NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2013-2014 TITLE I SCHOOLWIDE PLAN*

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

DISTRICT INFORMATION	SCHOOL INFORMATION
District: LONG BRANCH	School: Amerigo A. Anastasia
Chief School Administrator: MICHAEL SALVATORE	Principal: Francisco Rodriguez
Chief School Administrator's E-mail: msalvatore@longbranch.k12.nj.us	Principal's E-mail: frodriguez@longbranch.k12.nj.us
Title I Contact: Kevin Carey	Principal's Phone Number: 732-571-3396
Title I Contact E-mail: kcarey@longbranch.k12.nj.us	

Principal's Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

☑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of Schoolwide Plan. I have been an active member of the planning committee and provided input to the school 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.

Francisco Rodriguez

_____ _____ _____

Principal's Name **Principal's Signature** **Date**

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGMENT

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 continuity, some representatives from this needs assessment stakeholder committee should be included in the stakeholder group planning committee. Identify the stakeholders who participated in the needs assessment and/or development of the plan. Signatures should be kept on file in the school office for review. Print a copy of this page to obtain signatures. *Add lines as necessary.

Name	Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Francisco Rodriguez	School Staff- Administrators	X	X	X	
Jessica Alonzo	School Staff- Reading Specialist	X	X	X	
Denise Woolley	School Staff – Math Specialist	X	X	X	
Lee Carey	Community Groups	X	X	X	
Erin Smith	Parent	X	X	X	
Lauren Sweet	School Staff – Classroom Teacher	X	X	X	
Michele LaPiana	School Staff- Classroom Teacher	X	X	X	
Melissa Christopher	School Staff- Classroom Teacher	X	X	X	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGMENT

Stakeholder/Schoolwide Committee Meetings

The purpose of this committee is to organize and oversee the needs assessment process; lead the development of the schoolwide plan; and conduct or oversee the program's annual evaluation.

List the dates of the meetings when the Stakeholder/Schoolwide Committee discussed the needs assessment and Schoolwide Plan development. *Add rows as necessary.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
October 16, 2012	Amerigo A. Anastasia School	Review school wide goals; discussion of implementation of new programs; data collection discussion	X		X	
December 19, 2012	Amerigo A. Anastasia	Professional Development opportunities; Allocation of Funds; Data collection discussion	X		X	
January 31, 2013	Amerigo A. Anastasia	Review of benchmark results, reading and math data, afterschool and technology data; discussion of school wide goals	X		X	
March 1, 2013	Amerigo A. Anastasia	Perception Surveys to stakeholders; Focus groups for students	X		X	
March 21, 2013	Amerigo A. Anastasia	Analysis of Survey Results, Data	X		X	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGMENT

April 29, 2013	Amerigo A. Anastasia	Analysis of Survey Results, Data	X		X	
May 31, 2013	Amerigo A. Anastasia	Programs and Initiatives, Data, Needs Assessment Plan Development	X		X	

School's Vision

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

What is the school's vision statement?	The singular aim and sole commitment of our school system is to equip every Long Branch student with the competence and confidence to shape his/her own life, participate productively in our community, and act in an informed manner in a culturally diverse global society. Our District Leadership Team diagnostically crafted an Instructional Focus, which will serve as a roadmap for making Long Branch Public Schools a benchmark of excellence among school districts in New Jersey. The roadmap is built on four foundations, or Four Pillars, namely: • Holding students and adults to high expectations of conduct and performance. • Ensuring that all students master the academic standards. • Working collaboratively and basing decisions on fact, not opinion. • Building strong partnerships with families and community. New and refined school wide programs in reading, writing and math are incorporated to raise student achievement. Parental involvement activities are offered to build a stronger community partnership to enhance the education of our students.

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGMENT

	Anastasia's vision is to create enthusiastic learners who will be challenged to reach their highest potential by creating a positive school culture in a student-centered learning environment. The school strives to meet and exceed the standards set forth by the state of New Jersey.

SCHOOLWIDE COMPONENT: EVALUATION

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 2012-2013 Schoolwide Program

1. Was the program implemented as planned? Yes The schoolwide program was implemented as planned. The Long Branch Public School District adopted the research based literacy program, Treasures, to address the English Language Arts priority problem. The Everyday Math program continues to be implemented as the tool to address the mathematics priority problem. The initiation of the Treasures literacy program, provided teachers with more opportunities to differentiate their instruction to meet students reading needs. In order to effectively implement the program in the classroom, teachers were provided with Treasures training before and during the implementation of the program. Additional support was available online with Treasures and Everyday Math; Anastasia also offered technology based programs; Study Island and Kid Biz to personalize learning. Both of these programs are accessible from home and parents were given student log on information.
2. What were the strengths of the implementation process? The strength of the implementation process towards addressing the school's priority problems was professional development. Professional development was provided through weekly PLCs, Online PD360, second faculty meetings, peer coaching and demo lessons. The opportunity to collaborate on successful teaching practices had a direct impact on student achievement which was evident in a 12.04% increase in SRI data and an increase in Grade 1-5 proficiency in math unit assessments. All classroom teachers and support staff consistently engage in embedded training through

Professional Learning Communities that support their individual and collective capacity to improve upon professional practices aimed at increasing student achievement through implementation of online resources and standards based instruction.

