With Technology (cont.)

Jerome Dunn Academy School No. 9

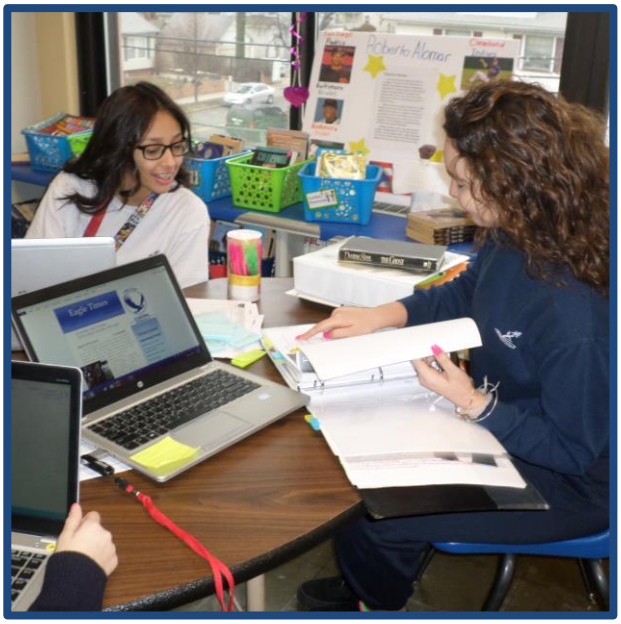
Through the Digital Media Technology Club, fifth through eighth grade scholars participate in many activities including collaborative book writing where Google Docs is utilized to write, edit, and inspire them as they collaborate on an online children's book.

In an effort to combine social awareness and technology, scholars use digital resources to research the lives of the homeless and work closely with social services through volunteer work, documenting their experience along the way.

Scholars interested in gaming participate in a video game analysis, which includes documenting the game-playing experience by developing YouTube channels and video blogs critiquing modern games.



In addition to coding and application building, musically inclined scholars are a part of the digital music team, which creates songs that reflect current subject matter or studies by using digital equipment to record and analyze the compositions.



Elmora School No. 12

Students embrace technology to enhance their learning in their classrooms and beyond. Journalism students create the monthly school newspaper, The Eagle Times, and excited to take it to broadcast through Safari Montage.

The student body took surveys and voted online for school elections to choose their student government representatives, while candidates used technology to create campaign ads.

Students in grades three through five are learning coding during their technology block, the "Hour of Coding."

EPS Innovating Instruction With Technology (cont.)

Benjamin Franklin School No. 13

Kindergarten students in Ms. Saltarelli and Ms. Tobar's class use their Boogie Boards to help them spell words during writing lessons. Skype on the Starboard helps students connect with other kindergarten classes across the country, while Osmo games on the iPad are great for math and language arts practice.

Abraham Lincoln School No. 14

Mr. Charles Reeseg integrates technology on a daily basis into his Social Studies/LEADS classes, using BlackBoard as a virtual portal where students log on at the start of class to respond to their Do Now. Mr. Reeseg also uses BlackBoard to provide students with additional resources to supplement lessons and administer exams so that students receive Immediate feedback.

As part of project based learning activities, Peter Abdellahout, an English Language Learner, presented a PowerPoint presentation on Egyptian Pharaohs and used technology to play a trivia game with the class based on his presentation.

EPS Innovating Instruction With Technology (cont.)

Christopher Columbus School No. 15

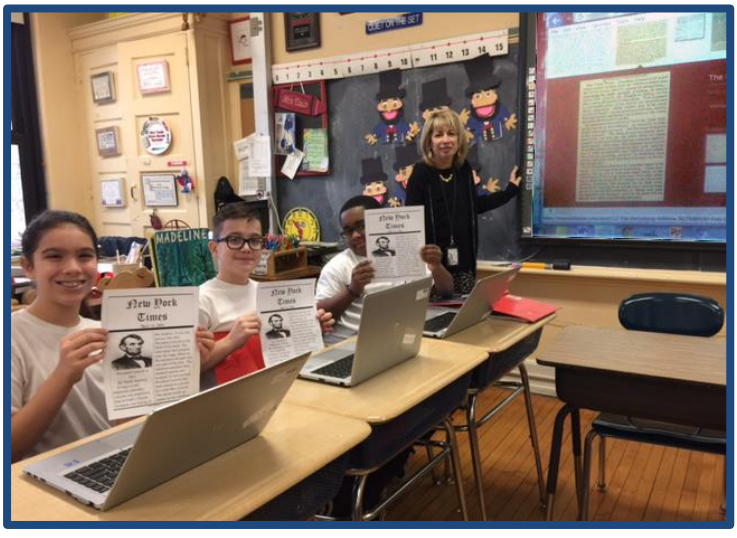
Students have created the in school news station News 15 Elizabeth: All the News From Around Your School. Classroom and school news is featured in an anchor/interview news style format, then shared and viewed throughout the school.

