

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

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

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: LONG BRANCH	School: George L. Catrambone School
Chief School Administrator: MICHAEL SALVATORE	Address: 240 Park Avenue, Long Branch NJ 07740
Chief School Administrator's E-mail: msalvatore@longbranch.k12.nj.us	Grade Levels: Kindergarten- 5
Title I Contact: Bridgette Burt	Principal: Chris Volpe
Title I Contact E-mail: bburt@longbranch.k12.nj.us	Principal's E-mail: cvolpe@longbranch.k12.nj.us
Title I Contact Phone Number: 732-571-2868	Principal's Phone Number: 732-222-3215

Formatted: Font: 11 pt

Formatted: Font: 11 pt

Formatted: Font: 11 pt

Formatted: Font: 11 pt

Formatted: Font: 11 pt, Not Bold

Formatted: Font: 11 pt

Formatted: Font: 11 pt, Not Bold

Formatted: Font: 11 pt

Formatted: Default Paragraph Font, Font: Calibri, 11 pt, Font color: Black

Formatted: Font: 11 pt

Formatted: Font: 11 pt

Formatted: Font: 11 pt

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☐ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Chris Volpe

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held _____ 8 _____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ _____, which comprised _____ % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ _____, which will comprise _____ % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Tutors				
Parent Involvement				
NCLB Improvement Leaders				

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

ESEA §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

***Add lines as necessary.**

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Mr. Christopher Volpe	School Staff- Administrator	X	X	X	
Mrs. Melanie Rovinsky	School Staff- Administrator	X	X	X	
Carlos Villacres	School Staff- Support Team Advisor	X	X	X	
Tonni-Ann Lisanti	School Staff- Support Team Advisor	X	X	X	
Kalliopi Stavakis	School Staff- Classroom Teacher	X	X	X	
Amanda Ciaglia	School Staff- Classroom Teacher	X	X	X	
Elizabeth Kaeli	School Staff- Classroom Teacher	X	X	X	

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

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

Sade Montgomery	School Staff- Classroom Teacher	X	X	X	
Stephanie Sniffen	School Staff- Classroom Teacher	X	X	X	
Robyn Silberstein	School Staff- Classroom Teacher	X	X	X	
Caterina Lopes	School Staff- Classroom Teacher	X	X	X	
Laurie Demuro	School Staff- Classroom Teacher	X	X	X	
Lauren Sharkey	School Staff- Classroom Teacher	X	X	X	

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

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

Stakeholder/Schoolwide Committee Meetings

Purpose:

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

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

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
November 19, 2014	GLC Conference Room	Comprehensive Needs Assessment	X		X	
December 11, 2014	GLC Conference Room	Schoolwide Plan Development	X		X	
January 15, 2015	GLC Conference Room	Program Evaluation	X		X	
February 19, 2015	GLC Conference Room	Perception Surveys	X		X	
March 19, 2015	GLC Conference Room	Plan Revision	X		X	
April 23, 2015	GLC Conference Room	Data Gathering	X		X	
May 7, 2015	GLC Conference Room	Priority Problem Selection	X		X	
June 4, 2015	GLC Conference Room	Initial Report Writing 2015-2016	X		X	

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

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

School's Mission

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

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

What is the school's mission statement?

The 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.

With an intense, rigorous Instructional Focus, Long Branch Public Schools will continue our collective journey to turn our good intentions into strong results for all students, without exception.

Formatted: Font: Calibri, 11 pt, Font color: Black, Border: : (No border)

Formatted: Font: Calibri, 11 pt, Font color: Black, Border: : (No border)

Formatted: Font: Calibri, 11 pt, Font color: Black, Border: : (No border)

Formatted: Font: Calibri, 11 pt, Font color: Black, Border: : (No border)

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

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

Evaluation of 2014-2015 Schoolwide Program * (For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

Programs were implemented as planned. Being in its second year of implementation, Treasures continued to provide ELA teachers with more opportunities to differentiate their instruction to meet students reading needs. Teachers not only continue to be provided with Treasures training but also Sheltered Instruction training to maximize best practices during small/whole group instruction. The mathematical program, Everyday Math was in its fourth year of implementation along with a district wide emphasis of basic facts mastery. Parent Involvement consisted of parental visitation days both in reading and math and a district wide math game night, open house, parent teacher conferences, special evening activities for parents and students. In addition, online PD resources were also available for teachers to view during PLC times. All online Treasures and Everyday Math, Study Island and KidBiz programs were accessible from home and parents were given student log on information to personalize student learning.