3. What were the barriers or challenges during the implementation process? The barriers or challenges during the implementation of the schoolwide plan were coordinating all of the new initiatives. Teachers were learning a new language arts program, becoming familiar with the McRel evaluation system and perfecting their teaching methodology of the common core state standards for all subjects. Many essential district initiatives began this year that required master teachers to assist colleagues at identifying opportunities for improvement and to map professional growth.
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? The strengths were that time was provided so the expectations would be clearly communicated and revisited throughout the school year. The first step was to make scheduling changes to provide teachers with more time to collaborate on successful teaching strategies and to analyze and discuss student assessment data. PLCs would meet weekly and sometimes daily to provide opportunities to discuss lesson planning that would focus on specific grade level concerns. The next step was to use additional faculty meetings to analyze data and determine best strategies to effectively implement Everyday Math and Treasures. Another step was the addition of professional development days built into the 2013-2014 calendar to provide teachers with opportunities to improve their teaching techniques to differentiate instruction curriculum and to meet the needs of all students in the classroom. Teachers were then asked to use the data to identify students in need of additional support and refer them to After School Tutorials, RTI or homework club. The apparent strength of implementation is the process of identifying students with specific needs and then providing them with the additional

resources available such as Study Island, On Our Way to English or Kidbiz 3000The weaknesses included not having all materials for the start of school and technology malfunctions.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? The buy in was not very difficult because most of the initiatives were district wide and being implemented throughout the school district and supported by central office administration. Having administrators, facilitators, and teachers collaborating together in creating the most effective way to apply the programs was beneficial. Also, meeting to reflect about what was working and what needed some adjustments helped to keep the programs aligned with the vision.
6. What were the perceptions of the staff? The staff's perceptions were collected through an online survey, an EdSol survey provided by the district's bilingual department, and an End-of-Year school teacher survey. The surveys implied that teachers felt the need for professional development in the following areas: writing instruction, strategies for ELLs, and differentiating instruction to meet the needs of all learners.
7. What were the perceptions of the community? The community perceptions were that of excitement as well. In order to introduce the new reading Treasures program, an after-school informative event was held for the community. To continue the experience from this event, families were invited to participate in literacy activities during the school day throughout the year.
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.) The method of delivery for Language Arts, teachers followed the whole group, small group, centers techniques incorporated in Treasures. Treasures groupings are based in the Gradual Release of Responsibility model. Teachers used multiple methods including small group instruction, one-on-

one instruction, and programs such as KidBiz, Study Island, and Lexia to address the individual needs of struggling student populations

In Mathematics, the online differentiated tool provided by Everyday Mathematics identified specific areas of need for students so that teachers could provide individualized small group and whole group differentiated activities to help reinforce weak concepts and skills in mathematics. Teachers were also encouraged to use the differentiated activates and programs such Study Island to address the individual needs of struggling student populations.

9. How were the interventions structured? The interventions were structured around the needs of the students. Teachers were required to differentiate their teaching as per the program's lay out and tutors provided additional intervention to specific students. Students performing below grade level were provided with tutoring, extended-day and extended-year learning opportunities, mentoring, and support from the I&RS team. Students are placed in Study Island after-school tutorial program, which provides extra help in the areas of reading and math that are tailored to the student's needs. English Language Learners took part in the Bilingual Afterschool Tutorial program, which provided ELLs with additional assistance in language acquisition. All students receive research-based instruction in the areas of reading, writing, math, science, and social studies, and their parents are invited to the building throughout the year to see classroom instruction and ways to enable them to better help their students at home. In addition, all parents were given students' user names and passwords for ConnectEd, Everyday Mathematics, Study Island, and Kidbiz3000 to practice targeted weaker academic areas at home.
10. How frequently did students receive instructional interventions? Students received instructional interventions on a daily basis. Students needing a higher level of interventions would be brought to the attention of the I&RS team and or would be entered in

the Study Island after school tutorial. Students would receive this intervention four times a week for an hour and a half after school. All students had access to this extra help through their online log in that they could use at home as well.

11. What technologies were utilized to support the program? Technology utilized to support the program were Study Island, teacher web pages, the use of tablets and KidBiz. The researched based program, Study Island allowed all students access at home and at school on practice of the common core curriculum standards for reading and mathematics. Teacher web pages also provided the community and parents with homework and other activities that students were doing in class based on the common core curriculum standards. The school houses a student computer lab with 24 workstations to support these programs. Tablets were also available to all students in the school to use for Study Island and KidBiz programs. Teachers are able to use smart boards with their instruction.
12. Did the technology contribute to the success of the program, and if so, how? Yes, the technology did contribute to the success of the program. With the Treasures online resources, teachers were able to access additional materials that they did not receive. The technology involved with Study Island was essential to it being successful. Having tablets for all grades 3-5 students was very helpful in affording all students with the Study Island block of time to focus on using the online program to reinforce weak skills or concepts. All teachers had access to Smart Slate technology which gives teachers and students the ability to interact digitally from anywhere in the classroom. Students had access to tablet technology which helped support the programs.

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2012-2013 Student Performance
State Assessments-Partially Proficient

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

English Language Arts	2011-2012	2012-2013	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Grade 4	77	61	Quarterly Action Plans, New literacy program (Treasures), Additional focused time on reading through Study Island & Kidbiz3000, Push-in & pull-out tutoring, After-school Study Island Tutoring, Data driven and collaborative PLC meetings, Content area coaching, Professional Development	• Professional Development was provided, but needed to be more directly prescribed for specific classroom instruction and more closely connected to the standards. • Professional Development should have also been more targeted to support staff in the areas of data analysis and using data to drive their instruction. • Professional development in the area of differentiation needed to be more prescriptive and effective follow up plan was not in place supporting the implementation of this practice. • Instruction in reading and writing was also inconsistent from classroom to classroom.
Grade 5	63	64	Quarterly Action Plans, New literacy program (Treasures), Additional focused time on reading through Study Island & Kidbiz3000, Push-in & pull-out tutoring, After-school Study Island Tutoring, Data driven and collaborative PLC meetings, Content area coaching, Professional Development	• Professional Development was provided, but needed to be more directly prescribed for specific classroom instruction and more closely connected to the standards. • Professional Development should have also been more targeted to support staff in the areas of data analysis and using data to drive their instruction.