Through these news segments, students stretch boundaries and open the doors of the school community. The production process includes students learning to gather information efficiently through interviews and filming, placing it in meaningful context, creating entertaining accounts, and editing the content down to bite sized newscasts for viewing. The broadcasts will be expanded to announcements and updates on classroom lessons and community and special events.

Madison – Monroe School No. 16

Students in Mrs. Retsinas' fourth grade Science classes researched skeletal and muscular diseases and worked in teams to discover the characteristics of each disease, how the diseases affect a person's daily life, and new advancements in treatments and potential cures of each disease. Each research team created a PowerPoint presentation to educate classmates about their designated disease. Presentations were followed up with question/answer sessions in which the students assumed the roles of experts.

Fifth grader students in Mrs. Taub's class used the internet to research and study the speech given by Abraham Lincoln at the site of the Battle of Gettysburg through primary source documents such as The New York Times and The New York Herald. Students then posed as staff reporters for the New York Times to pen their own stories, using the documents that were written as third person accounts and contained the facts as communicated at the time. News articles were designed to replicate the original publications.

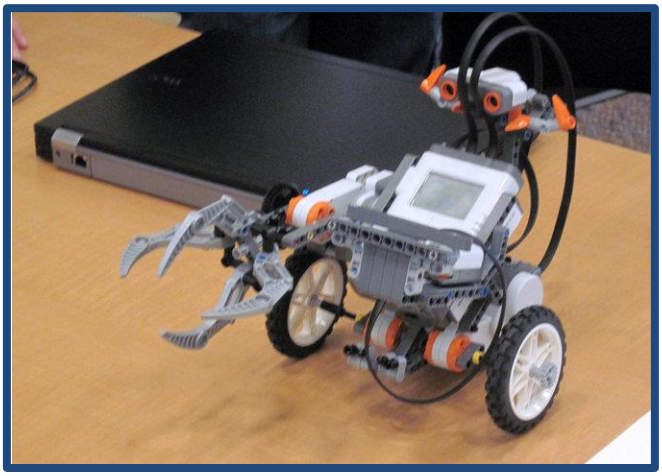


EPS Innovating Instruction With Technology (cont.)

Robert Morris School No. 18

Fifth through eighth grade students participate in the Teach To One Mathematics program, learning through multiple modalities, including virtual instruction, virtual reinforcement, and tasks. These modalities specifically utilize technology to reinforce personalized learning based on students' individual skill level.

In virtual instruction and virtual reinforcement, students visit websites such as Manga High, Khan Academy, and Buzz Math. They watch instructional videos and online lectures, as well as practice skills and concepts learned during the present round of instruction. During task group, students work together on projects based on current skills they are working to master. At the end of the round, approximately two weeks long, students present their final project to a group of their peers. Final projects integrate technology in various ways, including PowerPoint presentations, Excel spreadsheets, online graphing tools and the creation of brochures.



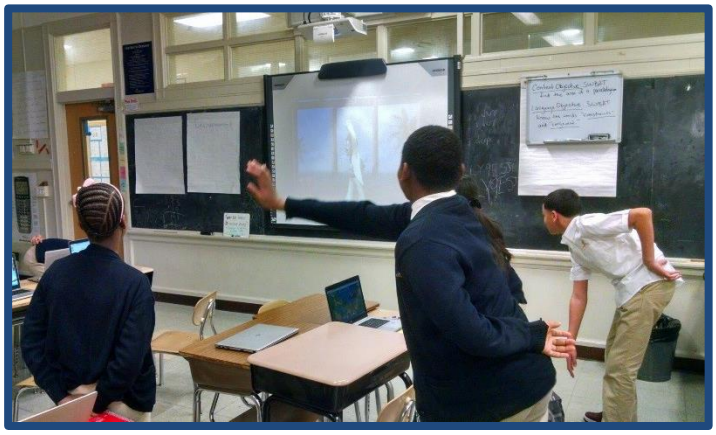
Woodrow Wilson School No. 19

The School 19 Future Scientist Club, for students in grades Kindergarten through three, invites students who have a genuine interest in science to develop observational skills as they learn next general science standards through a number of fun, hands-on science experiments. Students will use the scientific method to explore topics such as plants and animals needs and habitats, matter, the seasonal cycle, geographical features of the Earth, magnets, and motion.