Formatted: Font: Calibri, 11 pt, Not Bold

Formatted: Font: Calibri, 11 pt, Not Bold

2. What were the strengths of the implementation process?

The strength of the implementation process was the provision of PLC time where teachers could gather, discuss, evaluate and analyze the new Treasures reading program and the common core state standards and standards based report cards. This focus on standards helped teachers become more aware of what concepts and skills that students would be held accountable to master.

Formatted: Font: Calibri, 11 pt, Not Bold

Formatted: Font: Calibri, 11 pt

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

The barriers or challenges during the implementation process were refining the implementation of the Common Core Standards to their full potential. Due to the wealth of material offered in all of our programs, teachers expressed that they were struggling to decide of how to best select specific items from ELA/Math material which would offer differentiated instruction, but still meet the CCSS. Also, minimal support staff to assist in the school's day to day functions.

Formatted: Font: Calibri, 11 pt, Not Bold

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

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

The strengths of the implementation were the collaborative leadership style of the school administration and the communication between all stakeholders in the new program. Also, as the ELA program was in the third year of implementation, there was time for more of a focus on differentiation and enhancement of small group instruction.

Formatted: Font: Calibri, 11 pt, Not Bold

Formatted: Font: Calibri, 11 pt, Not Bold

Formatted: Font: 11 pt

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. The school also distributed information regarding the programs and aligned standards based report cards through the student handbook and school webpage.

Formatted: Font: Calibri, 11 pt, Not Bold

Formatted: Font: Calibri, 11 pt, Not Bold

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

The staff eagerly implemented the ELA Core reading program. A new program aligned to the Common Core was needed to help in student mastery of the standards. With the new program came a large amount of planning time needed. This was a challenge for staff members. The staff also faced challenges with PLC's being more teacher-driven. They perceived PLCs as adding even more to their work load and dedicated little of their time to the planning of what needed to be addressed, discussed, and planned during this time. In its fifth year of implementation the math program had a positive perception from majority of the staff. Although there continues to be challenges with the amount of time needed for planning, familiarity with the standards and mathematics goals and objectives increased as well as the alignment to the CCCS. Staff surveys were used throughout the district to determine their perceptions.

Formatted: Font: 11 pt, Not Bold

Formatted: Font: 11 pt, Not Bold

Formatted: Font: 11 pt, Not Bold

Formatted: Font: 11 pt, Not Bold

Formatted: Font: 11 pt, Not Bold

Formatted: Font: 11 pt, Not Bold

Formatted: Font: Calibri, 11 pt, Not Bold

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

Perceptions of the community were collected through an online parent survey during parent conference week and back to school night. The survey suggested overall positive results in school leadership, school climate, and academic performance. Overall, the community was pleased with the teaching staff and their efforts to provide positive student achievement. They were pleased with the availability of Spanish materials aligned with the Common Core State Standards, and the availability of bilingual tutorials.

Formatted: Font: 11 pt, Not Bold

Formatted: Font: 11 pt, Not Bold

Formatted: Font: 11 pt, Not Bold

Formatted: Font: Calibri, 11 pt, Not Bold

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

In order to prepare teachers for the new Treasures Literacy Program, Professional Development opportunities were made available to teachers during summer workshops and PD days throughout the school year. Professional Learning Communities were used to continue teacher growth in research based literacy strategies that improve student literacy. Feedback was provided to staff through

Formatted: Font: 11 pt, Not Bold

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

administration, data walks and through written feedback from the reading and math facilitators. The Treasure's Reading program utilizes whole group instruction, small group instruction, and center activities. For our ELL population, the Spanish version of Treasure's was piloted. The Everyday Math program utilizes whole group instruction, mental math, partner and team work, center activities and independent work. KidBiz technology is used during computer lab time and also at home for students who have internet compatibility at home. Students read current event stories and answer various comprehension questions. The Study Island computer program was used during computer lab time and also as print out questions for *Do Know* math problems. It is also used as an after school tutoring program and students work on various common core state standards that they need extra help with.

Formatted: Font: 11 pt

Formatted: Font: 11 pt, Not Bold

Formatted: Font: 11 pt, Not Bold

Formatted: Font: 11 pt, Not Bold

Formatted: Font: 11 pt, Not Bold, Italic

Formatted: Font: 11 pt, Not Bold

Formatted: Font: Calibri, 11 pt

9. How did the school structure the interventions?

Instructional intervention took place on a daily basis during ELA and math instruction. These programs are structured in such a way to provide intervention at small group and centers every day. At-risk students 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 Spanish Fraternity after-school program, which provided ELLs with additional assistance in language acquisition and phonics skills using Lexia. Students who were referred to the I&RS team during the school year, took part in the RTI After School Program, where individual academic goals were established and measured every 2/4 weeks for effectiveness. At the beginning of the school year, at-risk students were also identified and tutors pushed in during instruction to provide small group instruction on identified ELA or Math skills. 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.