SCHOOLWIDE COMPONENT: EVALUATION

				• Professional development in the area of differentiation needed to be more prescriptive and effective follow up plan was not in place supporting the implementation of this practice. Instruction in reading and writing was also inconsistent from classroom to classroom.
Grade 6	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A

Mathematics	**2011-2012**	**2012-2013**	**Interventions Provided**	**Describe why the interventions *did* or *did not* result in proficiency.**
Grade 4	40	44	Differentiated small group instruction, prescriptive homework, customized study island program assignments, new math fact program, quarterly action plans, data driven grade level PLC meetings, afterschool Study Island tutoring, content area coaching	• Professional development was provided to the staff through data analysis, learning walks, professional learning community meetings, and common planning time. • Individualized coaching was also offered. Professional development needed to be more directly prescribed for specific classroom instruction and more closely connected to the standards. • Study Island was implemented this year, but the staff did not utilize it to its full potential. The curriculum facilitators may need to offer more trainings and support.
Grade 5	15	27	Differentiated small group instruction, prescriptive homework, customized study	• Professional development was provided to the staff through data analysis, learning walks,

			island program assignments, new math fact program, quarterly action plans, data driven grade level PLC meetings, afterschool Study Island tutoring, content area coaching	professional learning community meetings, and common planning time. • Individualized coaching was also offered. Professional development needed to be more directly prescribed for specific classroom instruction and more closely connected to the standards. • Study Island was implemented this year, but the staff did not utilize it to its full potential. The curriculum facilitators may need to offer more trainings and support.
Grade 6	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A

Evaluation of 2012-2013 Student Performance

Non-Tested Grades – Alternative Assessments (Below Level)

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

English Language Arts	2011-2012	2012-2013	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Pre-Kindergarten	N/A	N/A	N/A	N/A
Kindergarten	48	N/A	Quarterly Action Plans, New literacy program (Treasures), Additional focused time on reading through Study Island & Kidbiz3000, Push-in & pull-out tutoring, After-school Study Island Tutoring, Data driven and collaborative PLC meetings, Content area coaching, Professional	N/A 2012-2013 kindergarteners were not tested.

SCHOOLWIDE COMPONENT: EVALUATION

			Development	
Grade 1	32	25	Quarterly Action Plans, New literacy program (Treasures), Additional focused time on reading through Study Island & Kidbiz3000, Push-in & pull-out tutoring, After-school Study Island Tutoring, Data driven and collaborative PLC meetings, Content area coaching, Professional Development	• Professional Development was provided, but needed to be more directly prescribed for specific classroom instruction and more closely connected to the standards. • Professional Development should have also been more targeted to support staff in the areas of data analysis and using data to drive their instruction. • Professional development in the area of differentiation needed to be more prescriptive and effective follow up plan was not in place supporting the implementation of this practice. • Instruction in reading and writing was also inconsistent from classroom to classroom.
Grade 2	35	41	Quarterly Action Plans, New literacy program (Treasures), Additional focused time on reading through Study Island & Kidbiz3000, Push-in & pull-out tutoring, After-school Study Island Tutoring, Data driven and collaborative PLC meetings, Content area coaching, Professional Development	• Professional Development was provided, but needed to be more directly prescribed for specific classroom instruction and more closely connected to the standards. • Professional Development should have also been more targeted to support staff in the areas of data analysis and using data to drive their instruction. • Professional development in the area of differentiation needed to be more prescriptive and effective follow up plan was not in place supporting the implementation of this practice. • Instruction in reading and writing was also inconsistent from classroom to classroom

SCHOOLWIDE COMPONENT: EVALUATION

Grade 9	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A

Mathematics	2011-2012	2012-2013	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency.
Pre-Kindergarten	N/A	N/A	N/A	N/A
Kindergarten	38	N/A	• Common planning time for all kindergarten teachers • Weekly PLC meetings to analyze student products and student data and plan interventions for weak skills • Job embedded professional development in mathematics through PLC meetings, lesson studies, and demo lessons provided by curriculum coaches and outside providers. • Online professional development through the Virtual Learning Community of the University of Chicago.	• Professional development was provided to the staff through data analysis, learning walks, professional learning community meetings, and common planning time. • Individualized coaching was also offered. Professional development needed to be more directly prescribed for specific classroom instruction and more closely connected to the standards. • Study Island was implemented this year, but the staff did not utilize it to its full potential. The curriculum facilitators may need to offer more trainings and support.
Grade 1	16	18	Differentiated small group instruction, prescriptive homework, customized study island program assignments, new math fact program, quarterly action plans, data driven grade level PLC meetings, afterschool Study Island tutoring, content area coaching, Online professional development through the Virtual Learning Community of the University of Chicago.	• Professional development was provided to the staff through data analysis, learning walks, professional learning community meetings, and common planning time. • Individualized coaching was also offered. Professional development needed to be more directly prescribed for specific classroom instruction and more closely connected to the standards. • Study Island was implemented this year, but the staff did not utilize it to its full potential. The curriculum facilitators may need to offer

SCHOOLWIDE COMPONENT: EVALUATION

				more trainings and support.
Grade 2	39	38	Differentiated small group instruction, prescriptive homework, customized study island program assignments, new math fact program, quarterly action plans, data driven grade level PLC meetings, afterschool Study Island tutoring, content area coaching	• Professional development was provided to the staff through data analysis, learning walks, professional learning community meetings, and common planning time. • Individualized coaching was also offered. Professional development needed to be more directly prescribed for specific classroom instruction and more closely connected to the standards. • Study Island was implemented this year, but the staff did not utilize it to its full potential. The curriculum facilitators may need to offer more trainings and support.
Grade 9	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2012-2013 Interventions and Strategies

Interventions to Increase Student Achievement **Implemented in 2012-2013**

1 Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes
Treasures reading and writing program	ELA	1. Yes 2. No	1. SRI Reports 2. Benchmark Assessments	1. By June 2013, 73.45% of students were proficient on the 2013 fourth quarter SRI in comparison with 2012 fourth quarter data. This represents an increase of 12.04%. 2. Not administered as per new reading/writing program.
Everyday Math	Mathematics	1. Yes 2. No	1. Math Unit Assessment 2. Spring 2013 Benchmark	1. 61.6% of total students in Gr. 1-5 were proficient on Math Unit Assessments. This represents a 0.1% increase above the 2012-2013 goal. 2. 37.5% of students in Gr. 3-5 were proficient on the Study Island Spring 2013 Benchmark. This represents a 19.8% decrease from the 2012-2013 goal.