Middle school students are able to participate in a robotics club that was designed to facilitate teamwork, critical thinking, and problem solving while applying scientific and mathematical principals. The Warrior Robotics Team integrates reading and writing, presentation skills, research, and creativity.

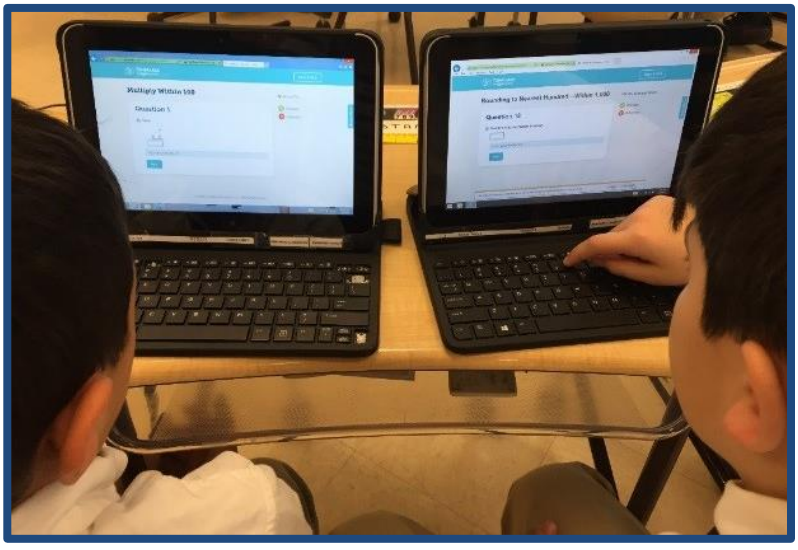
EPS Innovating Instruction With Technology (cont.)

John Marshall School No. 20



Kindergarten through eighth grade music students utilize the Quaker Essentials Package to reinforce the curriculum and incorporate interactive Starboard activities while fourth through eighth grade chorus members meet every Monday and Friday and use the Virtual Midi Piano keyboard, allowing for musical instrument digital interface as students learn beginning piano.

In language arts, mathematics, social studies and science classrooms, students are utilizing IXL, Tenmarks, edConnect, Front Row, Edmodo, MobyMax, Class Dojo, Go Noodle, Khanacademy and Popplet, which allow teachers to differentiate learning tasks as students engage in digital assignments.



Victor Mravlag School No. 21

Students use technology as part of an interactive environment where they receive individualized learning and collaborate to share ideas and knowledge with each other. Kahoot, a game-based assessment, is among the online assessment tools used to provide a fun way for students to demonstrate their understanding of lessons taught and educator to evaluate proficiency.

Aside from evaluating student performance, online educational software is also used as an instructional tool. Typing.com provides students the opportunity to learn how to type in a comfortable, self-paced educational environment. Google Cultural Institute allows students to virtually tour museums and cultural landmarks such as the Lincoln Center for Performing Arts in New York City without leaving their classroom. TenMarks, a mathematics program, allows students to work on class math assignments collaboratively or individually, allowing them to focus on specific skills, such as multiplication and rounding.

Educators use the Remind 101 app in to efficiently and effectively communicate with parents about upcoming assignments and tests.

EPS Innovating Instruction With Technology (cont.)

William F. Halloran School No. 22

Students have started a countywide technology competition, in which they are building a bridge using file folders, using technology to do their research and a blue print they received to follow.

Eighth grade science students use online simulators to learn, for example, using a density simulator to understand the relationship between mass, volume, and density. Using simulators allows students to perform experiments they could not physically do in class.

Sixth grade students created their own characters and myths and wrote stories based on what they learned about Greek Mythology using MyAccess!, a writing development solution and then used Storyboard That, an online storyboard creator, to summarize their stories.

Nicholas Murray Butler Elementary School No. 23

Students in grades five through eight participate in the Teach To One Math program, in which they receive personalized learning experiences at the right academic level, based on a beginning of the year assessment that assigns a set of skills (playlist) in their online student portal through the Teach To One website.

Students experience these skills through multiple instructional approaches: teacher-delivered instruction, small group student collaboration, or independent learning with virtual learning experiences. At the end of each day, students take a five-question computer-based quiz, the results of which provide feedback and help determine what they will work on the following day.