Formatted: Font: 11 pt, Not Bold

Formatted: Font: Calibri, 11 pt, Not Bold

Formatted: Font: Calibri, 11 pt, Not Bold

Formatted: Font: Calibri, 11 pt, Not Bold

Formatted: Font: Calibri, 11 pt, Not Bold

Formatted: Font: Calibri, 11 pt, Not Bold

10. How frequently did students receive instructional interventions?

Instructional interventions are received by students daily through teacher-led differentiation activities and instruction. 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 RTI or 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.

Formatted: Font: 11 pt, Not Bold

Formatted: Font: 11 pt, Not Bold

Formatted: Font: Calibri, 11 pt, Not Bold

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

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

The researched-based program, Study Island and Kid Biz allowed all students access at home and at school on practice of the common core state 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. A standards-based report card also helped identify students' strengths and weaknesses pertaining to the common core standards mastery level. Tablets were also available to students in third through fifth grade to use for Study Island, Kid Biz program and other educational apps. The Everyday Math program has e-presentations for each lesson. This software enables students to see visual manipulatives, algorithm, and gain visual instructional support. The program also has a differentiation system which tracks student's proficiency on summative and formative assessments. Teachers can then gather more activities to help remediate weak areas. The Treasures program also offered online support in way of leveled books for students.

Formatted: Font: 11 pt, Not Bold

Formatted: Font: 11 pt, Not Bold

Formatted: Font: Not Bold

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

Technology did contribute to the success of the program. Technology provided additional resources to customize student learning in Reading and Math. The Study Island and KidBiz programs gave students more practice on the common core standard skills and concepts in both subject areas. In Treasures, the online Progress Reporter feature allows teachers to assess, grade, generate reports and receive enhancement and remediation suggestions, which can be used for the entire group or for each student, individually based upon proficiency of content or skill. Everyday Math also utilizes technology to customize student learning with an online e-suite assessment management feature. This feature allows teachers to assess, grade, generate reports and receive enhancement and remediation suggestions aimed at targeting student learning preferences including but, not limited to language translation for students with language differences. The Study Island and KidBiz programs gave students more practice on the common core standard skills and concepts in both reading and math. These technology programs helped supply extra practice for common core state standards. The visuals from both the Treasures and Everyday Math program supported best teaching practices. These programs were used through student computers and tablets. Students were enthusiastic to complete assignments on their tablets. Often at times, students would be willing to continue classroom assignments on their own personal computers at home.

Formatted: Font: Calibri, 11 pt, Not Bold

Formatted: Font: Calibri, 11 pt, Not Bold

Formatted: Font: Calibri, 11 pt, Not Bold

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

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

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

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	108	TBD	Scientifically research based Language Arts program: Treasures - In class support using support staff for small group reading instruction with NCLB tutor -Reading & Homework incentives -Job-embedded professional development in ELA through component and PLC meetings, lesson studies, demo lessons, and Data Chats -Common planning periods for all grade level reading/writing teachers - Monthly professional development in best practices related to ELA content area -Kidbiz 3000 -Lexia -Homework incentives	Though students demonstrated growth, standard of achievement was below proficiency. <ul style="list-style-type: none"> Specific professional development focusing on literacy best practices and differentiated instruction Professional development is required to refine and improve teaching strategies so teachers can master the delivery of the Treasures program Further differentiation of instruction Professional development to support staff in the areas of data analysis and using data to drive instruction Expanding the integration of technology and making tablets more accessible to engage students as well as extend the learning day/year
Grade 5	110	TBD	-After School Tutoring -Scientifically research-based Language Arts program: Treasures - In class support using support staff for small group reading instruction with NCLB tutor -Reading & Homework incentives -Job embedded professional development in ELA through component and PLC meetings, lesson studies, Learning Walks, demo lessons, and Data Chats	Though students demonstrated growth, standard of achievement was below proficiency. <ul style="list-style-type: none"> Specific professional development focusing on literacy best practices and differentiated instruction Professional development is required to refine and improve teaching strategies so teachers can master the delivery of the Treasures program

Formatted: Font: Calibri, 11 pt, Font color: Black, Border: : (No border)

Formatted: Font: Calibri, 11 pt, Font color: Black, Border: : (No border)

Formatted: Font: Calibri, 11 pt, Font color: Black, Border: : (No border)

Formatted: Font: Calibri, 11 pt, Font color: Black, Border: : (No border)

Formatted: Font: Calibri, 11 pt, Font color: Black, Border: : (No border)