Extended Day/Year Interventions **Implemented in 2012-2013 to Address Academic Deficiencies**

Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes
KidBiz3000	ELA	Yes	KidBiz3000 Report	100% of students were able to access KidBiz at school, afterschool, and/or at home.
Study Island	ELA and Math	Yes	Study Island Report	100% of students were able to access Study Island at school, afterschool, and/or at home.
Everyday Math Online	Mathematics	Yes	Everyday Math Report	100% of students were able to access Everyday Math at school, afterschool, and/or at home.
Treasures Online	ELA	Yes	Treasures Online	100% of students were able to access Treasures Online at

SCHOOLWIDE COMPONENT: EVALUATION

	2	3	4	5
			Username/Password	school, afterschool, and/or at home.

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2012-2013 Interventions and Strategies

Professional Development **Implemented in 2012-2013**

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes
PD360	All	Yes	• PD 360 usage reports	100% of staff utilized PD360 and received professional development hours through viewing and reflecting on best practices individually and in PLC's.
Program Specific Staff Training	ELA	Yes	• Sign In sheets	100% of staff attended specific PD trainings during the summer and/or the school year in order to increase student test scores.
Program Specific Staff Training	Math	Yes	• Sign In sheets	100% of staff attended offered specific PD trainings during the summer and/or the school year in order to increase student test scores.
Component Meetings	ELA	Yes	• Sign In Sheets	100% of staff took part in 2 or more component meetings monthly in the area of ELA.
Component Meetings	Math	Yes	• Sign In Sheets	100% of staff took part in 2 or more component meetings monthly in the area of mathematics
Professional Learning Communities	All	Yes	• Sign In sheets • Action Plans	100% of staff was a member of a professional learning community
Peer Coaching	ELA & Math	Yes	• Sign In Sheets	100% of were offered peer coaching opportunities provided by the curriculum facilitators.

Family and Community Engagement **Implemented in 2012-2013**

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes
Family Literacy Night	ELA	No	Sign in sheets	16% of Anastasia School families attended Family Literacy Night. This is an 8.1% decrease below the 2012-2013 goal.
Math Family Game Night	Mathematics	Yes	Sign In Sheets	During the 2012-2013 school year, a district wide family game night event was held._35% of families attended this event.
Back to School Night	ALL	Yes	Sign in sheets	62% of families attended Back to School Night. This is a 7%

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
				increase above the 2012-2013 goal.
Parent/teacher conferences	ALL	Yes	Sign In Sheets	90.6% of parents attended Fall conferences and 88.5% of parents attended Spring conferences. This is a 1.9% increase for Fall conferences and a .1% decrease for Spring conferences.
Family Science Night	Science	No	Sign In Sheets	62% of families attended Family Science Night. This is a 15.5% decrease from the 2012-2013 goal.

SCHOOLWIDE COMPONENT: EVALUATION

Principal's Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

❑ 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	**Principal's Signature**	**Date**

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children . . . 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 . . . "

2013-2014 Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Needs Assessment Process for 2013-2014 Interventions and Strategies (Results and outcomes must be measurable.)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
Academic Achievement – Reading	1. Fluency Assessment 2. Scholastic Reading Inventory Assessment	1. By June 2014, 77.98% of total students will score proficient as measured by the Fluency Assessment. This represents 10% less failure from the previous year. 2. By June 2014, 76.11% of total students will score proficient as measured by the Scholastic Reading Inventory Assessment. This represents 10% less failure from the previous year.
Academic Achievement - Writing	Quarterly Writing Benchmarks	1. By June 2014, 60% of total students will score proficient (Rubric score of 3 or higher) on the final writing benchmark assessments.
Academic Achievement - Mathematics	1. Everyday Math Unit Assessments 2. NJASK	1. By June 2014, 65.4% of total students will score proficient (85% or higher) as measured by math unit assessments. This represents 10% less failure from the previous year. 2. The 2013-2014 performance targets are as follows: Schoolwide 79.8%, White 88.6%, Black 73.8%, Hispanic 76.3%, Students with disabilities 74.5%, Economically disadvantaged 77.3%.
Family and Community Engagement	1. Family Literacy Night 2. Math Night 3. Quarterly Parent Curriculum Visits 4. Back to School Night 5. Parent/Teacher	1. 24.4% of Anastasia school families will attend Family Literacy Night as measured by sign in sheets 2. goal TBD (awaiting data from this year) 3. 50% of Anastasia school families will attend quarterly curriculum visits as measured by sign in sheets. 4. 65.8% of Anastasia School families will attend Back to School Night as

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
	Conferences 6. Family Science Night 7. Exercising Our Brains Family Event 8. Parent Teacher Basketball Game	measured by sign in sheets. 5. 91.5% of Anastasia School families will attend Fall conferences and 89.6% of families will attend Spring conferences as measured by sign in sheets. 6. 65.8% of families will attend Family Science night as measured by sign in sheets. 7. 13% of families will attend Exercising Our Brains Family event as measured by sign in sheets.
Professional Development	1. PLC Meetings 2. Learning Walks 3. Professional Development Surveys	Sign In Sheets: • 100% of staff was offered weekly Professional Learning Community Time during common planning periods • 100% of teachers were offered specific PD trainings in order to increase student test scores in ELA and Math • 100% of staff were asked to participate in Professional Development Surveys
Homeless		
Students with Disabilities		
English Language Learners		
Economically Disadvantaged		
School Climate and Culture	Survey Results	• 100% of staff were asked to participate in a school and climate survey
Leadership		
School-Based Youth Services		

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2013-3014 Needs Assessment Process
Narrative

1. What process did the school use to conduct its needs assessment? Our school conducted a comprehensive needs assessment using teacher perception surveys, standardized assessments, and local assessments. The committee analyzed the data gathered. Results from the surveys along with standardized assessments and students' achievement on local assessments were analyzed and discussed at PLC and faculty meetings. This report focuses on goals in the area of English Language Arts and Mathematics. The report also addresses the needs of specialized populations as identified in the information gathered.

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

District administrators, building administrators, curriculum facilitators, and teachers analyze results from State Assessments, Benchmark Assessments, and curriculum based assessments. These data are disaggregated by all subgroups. Once disaggregated, data are used to create action plans with regards to professional development and curriculum revision in an effort to address marked areas of strengths and weaknesses.