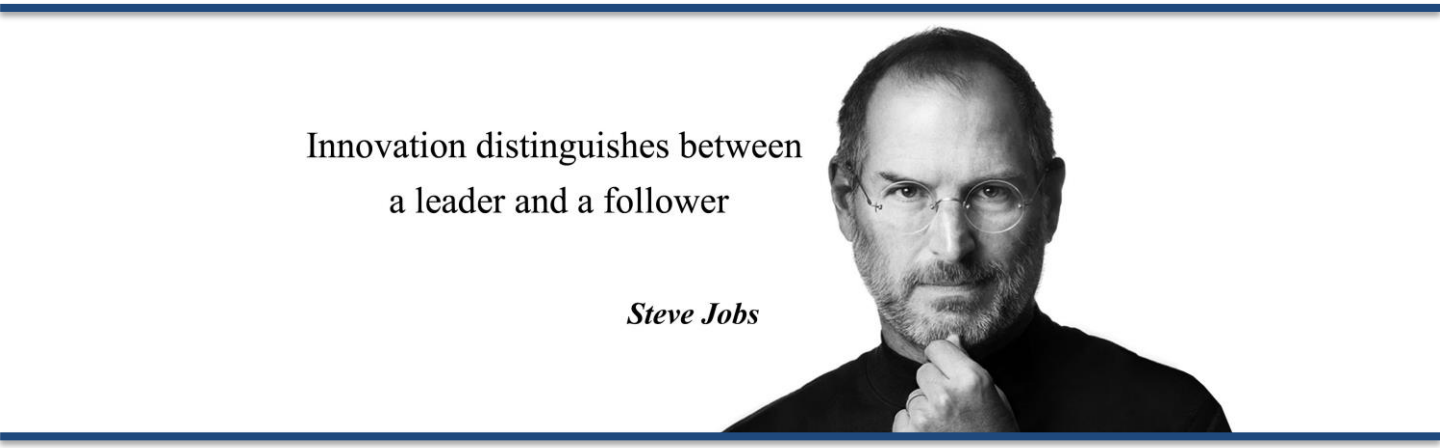
At the end of each round, a two to three week learning period, students take a playlist demo, which is a longer computerized assessment customized to skills worked on during the round. Once a student has completed their playlist demo, students are provided instant feedback on how well they performed, including links to websites to review virtual lessons and practice the reviewed skills.

EPS Innovating Instruction With Technology (cont.)

Charles J. Hudson School No. 25

Students are using technology to help enhance and support what they are currently learning in their classrooms. The use of online programs such as Everyday Math, MatchXL, Khan Academy, Reading Street, EdConnect and My Access help to further develop their grade level skills. Teachers use BlackBoard in their classrooms to reinforce skills and infuse technology into teaching and learning. In addition, students and parents are using PowerSchool to track academic progress which has enhanced communication between teachers, parents, and students.

A series of parent workshops focused on PowerSchool and educational websites will be offered to parents and guardians, beginning in March, to assist them with their children's education.



Dr. Orlando Edreira Academy School No. 26

In the International Baccalaureate (IB) Primary Years Programme (PYP), students in grades K through 5 receive weekly IB technology classes. At the lower grades, students learn how to use the laptops, including file management and the use of applications and the internet. Once students have achieved competence in using their laptops, the emphasis of instruction shifts to using technology to improve their lives.

In the IB Middle Years Programme (MYP), students in grades 6 through 8 use technology in all eight IB curricula areas of interaction. Technology specific instruction falls under the MYP area known as "design". "As part of the Middle Years Programme (MYP), design challenges all students to apply practical and creative thinking skills to solve design problems, explore the role of design in both historical and contemporary contexts, and consider their responsibilities when making design decisions and taking action. Many different technology related design courses are offered, including digital publishing, digital film making, 3-D printing and design, web page design, coding, web based productivity applications, multimedia PBLs that drive social change, and problem solving through web inquiry.

EPS Innovating Instruction With Technology (cont.)