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

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

			<ul style="list-style-type: none"> -Common planning periods for all grade level reading/writing teachers - Monthly professional development in best practices related to ELA content area -Treasure Chest used for small group instruction to better meet students' needs -Kidbiz 3000 -Lexia -Homework incentives 	<ul style="list-style-type: none"> • Further differentiation of instruction- • Professional development to support staff in the areas of data analysis and using data to drive instruction- <p>Expanding the integration of technology and making tablets more accessible to engage students as well as extend the learning day/year</p>
Grade 6	N/A	N/A		
Grade 7	N/A	N/A		
Grade 8	N/A	N/A		
Grade 11	N/A	N/A		
Grade 12	N/A	N/A		

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <u>did or did not</u> result in proficiency (Be specific for each intervention).
Grade 4	77	TBD	<ul style="list-style-type: none"> • Push In Math Support in classroom with the most partially proficient students • Common planning periods for all grade level mathematic teachers. • Professional development in implementation and mathematical concepts presented by education consultants from Everyday Mathematics, curriculum facilitator and Facts Trainer. 	<ul style="list-style-type: none"> • The use of the Everyday Math curriculum is in its fourth year of implementation. Teachers are more familiar with the material. Teachers received professional development and support to incorporate active inspire and Everyday Math differentiation system into math instruction. • The emphasis on facts has improved students' rote mastery.
Grade 5	48	TBD	<ul style="list-style-type: none"> • Common planning periods for all grade level mathematics teachers. • Push In Math Support in classroom with the most partially proficient 	<ul style="list-style-type: none"> • The use of the Everyday Math curriculum is in its Alternate program intervention materials used for instruction year of implementation. Teachers are more familiar with the material. Teachers received

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

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

			students Professional development in implementation and mathematical concepts presented by education consultants from Everyday Mathematics, curriculum facilitator and Facts Trainer.	professional development and support to incorporate Active Inspire and Everyday Math differentiation into math instruction. • The emphasis on facts has improved students' rote mastery.
Grade 6	N/A	N/A		
Grade 7	N/A	N/A		
Grade 8	N/A	N/A		
Grade 11	N/A	N/A		
Grade 12	N/A	N/A		

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

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

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

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

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <u>did</u> or <u>did not</u> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A		
Kindergarten	N/A	N/A	The Treasures Literacy Program provides small group guided instruction which allows for more focus and interventions targeting the specific needs of at-risk students.	This program is in the second year of its implementation. Throughout the year, teachers received professional development and support in order to begin to master all elements of the program. While improvement was made, lack of professional development focusing on Literacy best practices and differentiated of instruction could improve.
Grade 1	141	TBD	The Treasures Literacy Program provides small group guided instruction which allows for more focus and interventions targeting the specific needs of at-risk students.	This program is in the second year of its implementation. Throughout the year, teachers received professional development and support in order to begin to master all elements of the program. While improvement was made, lack of professional development focusing on Literacy best practices and differentiated of instruction could improve.
Grade 2	170	TBD	The Treasures Literacy Program provides small group guided instruction which allows for more focus and interventions targeting the specific needs of at-risk students.	This program is in the second year of its implementation. Throughout the year, teachers received professional development and support in order to begin to master all elements of the program. While improvement was made, lack of professional development focusing on Literacy best practices and differentiated of instruction could improve.
Grade 9	N/A	N/A		

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

Grade 10	N/A	N/A		
----------	-----	-----	--	--

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A		
Kindergarten	N/A	N/A	Everyday Math Assessment Differentiation System, which provided teachers with interventions for individual students based on student weakness of mathematical content.	The system was introduced to the teachers effectively. However, additional support is needed in data interpretation and using the data to guide instruction.
Grade 1	89	TBD	Everyday Math Assessment Differentiation System, which provided teachers with interventions for individual students based on student weakness of mathematical content.	The system was introduced to the teachers effectively. However, additional support is needed in data interpretation and using the data to guide instruction.
Grade 2	153	TBD	Everyday Math Assessment Differentiation System, which provided teachers with interventions for individual students based on student weakness of mathematical content.	The system was introduced to the teachers effectively. However, additional support is needed in data interpretation and using the data to guide instruction.
Grade 9	N/A	N/A		
Grade 10	N/A	N/A		