3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? [1]

Data from standardized assessments administered by the state of New Jersey are valid and reliable; therefore, reports generated from Measurement Inc. are a result of a reliable collection method. The Anastasia School uses Victoria Bernhardt's School Portfolio survey. Established protocols were used when analyzing perception survey data.

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

[1] Definitions taken from Understanding Research Methods" by Mildred Patten
Patten, M. L. (2012). Understanding Research Methods. Glendale, California: Pyrczak Publishing

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

The data analysis revealed specific strands in Math and ELA need to be further addressed in the curriculum. Teachers may benefit from additional professional development assisting them with differentiating their instruction to reach the needs of all students, with an increased focus on our Hispanic and Special Education populations.

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

Professional development offered supports student achievement, specifically, job-embedded professional development opportunities such as data analysis and peer coaching. Additional training paired with one on one feedback sessions is required to increase student proficiency.

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

Students identified through standardized assessment data, quarterly benchmarks, unit assessments, and/or local assessments, interim reports, teacher recommendation, observation conducted by curriculum facilitators, weekly attendance data, and discipline referrals. These data help curriculum facilitators and teachers identify and place students in proper intervention programs as well as, help to monitor their progress and length of participation in them.

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

Educationally at-risk students are provided with effective assistance by receiving push-in and pull-out tutoring support, as well as extended day and year programs, such as Study Island tutoring, focusing on areas in need of academic assistance. Weekly and quarterly data is reviewed to provide specific support. In addition, the ELA and Math programs have built in differentiation activities, which in ELA includes Tier 2 interventions. Students with attendance concerns are identified with on-going family contact and support given to assist these students in improving their attendance. All students are instructed using research based programs. Parents are invited to various workshops which offer information so that they can assist their children at home. The School I&RS team addresses all at risk students referred to the team for wither academic, attendance, or behavior concerns.

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

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

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

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

During faculty and PLC meetings, school data were reviewed to determine weaknesses and strengths in academic areas as well as in school processes. Elected members of the teaching staff serve on the No Child Left Behind committee as well as the Professional Development Committee. At these committee meetings, data is gathered, presented and utilized to determine school wide goals and implementation of new programs to reach these goals. All classroom teachers are part of the Professional Learning Communities that analyze data and make informed instructional decisions based on their analysis.

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

Professional development for teachers in these grade levels provides insight into the program components and how they are implemented. Students transitioning from preschool to elementary visit the elementary school to better understand what to expect in the upcoming year. Students transitioning from elementary to middle school attend assemblies and visit the middle school to better understand what to expect in the upcoming year. A summer reading assignment is also presented to students to complete which may assist in preparing them in completing a typical middle school assignment.

12. How did the school select the priority problems and root causes for the 2013-2014 school wide plan?

The NCLB committee and the administrator analyzed all relevant data to identify priority problems to be addressed for this plan.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2013-2014 Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

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

	#1	#2
Name of priority problem	Mathematics	Reading
Describe the priority problem using at least two data sources	• 61.6% of total students in Gr. 1-5 were proficient on Math Unit Assessments. This represents a 0.1% increase above the 2012-2013 goal. • 37.5% of students in Gr. 3-5 were proficient on the Study Island Spring 2013 Benchmark. This represents a 19.8% decrease from the 2012-2013 goal. •	• In June 2013, 44.74% of Special Education students in Gr. 1-5 were proficient on the Scholastic Reading Inventory Assessment. This represents the lowest achieving subgroup in 2013-2013. • In June 2013, 68.2% of Hispanic students in Gr. 1-5 were proficient on the Scholastic Reading Inventory Assessment. This represents the second lowest achieving subgroup in 2012-2013.
Describe the root causes of the problem	• Inconsistent standards based instruction • Lack of differentiated instruction/strategies • Teachers were not exposed to a large amount of professional development focused on addressing Special Education students. • Teachers did receive ongoing professional development from outside providers as well as job embedded trainings. However, teachers are continuing to learn the components of the program and how to effectively use assessments to guide instruction.	• Inconsistent standards based instruction • Lack of differentiated instruction/strategies that may be due to first year of implementation of the program
Subgroups or populations addressed	African American and Special Education	Special Education and Hispanic
Related content area missed	Mathematics	English Language Arts
Name of scientifically research based intervention to address	Everyday Math RTI	Treasures literacy program Lexia

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

priority problems		RTI
How does the intervention align with the Common Core State Standards?	In the past, Everyday Mathematics has fully incorporated the skills and processes described in the Standards for Mathematical Practice. As a school using Everyday Mathematics, the transition from the NJCCCS to the CCSS has been easy since the practices required by the CCSS are fundamental features woven throughout the entire program. Everyday Mathematics and the CCSS have a shared origin in decades of research and authoritative opinion. Everyday Mathematics was built and is constantly revised using an ever-growing body of research in the learning sciences, authoritative recommendations such as those from the National Council of Teachers of Mathematics and the National Mathematics Advisory Panel, and the professional judgment of the authors. The CCSS are built on the same foundation. So, as a result, good alignment between CCSS and Everyday Mathematics is evident. Everyday Mathematics has produced grade level correlation charts for Kindergarten through Grade 6 to show how the lessons in Everyday Mathematics align to the Common Core State Standards for Mathematics.	Treasures is fully aligned to the Common Core State Standards, with each standard being fully developed and mastered at the appropriate grade level according to the CCSS. Lexia is research-based program that has been found to accelerate the development of critical foundational literacy skills in elementary and ELL students which is aligned to the Common Core State Standards.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2013-2014 Needs Assessment Process

Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Parental Involvement	
Describe the priority problem using at least two data sources	Poor parental involvement in school wide events • 16% of Anastasia School families attended Family Literacy Night. • 62% of families attended Back to School Night.	
Describe the root causes of the problem	• Topics not relevant to parent needs • Lack of transportation for parents- Offering transportation during inclement weather could increase family attendance for families who walk. • School wide events not offered in different language- Offering programs in different languages could increase family attendance. • Conflict with parent schedules- Events which combine a breakfast/lunch/dinner with a school event may increase parental involvement and provide a meal while encouraging family time.	
Subgroups or populations addressed	All	
Related content area missed	ELA and Mathematics	
Name of scientifically research based intervention to address priority problems	Ramapo for Children Reliable and valid parent surveys Parent newsletters, outreach and communication programs	