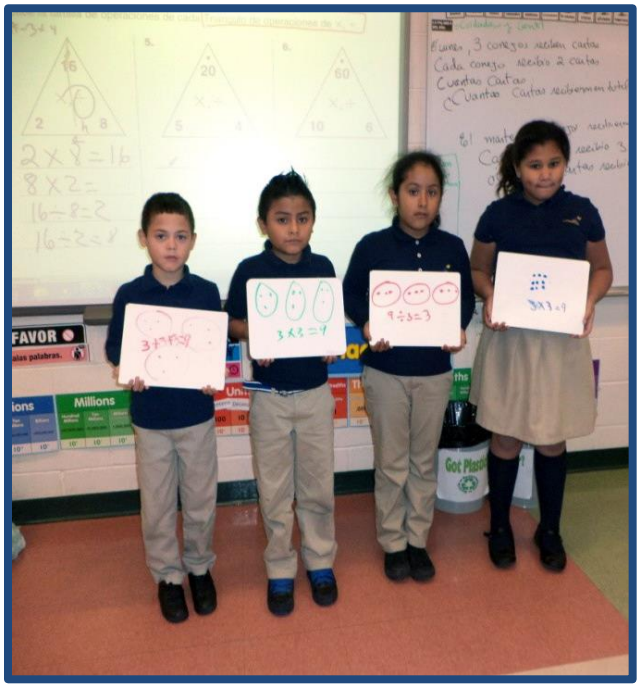
Dr. Antonia Pantoja School No. 27

Second grade students play word work games using the SmartBoard while applying current and previously learning phonics and grammar skills during reading centers. During their math block, students use the SmartBoard for games and lessons utilizing an interactive 100 grid and number line.

Eighth grade students received a lesson of enrichment based on Microsoft's Choose-to-Code Program, a curriculum which teaches students about the process of creating and publishing their own websites. Tutorials include information pertaining to the course setup and building their first web page using Hypertext Markup Language (HTML), a standardized system used for tagging text files to achieve font, color, graphic, and hyperlink effects on webpages. Students also learn to use Visual Studio Online, make their websites mobile-friendly using Bootstrap and interactive through Javascript, and understand the use of jQuery as a means of sending and receiving data in the final publication process of their websites.

Juan Pablo Duarte – José Julián Martí School No. 28

Third Graders are using technology during mathematics to take responsibility for their learning and think independently. Lessons are provided in various small group stations as well as a full group session when they use a Smart Board to share answers with their classmates. Students are encouraged to find their answers among themselves through peer tutoring during station work before presenting to the class as a whole or asking their teacher for assistance. They research methods for problem solving and participate in formative assessments, such as EdConnect, that allow them to practice answering higher level questions. Additionally, students are encouraged to watch videos and locate websites to enhance their abilities in specifically identified skills.



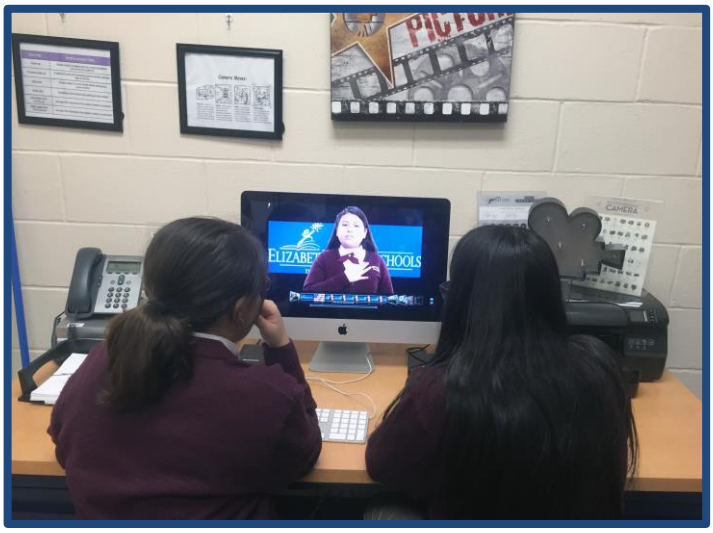
EPS Innovating Instruction With Technology (cont.)

Dr. Albert Einstein Academy School No. 29

Fifth through eighth grade students are introduced to the fundamentals of multimedia production through a video production class. Students are digitally documenting, organizing, archiving, editing, and publishing school events using media gathered through photography and video recording and are learning to operate audio and video equipment and perform exercises to develop technical production skills. They engage in hands-on experiences, using communications skills and developing strategies to learn the basics of video pre-production, production, and post-production.

During pre-production, conceptualization, consultation, scripting, storyboarding, scouting, and casting takes place. Next, during production, students are engaged in recording, screen capturing, and graphic planning. Lastly, post-production incorporates video editing, motion graphics, draft screening, mastering, and delivery, all completed by our students.

As students use this technology they are developing skills in planning, organization, script writing, interpersonal communication, team building, and media literacy.