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

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

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Continued Implementation of Treasures and Triumphs Reading Program Differentiation of Treasures and Triumphs programs	NO	<ul style="list-style-type: none"> SRI Data DRA2 Data Linkit Benchmark 	<p>Subgroups highly impacted with students not reading on grade level:</p> <ul style="list-style-type: none"> White (W) 68.95% proficient Hispanic (H) 46.88 % proficient African-American(B) 54.18% proficient <p>Subgroups broken down by grade level:</p> <p><u>Grade : 3</u></p> <ul style="list-style-type: none"> Total Population down by proficiency (W) 55.55% proficient (H) 31.25 % proficient (B) 45.45% proficient <p><u>Grade : 4</u></p> <p>Total Population : 64.4% proficient</p> <ul style="list-style-type: none"> (W) 81.3% proficient (H) 50% proficient (B) 60% proficient <p><u>Grade : 5</u></p> <p>Total Population proficient</p> <ul style="list-style-type: none"> (W) 70.0% proficient (H) 59.4 proficient (B) 57.1 proficient

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Students with Disabilities	Continued Implementation of Common Core Aligned Mathematics Program Differentiation component of the Everyday Math Program Harry Kerr Facts program	YES	Everyday Math Unit Grades Linkit Benchmarks Facts Mastery Assessments	26.16% of Students were proficient scoring 85% or higher on part A of the Unit Assessments of the EDM program. 3rd Grade: Total: 21.4 % proficient White: 12.5% proficient Hispanic: 20% proficient African American: 0% proficient Asian: 33.3% proficient 4th Grade: Total: 31.1% proficient White: 38.46% proficient Hispanic: 41.66% proficient African American: 12.5% proficient Asian: 100.0% proficient 5th Grade: Total: 26% proficient White: 40% proficient Hispanic: 12.4% proficient African American: 18% proficient Asian: 0% proficient
ELA	Homeless	Continued Implementation of	NO	<ul style="list-style-type: none"> SRI Data DRA2 Data 	Subgroups highly impacted with students not reading on grade level:

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Treasures and Triumphs Reading Program Differentiation of Treasures and Triumphs programs		<ul style="list-style-type: none"> Linkit Benchmark 	<ul style="list-style-type: none"> White (W) 68.95% proficient Hispanic (H) 46.88 % proficient African-American(B) 54.18% proficient <p>Subgroups broken down by grade level:</p> <p><u>Grade : 3</u></p> <ul style="list-style-type: none"> Total Population down by proficiency (W) 55.55% proficient (H) 31.25 % proficient (B) 45.45% proficient <p><u>Grade : 4</u></p> <p>Total Population : 64.4% proficient</p> <ul style="list-style-type: none"> (W) 81.3% proficient (H) 50% proficient (B) 60% proficient <p><u>Grade : 5</u></p> <p>Total Population proficient</p> <ul style="list-style-type: none"> (W) 70.0% proficient (H) 59.4 proficient (B) 57.1 proficient
Math	Homeless	Continued Implementation of Common Core Aligned Mathematics Program	YES	<p>Everyday Math Unit Grades</p> <p>Linkit Benchmarks</p> <p>Facts Mastery Assessments</p>	<p>26.16% of Students were proficient scoring 85% or higher on part A of the Unit Assessments of the EDM program.</p> <p>3rd Grade:</p> <p>Total: 21.4 % proficient</p>

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Differentiation component of the Everyday Math Program Harry Kerr Facts program			White: 12.5% proficient Hispanic: 20% proficient African American: 0% proficient Asian: 33.3% proficient 4th Grade: Total: 31.1% proficient White: 38.46% proficient Hispanic: 41.66% proficient African American: 12.5% proficient Asian: 100.0% proficient 5th Grade: Total: 26% proficient White: 40% proficient Hispanic: 12.4% proficient African American: 18% proficient Asian: 0% proficient
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Continued Implementation of Treasures and Triumphs Reading Program	NO	<ul style="list-style-type: none"> SRI Data DRA2 Data Linkit Benchmark 	Subgroups highly impacted with students not reading on grade level: <ul style="list-style-type: none"> White (W) 68.95% proficient Hispanic (H) 46.88 % proficient African-American(B) 54.18%

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Differentiation of Treasures and Triumphs programs			<p>proficient ▲</p> <p>Subgroups broken down by grade level:</p> <p><u>Grade : 3</u></p> <ul style="list-style-type: none"> - Total Population down by proficiency ▲ - (W) 55.55% proficient ▲ - (H) 31.25 % proficient ▲ - (B) 45.45% proficient ▲ <p><u>Grade : 4</u></p> <p>Total Population : — 64.4% proficient</p> <ul style="list-style-type: none"> - (W) 81.3% proficient ▲ - (H) 50% proficient ▲ - (B) 60% proficient ▲ <p><u>Grade : 5</u></p> <p>Total Population proficient</p> <ul style="list-style-type: none"> - (W) 70.0% proficient - (H) 59.4 proficient - (B) 57.1 proficient ▲
Math	ELLs	<p>Continued Implementation of Common Core Aligned Mathematics Program</p> <p>Differentiation component of the Everyday Math Program</p>	YES	<p>Everyday Math Unit Grades</p> <p>Linkit Benchmarks</p> <p>Facts Mastery Assessments</p>	<p>26.16% of Students were proficient scoring 85% or higher on part A of the Unit Assessments of the EDM program.</p> <p>3rd Grade:</p> <p>Total: 21.4 % proficient</p> <p>White: 12.5% proficient</p> <p>Hispanic: 20% proficient</p> <p>African American: 0% proficient</p>