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

How does the intervention align with the Common Core State Standards?	Through the New Jersey Standards for Teachers and School Leaders, staff will build relationships with parents, guardians, families, and agencies to support students' learning and well being (standard 9). Teachers engage in activities to: 9.7 Identify and utilize family and community resources to foster student learning and provide opportunities for parents to share skills and talents that enrich learning experiences; 9.8 Establish respectful and productive relationships and to develop cooperative partnerships with diverse families, educators and others in the community in support of student learning and wellbeing; and 9.9 Institute parent/family involvement practices that support meaningful communication, parenting skills, enriched student learning, volunteer and decision-making opportunities at school and collaboration to strengthen the teaching and learning environment of the school.	

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

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

Plan Components for 2013

2013-2014 Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)**
Treasures	ELA	All	ELA Facilitator	1. By June 2014, 76.11% of total students will score proficient as measured by the SRI assessment. This represents 10% less failure from the previous year's proficiency of 73.45%. 2. By June 2014, 77.98% of total student will score proficient as measured by the Fluency Assessments. This represents 10% less failure from the previous year's proficiency of 75.53%.	Effective Comprehension Instruction (Treasures, Macmillan McGraw-Hill) http://activities.macmillanmh.com/reading/treasures/html/teacher_professional.html Effectiveness of McGraw-Hill's Treasures Reading Program in Grades 3-5. August 4, 2010. Research conducted by Empirical Education Inc. www.mheresearch.com
Everyday Math	Mathematics	All	Math Facilitator	1. By June 2014, 65.4% of total students will score proficient (85% or higher) as measured by math unit assessments. This represents 10% less failure from the previous year. 2. As a result of the NJASK standardized assessment, students will meet 2013-2014 progress targets as follows: School wide 79.8%, White 88.6%, Black 73.8%, Hispanic 76.3%, Students with disabilities 74.5%, Economically disadvantaged	Developing Effective Fraction Instruction for Kindergarten through 8th Grade (IES Practice Guide, September 2010) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=15 Using Student Achievement Data to Support Instructional Decision Making (IES Practice Guide, September 2009) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)**
				77.3%.	
RTI Tutoring	ELA/ Math	All	-RTI tutors -Homeroom Teachers -Curriculum Faciltators	**ELA-** By June 2014, 76.11% of total students will score proficient as measured by the SRI assessment. This represents 10% less failure from the previous year's proficiency of 73.45%. By June 2014, 77.98% of total student will score proficient as measured by the Fluency Assessments. This represents 10% less failure from the previous year's proficiency of 75.53%. **Math –** By June 2014, 65.4% of total students will score proficient (85% or higher) as measured by math unit assessments. This represents 10% less failure from the previous year. Math -As a result of the NJASK standardized assessment, students will meet 2013-2014 progress targets as follows: School wide 79.8%, White 88.6%, Black 73.8%, Hispanic 76.3%, Students with disabilities 74.5%, Economically disadvantaged 77.3%.	Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle School (IES Practice Guide, April 2009) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=2 Assisting Students Struggling with Reading: Response to Intervention Multi-tier Intervention for Primary Grades (IES Practice Guide, February 2009) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=3

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)**
Platooning	ELA/ Math	Gr. 3-5 Regular Education Students	District Imitative	**ELA-** By June 2014, 76.11% of total students will score proficient as measured by the SRI assessment. This represents 10% less failure from the previous year's proficiency of 73.45%. By June 2014, 77.98% of total student will score proficient as measured by the Fluency Assessments. This represents 10% less failure from the previous year's proficiency of 75.53%. **Math –** By June 2014, 65.4% of total students will score proficient (85% or higher) as measured by math unit assessments. This represents 10% less failure from the previous year. Math -As a result of the NJASK standardized assessment, students will meet 2013-2014 progress targets as follows: School wide 79.8%, White 88.6%, Black 73.8%, Hispanic 76.3%, Students with disabilities 74.5%, Economically disadvantaged 77.3%.	Departmentalize Elementary Schools T.C. Chan & D. Jarman https://www.naesp.org/resources/1/Principal/2004/S-Op70.pdf

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

2013-2014 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(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;					
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (from IES Practice Guide or What Works Clearinghouse)
Kidbiz3000	ELA	All	Teachers, Tutors, ELA Facilitator	1. By June 2014, 76.11% of total students will score proficient as measured by the SRI assessment. This represents 10% less failure from the previous year's proficiency of 73.45%. 2. By June 2014, 77.98% of total student will score proficient as measured by the Fluency Assessments. This represents 10% less failure from the previous year's proficiency of 75.53%.	Improving Reading Comprehension in Kindergarten Through 3rd Grade (IES Practice Guide, September 2010) http://ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=14 Establishing an Engaging and Motivating Context in which to Teach Reading Comprehension (IES Practice Guide, September 2010).
Study Island	Mathematics	All	Study Island Advisor	1. By June 2014, 65.4% of total students will score proficient (85% or higher) as measured by math unit assessments. This represents 10% less failure from the previous year. 2. As a result of the NJASK standardized assessment, students will meet 2013-2014 progress targets as follows: School wide	Structuring Out of School Time to Improve Academic Achievement. (IES Practice Guide, July 2009)

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

ESEA §1114(b)(I)(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;					
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (from IES Practice Guide or What Works Clearinghouse)
				79.8%, White 88.6%, Black 73.8%, Hispanic 76.3%, Students with disabilities 74.5%, Economically disadvantaged 77.3%.	
RTI Tutoring	ELA/Math	At-Risk Students	-RTI Afterschool Tutors	**ELA-** By June 2014, 76.11% of total students will score proficient as measured by the SRI assessment. This represents 10% less failure from the previous year's proficiency of 73.45%. By June 2014, 77.98% of total student will score proficient as measured by the Fluency Assessments. This represents 10% less failure from the previous year's proficiency of 75.53%. **Math –** By June 2014, 65.4% of total students will score proficient (85% or higher) as measured by math unit assessments. This represents 10% less failure from the previous year. Math -As a result of the	Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle School (IES Practice Guide, April 2009) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=2 Assisting Students Struggling with Reading: Response to Intervention Multi-tier Intervention for Primary Grades (IES Practice Guide, February 2009) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=3

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

ESEA §1114(b)(I)(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;					
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (from IES Practice Guide or What Works Clearinghouse)
				NJASK standardized assessment, students will meet 2013-2014 progress targets as follows: School wide 79.8%, White 88.6%, Black 73.8%, Hispanic 76.3%, Students with disabilities 74.5%, Economically disadvantaged 77.3%.	