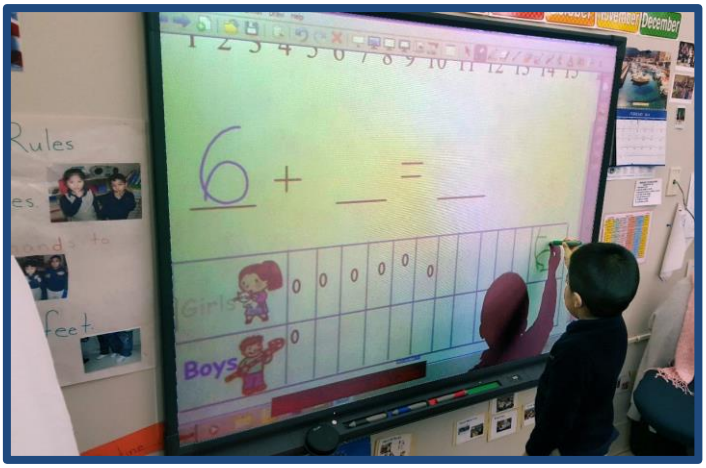
Ronald Reagan Academy School No. 30

Students are currently working on a project for black history month in which they were asked to use the internet to research information and construct a timeline using Excel to show the contributions of various historical figures and important events in black history. Some students have chosen to concentrate on one person such as Sojourner Truth or Harriet Tubman while others have chosen topics like important battles in the civil war. Through creating the timeline, students worked in small groups, collaborate with one another as they analyzed information, compiled information chronologically and accurately, and entered the data into an Excel template.

EPS Innovating Instruction With Technology (cont.)

Frances C. Smith Early Childhood Center School No. 50

Four-year old students in Mrs. Zavolas and Mrs. Roa's class work on the Smartboard during their Morning Message routine. Mrs. Zavolas uses Smart Notebook in her Morning Message and has the students identify important information for the classroom. By having the children count out the students that are in school and share the information with their classmates, they learn one to one correspondence, counting, writing numbers, geometry and shape identification, addition and subtraction, comparing, and data reporting.



Donald Stewart Early Childhood Center School No. 51

Teachers use Smartboards to introduce new vocabulary and mathematical concepts as well as provide interactive activities that enhance lessons. Teachers create PowerPoint slideshows that enable the students to actively participate in learning letter sounds, rhyming, alliteration, and writing skills. Current events are also taught using Smartboards. For example, students learned about the baby pandas, the school's mascot, in Washington D.C.., connecting their experiences at school to the real world.

Students use iPads to engage in interactive literacy and math programs such as ABCMouse.com, ABCYa.com, Dora ABCs: Letters & Letter Sounds, Hooked on Phonics, Ace Kids Math Games, TeachMeToddler and TeachMeKindergarten that foster print awareness, early reading skills, and problem solving skills. Many of these programs monitor the individual academic progress, allowing teachers to modify and differentiate instruction based on individual student needs. In addition, the students are given the opportunity to document their work (block structures, paintings, 3D Art, writing samples, etc.) by using the IPad to photograph their creations.

Dr. Martin Luther King, Jr. Early Childhood Center School No. 52

Students in Mrs. Pastore's classroom use iPads as a learning tool while they are playing a variety of educational games, such as Endless Wordplay, that teach and reinforce letter identification and sounds, vocabulary words, and word usage, which are all kindergarten readiness skills.

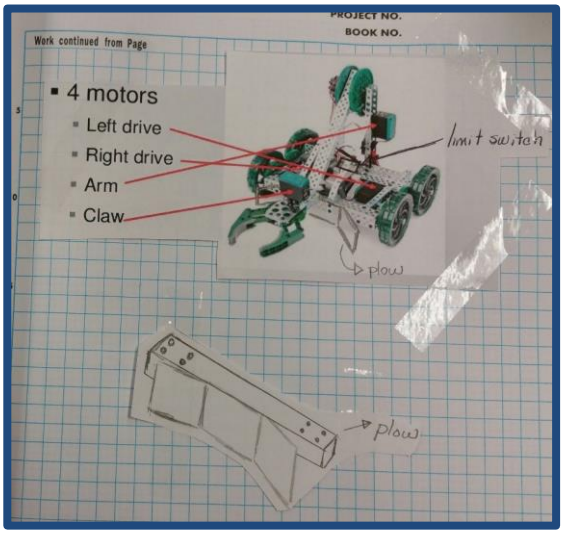
EPS Innovating Instruction With Technology (cont.)

John E. Dwyer Technology Academy

Students use the Circuit Design Software (CDS) and a breadboard, a board for making an experimental model of an electric circuit, to simulate and prototype And-Or Invert (AOI) logic circuits. During this process students will determine what the circuit is doing and will make the changes necessary to correct the circuit.

While assembling robots called “edge detectors” using parts from a Vex classroom kit and programming them using the EasyC program language, students at Dwyer learn about Mechanics, use mathematics to calculate ratios for the gears and speeds needed for the motor, and are introduced to computer programming.