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Harry Kerr Facts program			<p>Asian: 33.3% proficient</p> <p>4th Grade: Total: 31.1% proficient White: 38.46% proficient Hispanic: 41.66% proficient African American: 12.5% proficient Asian: 100.0% proficient</p> <p>5th Grade: Total: 26% proficient White: 40% proficient Hispanic: 12.4% proficient African American: 18% proficient Asian: 0% proficient</p>
ELA	Economically Disadvantaged	<p>Continued Implementation of Treasures and Triumphs Reading Program</p> <p>Differentiation of Treasures and Triumphs programs</p>	NO	<ul style="list-style-type: none"> SRI Data DRA2 Data Linkit Benchmark 	<p>Subgroups highly impacted with students not reading on grade level:</p> <ul style="list-style-type: none"> White (W) 68.95% proficient Hispanic (H) 46.88 % proficient African-American(B) 54.18% proficient <p>Subgroups broken down by grade level:</p> <p><u>Grade : 3</u></p> <ul style="list-style-type: none"> Total Population down by proficiency (W) 55.55% proficient

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					<ul style="list-style-type: none"> - (H) 31.25 % proficient - (B) 45.45% proficient <p><u>Grade : 4</u></p> <p>Total Population : 64.4% proficient</p> <ul style="list-style-type: none"> - (W) 81.3% proficient - (H) 50% proficient - (B) 60% proficient <p><u>Grade : 5</u></p> <p>Total Population proficient</p> <ul style="list-style-type: none"> - (W) 70.0% proficient - (H) 59.4 proficient - (B) 57.1 proficient
Math	Economically Disadvantaged	<p>Continued Implementation of Common Core Aligned Mathematics Program</p> <p>Differentiation component of the Everyday Math Program</p> <p>Harry Kerr Facts program</p>	YES	<p>Everyday Math Unit Grades</p> <p>Linkit Benchmarks</p> <p>Facts Mastery Assessments</p>	<p>26.16% of Students were proficient scoring 85% or higher on part A of the Unit Assessments of the EDM program.</p> <p>3rd Grade:</p> <p>Total: 21.4 % proficient</p> <p>White: 12.5% proficient</p> <p>Hispanic: 20% proficient</p> <p>African American: 0% proficient</p> <p>Asian: 33.3% proficient</p> <p>4th Grade:</p> <p>Total: 31.1% proficient</p> <p>White: 38.46% proficient</p>

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					Hispanic: 41.66% proficient African American: 12.5% proficient Asian: 100.0% proficient 5th Grade: Total: 26% proficient White: 40% proficient Hispanic: 12.4% proficient African American: 18% proficient Asian: 0% proficient
ELA					
Math					

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

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	RTI Kidbiz3000 *Lexia	NO	Weekly Logs Kidbiz Report Lexia Report	<p>100% of students who entered the RTI program met their weekly Smart Goals.</p> <ul style="list-style-type: none"> 100% of students were able to access Kidbiz at home, after school throughout the year. 100% of students were able to access Kidbiz at least twice a week during school hours. <p>Number of Lexile points increased from September of 2013 to June of 2014 according to Kidbiz report. (3rd increased 93L points, 4th grade increased 46L points , and 5th grade increased 130L points)</p> <ul style="list-style-type: none"> 100% of students who used the Lexia Tutorial were able to access Lexia 3 times a week during the year.
Math	Students with Disabilities	RTI Everyday Math On-line	YES	Performance Level Breakdown at the completion of the Study Island Afterschool Program Everyday Math Report	<p>27% of all students in the Study Island afterschool program scored proficient or higher based on the performance level breakdown for Math (Common Core). This is the second year of utilizing the Math Common Core State Standards in Study Island.</p> <p>100% of students were able to access Everyday Math Online after school and throughout the school year.</p>
ELA	Homeless	N/A	N/A	N/A	N/A