*Use an asterisk to denote new programs.

2013-2014 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.					
Name of Strategy	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Strategy** (from IES Practice Guide or What Works Clearinghouse)
Professional Learning Communities	ELA& Mathematics	All	ELA Facilitator, Math Facilitator, and Teachers	1. By June 2014, 76.11% of total students will score proficient as measured by the SRI assessment. This represents 10% less failure from the previous year's proficiency of	Using Student Achievement Data to Support Instructional Decision Making (IES Practice Guide, September 2009) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 NJDOE Professional Standards and Learning (May 2009) http://www.state.nj.us/education/profdev/pd/teacher/celebrating.shtml

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.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
				73.45%. 2. By June 2014, 77.98% of total student will score proficient as measured by the Fluency Assessments. This represents 10% less failure from the previous year's proficiency of 75.53%. 3. Math- By June 2014, 65.4% of total students will score proficient (85% or higher) as measured by math unit assessments. This represents 10% less failure from the previous year. 4. Math- As a result of the NJASK standardized assessment, students will meet 2013-2014 progress	http://www.state.nj.us/education/profdev/pd/teacher/collaborative.shtml

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.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
				targets as follows: Schoolwide 79.8%, White 88.6%, Black 73.8%, Hispanic 76.3%, Students with disabilities 74.5%, Economically disadvantaged 77.3%.	
PD360	All	All	Principal, Vice Principal, & Facilitators	1. By June 2014, 76.11% of total students will score proficient as measured by the SRI assessment. This represents 10% less failure from the previous year's proficiency of 73.45%. 2. By June 2014, 77.98% of total student will score proficient as measured by the Fluency Assessments. This	NJDOE Professional Standards and Learning (May 2009) http://www.state.nj.us/education/profdev/pd/teacher/celebrating.shtml http://www.state.nj.us/education/profdev/pd/teacher/collaborative.shtml

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.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
				represents 10% less failure from the previous year's proficiency of 75.53%. 3. Math- By June 2014, 65.4% of total students will score proficient (85% or higher) as measured by math unit assessments. This represents 10% less failure from the previous year. 4. Math- As a result of the NJASK standardized assessment, students will meet 2013-2014 progress targets as follows: Schoolwide 79.8%, White 88.6%, Black 73.8%, Hispanic 76.3%, Students with disabilities 74.5%, Economically disadvantaged	

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.					
Name of Strategy	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Strategy** (from IES Practice Guide or What Works Clearinghouse)
				77.3%.	
Summer Institutes	ELA & Mathematics	All	District Administration & Facilitators	1. -Math- By June 2014, By June 2014, 76.11% of total students will score proficient as measured by the SRI assessment. This represents 10% less failure from the previous year's proficiency of 73.45%. 2. By June 2014, 77.98% of total student will score proficient as measured by the Fluency Assessments. This represents 10% less failure from the previous year's proficiency of	NJDOE Professional Standards and Learning (May 2009) http://www.state.nj.us/education/profdev/pd/teacher/celebrating.shtml http://www.state.nj.us/education/profdev/pd/teacher/collaborative.shtml

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.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
				75.53%. 3. Math- By June 2014, 65.4% of total students will score proficient (85% or higher) as measured by math unit assessments. This represents 10% less failure from the previous year. 4. Math- As a result of the NJASK standardized assessment, students will meet 2013-2014 progress targets as follows: Schoolwide 79.8%, White 88.6%, Black 73.8%, Hispanic 76.3%, Students with disabilities 74.5%, Economically disadvantaged 77.3%.	
Peer Coaching	ELA & Mathematics	All	Principal, Vice Principal, Facilitators, &	1. By June 2014, 76.11% of total students will	WWC Quick Review of the Report "Supporting Literacy Across the Sunshine State: A Study of Florida Middle School Reading Coaches" (IES Practice

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.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
			Teachers	score proficient as measured by the SRI assessment. This represents 10% less failure from the previous year's proficiency of 73.45%. 2. By June 2014, 77.98% of total student will score proficient as measured by the Fluency Assessments. This represents 10% less failure from the previous year's proficiency of 75.53%. 3. Math- By June 2014, 65.4% of total students will score proficient (85% or higher) as measured by math unit assessments. This	Guide, Dec. 2008) http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/readingcoaches_121808.pdf

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.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
				represents 10% less failure from the previous year. 4. Math- As a result of the NJASK standardized assessment, students will meet 2013-2014 progress targets as follows: Schoolwide 79.8%, White 88.6%, Black 73.8%, Hispanic 76.3%, Students with disabilities 74.5%, Economically disadvantaged 77.3%.	

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

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

Research continues to demonstrate that successful schools have significant and sustained levels of family and community engagement. Therefore, it is important that schoolwide plans 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.