Students are also presently brainstorming ideas and working on design in their “Engineering Notebook” to build their prototype SkillsUSA Competition Robot to be used in competition. In the brainstorming and design phase, students learn to use technology to research, communicate with each other, collaborate and work as a team, enhance their vision, and refine their thoughts.

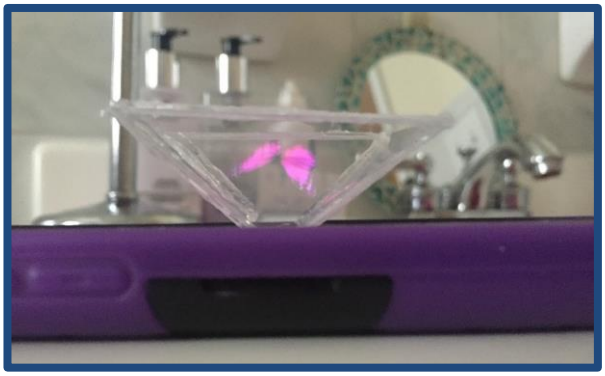


Thomas A. Edison Career and Technical Academy

Students in Mr. Ronald Ussher’s Auto Collision course use the SimSpray, a teaching device that allows students to practice refinishing in virtual reality. To prepare for virtual reality, students hold a traditional spray gun and wear a helmet that projects the image of a car panel to paint. Students begin to paint the car panel to a level of accuracy related to distance, speed and overlap material usage. As students simulate, Mr. Ussher guides students by making suggestions, such as maintaining proper distance and overlapping. As students paint, the simulator shows the areas where too much or too little paint was utilized and a score is given based on accuracy.

EPS Innovating Instruction With Technology (cont.)

Elizabeth High School



In an adaptation of the television show Shark Tank, students of Ms. Alice Debowski's economics class are competing by using technology to design and present the best product. Teams present their business plan which includes financials, projected profits, market analysis, and a proposal for venture capital. Proposed products have included a prism to create a hologram projected off of the surface of a smartphone, a closet app utilizing 'smart technology' that actually is aware of what items are hanging in a closet, a steering wheel that prevents drunk driving, an app that helps pre-school students form letters, and an app that serves as a makeup consultant. Many of the products created have incorporated the use of coding, which has also been used to reach out beyond the classroom to help other students reach mastery of core content and the arts.

Teachers are using technology to improve feedback by digitalizing homework, writing, and submission of other assignments.

Admiral William F. Halsey, Jr. Health and Public Safety Academy

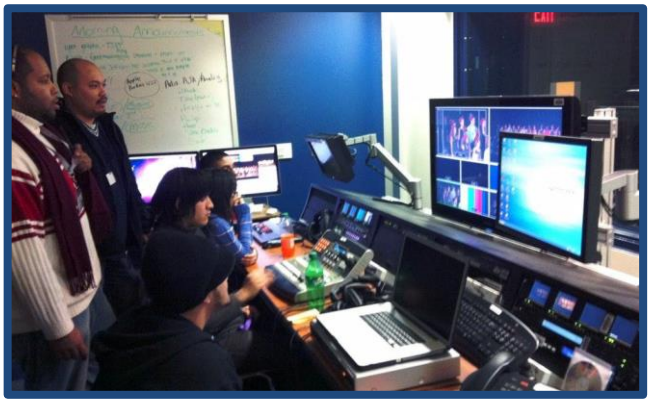
Students are using school wide internet access on their district assigned laptops at all times, including after school in Halsey's state of the art media center. Subscriptions and teacher registration for programs like Khan Academy, Newsela, vocabulary.com and The New York Times provide students with properly vetted and approved access to research, review activities, and practice for many different subjects and interests. Using a Learning Management System like Blackboard allows teachers to link students to each other and the class material far beyond the school day.

Educators and administrators at Halsey use real time actionable data via PowerSchool, cloud services, and EdConnect on a daily basis during common planning time and Professional Learning Communities, which has been transformational in how they identify and react to the need for student interventions. Using a mix of attendance, grade reports, test scores, and discipline referrals on an easy to use spread sheet, immediate actions can be taken to support students in need and give parents real time feedback on student progress.

EPS Innovating Instruction With Technology (cont.)

Alexander Hamilton Preparatory Academy

Students of Ms. Loftus' English class used technology during lessons while reading the story "Catching Fire". Students finished their reading tasks and answered questions on BlackBoard, worked in small groups to create an AVID storyboard, and analyzed literary elements such as conflict, characterization, and figurative language for designated chapters. Small groups students worked collaboratively to organize and present ideas and used laptops to assist with inquiry about the literary elements and to complete storyboards. The lessons incorporated Writing, Inquiry, Collaboration, Organization, and Reading to Learn (WICOR), a core AVID component, and concluded with students selecting five elements that are important to the plot, analyzing which conflicts are resolved and which are not, and speculating why the author concluded the novel in the way in which she did.