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	RTI Kidbiz3000 *Lexia	NO	Weekly Logs Kidbiz Report Lexia Report	<p>100% of students who entered the RTI program met their weekly Smart Goals.</p> <ul style="list-style-type: none"> 100% of students were able to access Kidbiz at home, after school throughout the year. 100% of students were able to access Kidbiz at least twice a week during school hours. <p>Number of Lexile points increased from September of 2013 to June of 2014 according to Kidbiz report. (3rd increased 93L points, 4th grade increased 46L points , and 5th grade increased 130L points)</p> <ul style="list-style-type: none"> 100% of students who used the Lexia Tutorial were able to access Lexia 3 times a week during the year.
Math	ELLs	RTI Everyday Math On-line	YES	Performance Level Breakdown at the completion of the Study Island Afterschool Program Everyday Math Report	<p>27% of all students in the Study Island afterschool program scored proficient or higher based on the performance level breakdown for Math (Common Core). This is the second year of utilizing the Math Common Core State Standards in Study Island.</p> <p>100% of students were able to access</p>

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					<u>Everyday Math Online after school and throughout the school year.</u>
ELA	Economically Disadvantaged	RTI <u>Kidbiz3000</u> <u>*Lexia</u>	NO	<u>Weekly Logs</u> <u>Kidbiz Report</u> <u>Lexia Report</u>	<p><u>100% of students who entered the RTI program met their weekly Smart Goals.</u></p> <ul style="list-style-type: none"> <u>100% of students were able to access Kidbiz at home, after school throughout the year.</u> <u>100% of students were able to access Kidbiz at least twice a week during school hours.</u> <p><u>Number of Lexile points increased from September of 2013 to June of 2014 according to Kidbiz report. (3rd increased 93L points, 4th grade increased 46L points , and 5th grade increased 130L points)</u></p> <ul style="list-style-type: none"> <u>100% of students who used the Lexia Tutorial were able to access Lexia 3 times a week during the year.</u>
Math	Economically Disadvantaged	RTI <u>Everyday Math On-line</u>	YES	Performance Level Breakdown at the completion of the Study Island Afterschool Program <u>Everyday Math Report</u>	<p>27% of all students in the Study Island afterschool program scored proficient or higher based on the performance level breakdown for Math (Common Core). This is the second year of utilizing the Math Common Core State Standards in Study Island.</p> <p><u>100% of students were able to access Everyday Math Online after school and throughout the school year.</u></p>
ELA					

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math					

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

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Professional Learning Communities	YES	<ul style="list-style-type: none"> Sign-In Sheets Agenda/Sign-In Sheets Facilitator/Principal Data Walks 	<p>100% of teachers attended at least one learning walk lesson for the Treasures Literacy Program. Learning Walk percentage same as last years.</p> <p>100% of teachers attended weekly PLC meetings to analyze and share best practices to enhance classroom effectiveness. Same percentage as last year.</p>
Math	Students with Disabilities	<p>Weekly PLC meetings</p> <p>Make & Take Center Activities in PLC Training</p>	YES	<ul style="list-style-type: none"> Agenda/Sign-In Sheets Facilitator/Principal Data Walks 	<p>100% of teachers attended weekly PLC meetings to analyze and share best practices to enhance classroom effectiveness. Same percentage as last year.</p> <p>100% of teachers implemented at least one center activity in their classroom as result of a make and take center PLC training.</p>
ELA	Homeless	Professional Learning Communities	YES	<ul style="list-style-type: none"> Sign-In Sheets Agenda/Sign-In Sheets 	<p>100% of teachers attended at least one learning walk lesson for the Treasures Literacy Program. Learning Walk percentage same as last years.</p> <p>100% of teachers attended weekly PLC meetings to analyze and share best practices</p>

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				Facilitator/Principal Data Walks	to enhance classroom effectiveness. Same percentage as last year.
Math	Homeless	Weekly PLC meetings Make & Take Center Activities in PLC Training	YES	<ul style="list-style-type: none"> Agenda/Sign-In Sheets Facilitator/Principal Data Walks	<p>100% of teachers attended weekly PLC meetings to analyze and share best practices to enhance classroom effectiveness. Same percentage as last year.</p> <p>100% of teachers implemented at least one center activity in their classroom as result of a make and take center PLC training.</p>
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Professional Learning Communities	YES	<ul style="list-style-type: none"> Sign-In Sheets Agenda/Sign-In Sheets Facilitator/Principal Data Walks	<p>100% of teachers attended at least one learning walk lesson for the Treasures Literacy Program. Learning Walk percentage same as last years.</p> <p>100% of teachers attended weekly PLC meetings to analyze and share best practices to enhance classroom effectiveness. Same percentage as last year.</p>
Math	ELLs	Weekly PLC meetings Make & Take Center	YES	<ul style="list-style-type: none"> Agenda/Sign-In Sheets 	100% of teachers attended weekly PLC meetings to analyze and share best practices to enhance classroom effectiveness. Same