2013-2014 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Increasing flexibility of scheduled events and scheduling events at various time and dates throughout the school year such as Family Literacy Night	ALL	ALL	ELA Facilitator	During the 2013-2014 school year Amerigo Anastasia School will host a minimum of two morning events, two afternoon events and two evening events. The goal for Family Literacy Night will be to have 16% of families attend.	Coleman, B., & McNeese, M. (2009). From Home to School: The Relationship Among Parental Involvement, Student Motivation, and Academic Achievement. *International Journal Of Learning, 16*(7), 459-470.
Everyday Math Game Night	Mathematics	Parents	Math Facilitator	Sign in sheets. This was the first year of this activity.	Coleman, B., & McNeese, M. (2009). From Home to School: The Relationship Among Parental Involvement, Student Motivation, and Academic Achievement. *International Journal Of Learning, 16*(7), 459-470.
Inviting families to parent events such as Parent Curriculum Visits	ELA & Mathematics	Parents	ELA & Math Facilitator	First year of data gathering. % TBD based on sign in sheets	Coleman, B., & McNeese, M. (2009). From Home to School: The Relationship Among Parental Involvement, Student Motivation,

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

					and Academic Achievement. International Journal Of Learning, 16(7), 459-470.
Advertise parent involvement events in a timely manner through the use of various communication vehicles (district website, flyers, newsletters and phone instant notifications such as Back to School Night	All	Parents	Principal, Vice Principal, Staff	100% of parent sign in sheets will track the various systems of notification employed to increase attendance – The goal is to achieve 65.8% attendance at Back to School Night.	
Parent Teacher Conferences	All	Parents	Principal, Vice Principal, Staff	91.6% of families will attend Fall Conferences and 89.6% of families will attend Spring Conferences as measured by sign in sheets.	Coleman, B., & McNeese, M. (2009). From Home to School: The Relationship Among Parental Involvement, Student Motivation, and Academic Achievement. International Journal Of Learning, 16(7), 459-470.
Rewards based on Parent Involvement – When homerooms reach a specific percentage of attendance homerooms will earn a reward Family Science Night	Science	Parents	Magnet Team Leader, Staff	65.8% of families will attend Family Science Night as measured by sign in sheets.	Coleman, B., & McNeese, M. (2009). From Home to School: The Relationship Among Parental Involvement, Student Motivation, and Academic Achievement. International Journal Of Learning, 16(7), 459-470.
Exercising Our Brains	ELA & Math	Parents	Facilitators & Staff	13% of families will attend Exercising Our Brains as measured by sign in	Coleman, B., & McNeese, M. (2009). From Home to School: The

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

				sheets.	Relationship Among Parental Involvement, Student Motivation, and Academic Achievement. International Journal Of Learning, 16(7), 459-470.

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

2013-2014 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? To increase parental involvement in the school and to strengthen the home-school connection, parental activities in Math and English Language Arts will be implemented. To seek and encourage parental involvement further, teachers will continue to create and maintain web pages to remain in daily contact with all families to encourage positive participation in their child's education as well as send home HomeLinks and Home Connection newsletters provided by the ELA and Mathematics programs to inform parents of the content being learned during that time period in school.
2. How will the school engage parents in the development of the written parent involvement policy? Parents will serve on the Schoolwide committee. In addition, parents may be given surveys or questionnaires or may attend meeting to discuss the development of the policy.
3. How will the school distribute its written parent involvement policy? The school-parent compact is sent home with students and posted on the school's website.
4. How will the school engage parents in the development of the school-parent compact? This would be the result of having parents listed as stakeholders with the committee.
5. How will the school ensure that parents receive and review the school-parent compact? Parents are asked to sign the document and return it to school. Teachers and Student Advisors follow up, by way of phone calls, and if necessary, home visits, to ensure a compact is returned by every student.
6. How will the school report its student achievement data to families and the community? Parent achievement data are reported to the public via the school report card, board meetings, and notifications sent home.
7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III? If the district has not met their annual measurable objectives for Title III, parents are notified by letter.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

8. How will the school inform families and the community of the school's disaggregated assessment results? Disaggregated assessment results are reported via the school report card. Additionally, central office presents a public agenda meeting to address these results.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? Parent representatives are members of the school committee.

10. How will the school inform families about the academic achievement of their child/children? When received from the testing company, individual student assessment reports are sent home via the U.S. mail from the school. Parents of students at risk or failing are contacted through phone calls and permission letters home to invite students to attend extended day tutorial services.

11. On what specific strategies will the school use its 2013-2014 parent involvement funds? The Anastasia School will use it 2013-2014 parental involvement funds in multitude of ways. First the funds will be allocated to hold several events that are intended to promote a positive school culture and climate that includes the learning of social skills and study habits that promote student achievement. One example of this is the Open House Night in which the building principal will introduce and inform the parents of school wide initiatives. Second the school funds will be allocated to promote the awareness of curriculum and common core state standards. Third allocations will be set aside for the recognition of student achievement.

SCHOOLWIDE: HIGHLY QUALIFED STAFF

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 section 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	75 100%	Teachers will be offered an abundance of professional development activities dealing with subject area content, technology, classroom guidance and management, family involvement and discipline. Coaches will visit classrooms and demonstrate model lessons, strategies and techniques.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)	21 100%	Instructional Assistants will be offered an abundance of professional development activities dealing with subject area content, technology, classroom guidance and management, family involvement and supporting teachers within the classroom.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*		

* The district must assign these 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 QUALIFED STAFF

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. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
The Personnel Director and District Administrators attend college and university fairs to recruit highly qualified teachers. Job openings are also posted on the local newspapers and on the district's website.	**District Manager of Personnel and Special Projects in collaboration with the Board of Education, Superintendent of Schools, Central Office Staff, Principals, and Supervisors.**

SCHOOLWIDE: FISCAL REQUIREMENTS

ESEA (b)(1)(J) Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

School Budget Pages

School level budget pages in Excel must be completed along with each school's Title I Schoolwide Plan to identify how the Title I, Part A school allocation is budgeted for schools operating schoolwide programs that **do** and do **not** blend their funds

Budget Detail pages and a Budget Summary are available as an Excel program at the following location: www.nj.gov/education/grants/entitlement/nclb/ .

Complete the Excel budget pages for each school and upload the file on the Title I Schoolwide upload screen in the *ESEA-NCLB* Consolidated Application. These budget pages are in addition to the Title I Schoolwide Plan for each school operating an approved schoolwide program.

Budget Detail pages must be signed by the district's Business Administrator.