Thomas Jefferson Arts Academy

The TV Production Studio Program at Jefferson Arts prepares students for both college and career pathways in the media arts. Students learn using professional technologies for filming, editing, and production, and use these knowledge and skills to develop public programming and student films. Our TV Production students have been recognized in numerous film and media competitions, including Skills USA, Count Basie Theatre's PROJECT FX Statewide Student Film Festival, Prevention Links, and the Union County Teen Arts Festival.

The Graphic Arts Studio Program at Jefferson Arts teaches students how to employ graphic design software to generate 2D and 3D art. The program melds both technical proficiency in Adobe Illustrator and students' understanding of the aesthetic arts in the service fostering students' creative talents and analytical skills.

The study of Music and Theater Technology at Jefferson Arts provide the backbone for the school's performing arts programs. Students specializing in these areas study lighting and sound production technologies, in addition to music production software (e.g. ProTools). The expertise developed by our students has been recognized in numerous competitions and forums, including Paper Mill Playhouse's Rising Stars and New Jersey's annual Technology in Music Education (TIME) Expo.

Hamilton Students Visit U.N. to Participate in 2016 Youth Forum

Students of Alexander Hamilton Preparatory Academy had the opportunity to visit the United Nations to participate in a youth forum, "Youth Taking Action to Implement the 2030 Agenda," organized by the Department of Economic and Social Affairs and the Office of the Youth Envoy of the Secretary-General, in collaboration with the United Nations Inter-agency Network on Youth Development.

The forum, designed to bring the voice of youth into the intergovernmental debate on how to make the post-2015 development agenda a reality, allowed for students to participate in the discussion of achieving the goals of the 2030 agenda for Sustainable Development.

The 2030 agenda, proposed by members of the United Nations, resolves between now and 2030 to end poverty and hunger everywhere; to combat inequalities within and among countries; to build peaceful, just and inclusive societies; to protect human rights and promote gender equality and the empowerment of women and girls; and to ensure the lasting protection of the planet and its natural resources.

Over the past several years, the momentum for youth engagement at the United Nations has grown. Young people have been involved in various UN discussions and processes on the post-2015 Development Agenda.

The objectives of the 2016 youth forum include providing a platform for young people to engage in a dialogue with Member States and other actors on concrete commitments and actions to realize the 17 Sustainable Development Goals at the national, regional and global levels as well as identifying possible avenues for young people to contribute to the intergovernmental review of the implementation of the 2030 Agenda.

ELIZABETH PUBLIC SCHOOLS

FOCUS 2020

EQUITY

As a nation, America's Promise is that every child, regardless of race, ethnicity or social class, should receive a high quality, academically rich and rigorous public education.

EXPECTATIONS

The concept of high expectations is premised on the philosophical and pedagogical belief that a failure to hold all students to high expectations effectively denies them access to a high quality education, since the educational achievement of students tends to rise or fall in direct relation to the expectations placed upon them.

EXCELLENCE

Educational Excellence is defined as students performing at high levels or where students are making significant gains in academic achievement helping to prepare every child for global competitiveness.

ELIZABETH PUBLIC SCHOOLS

FOCUS 2020

Student

We believe ALL students can learn and achieve at high levels regardless of race, ethnicity, culture, neighborhood, household income or home language.

ALL Means ALL. We will narrow the achievement gaps of students by providing a high quality education to ensure that ALL of our students are college and career ready.

Teacher

We believe teachers make a positive difference in student achievement. Teachers will prepare ALL students for success in college, career, and our technological global society.

We believe that teachers are central in a child's life. Having an effective teacher is the single most important factor in student success.

Leader

We believe that effective leaders demonstrate unwavering commitment to high levels of achievement for ALL students.

Leaders will exemplify and support practices that promote high levels of achievement for ALL students.

Family

We believe that parents and caregivers are both valued partners and active participants in their children's learning. A shared sense of mutual responsibility for learning is the foundation for family involvement to ensure student success.

We are committed to engaging parents and caregivers in their children's education. We will develop a coordinated strategy that enables parents and caregivers to play an active role in building and sustaining family support for their children's learning and academic success.

Team

We believe that every member of the Elizabeth Public Schools Team has a responsibility in producing and supporting high levels of achievement for ALL students.

Every member of the Elizabeth Public Schools team will make a measurable contribution to the success and achievement for ALL students by ensuring equitable distribution of resources throughout the organization.