Formatted: Font: 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: 11 pt

Formatted: Font: (Default) Calibri, 11 pt

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Activities in PLC Training		Facilitator/Principal Data Walks	percentage as last year. 100% of teachers implemented at least one center activity in their classroom as result of a make and take center PLC training.
ELA	Economically Disadvantaged	Professional Learning Communities	YES	<ul style="list-style-type: none"> Sign-In Sheets Agenda/Sign-In Sheets Facilitator/Principal Data Walks	100% of teachers attended at least one learning walk lesson for the Treasures Literacy Program. Learning Walk percentage same as last years. 100% of teachers attended weekly PLC meetings to analyze and share best practices to enhance classroom effectiveness. Same percentage as last year.
Math	Economically Disadvantaged	Weekly PLC meetings Make & Take Center Activities in PLC Training	YES	<ul style="list-style-type: none"> Agenda/Sign-In Sheets Facilitator/Principal Data Walks	100% of teachers attended weekly PLC meetings to analyze and share best practices to enhance classroom effectiveness. Same percentage as last year. 100% of teachers implemented at least one center activity in their classroom as result of a make and take center PLC training.
ELA					
Math					

Formatted: Font: 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: 11 pt

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

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Back to School Night Columbus Day Parade Parent-Teacher Conferences Harvest Festival K-5 Dance Board Presentation 5 th Grade Graduation	Yes	<ul style="list-style-type: none"> Sign-In Sheets Parent Feedback 	<ul style="list-style-type: none"> 83% of parents attended Back to School Night. Approximately 30 families participated in the Columbus Day Parade. 98% of parents attended the fall and spring conferences. Approximately 200 people attended the Harvest Festival. Approximately 80 people attended the K-5 Dance. Approximately 250 students and parents attended the Board Presentation. Approximately 250 people attended 5th Grade Graduation.
Math	Students with Disabilities	Back to School Night Columbus Day Parade Parent-Teacher Conferences Harvest Festival K-5 Dance Board Presentation 5 th Grade Graduation	Yes	<ul style="list-style-type: none"> Sign-In Sheets Parent Feedback 	<ul style="list-style-type: none"> Approximately 90% of parents attended Back to School Night. Approximately 30 families participated in the Columbus Day Parade. Approximately 95% of parents attended the fall and spring conferences. Approximately 200 people attended the Harvest Festival. Approximately 80 people attended the K-5 Dance. Approximately 250 students and parents attended the Board

Formatted: Centered

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Centered

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					Presentation. <ul style="list-style-type: none"> Approximately 250 people attended 5th Grade Graduation.
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Back to School Night Columbus Day Parade Parent-Teacher Conferences Harvest Festival K-5 Dance Board Presentation 5 th Grade Graduation	Yes	<ul style="list-style-type: none"> Sign-In Sheets Parent Feedback 	<ul style="list-style-type: none"> Approximately 90% of parents attended Back to School Night. Approximately 30 families participated in the Columbus Day Parade. Approximately 95% of parents attended the fall and spring conferences. Approximately 200 people attended the Harvest Festival. Approximately 80 people attended the K-5 Dance. Approximately 250 students and parents attended the Board Presentation. Approximately 250 people attended 5th Grade Graduation.
Math	ELLs	Back to School Night Columbus Day Parade	Yes	<ul style="list-style-type: none"> Sign-In Sheets Parent Feedback 	<ul style="list-style-type: none"> Approximately 90% of parents attended Back to School Night.

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Centered

Formatted: Font: Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Centered

Formatted: Font: Calibri, 11 pt

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Parent-Teacher Conferences Harvest Festival K-5 Dance Board Presentation 5 th Grade Graduation			<ul style="list-style-type: none"> Approximately 30 families participated in the Columbus Day Parade. Approximately 95% of parents attended the fall and spring conferences. Approximately 200 people attended the Harvest Festival. Approximately 80 people attended the K-5 Dance. Approximately 250 students and parents attended the Board Presentation. Approximately 250 people attended 5th Grade Graduation.
ELA	Economically Disadvantaged	Back to School Night Columbus Day Parade Parent-Teacher Conferences Harvest Festival K-5 Dance Board Presentation 5 th Grade Graduation	Yes	<ul style="list-style-type: none"> Sign-In Sheets Parent Feedback 	<ul style="list-style-type: none"> Approximately 90% of parents attended Back to School Night. Approximately 30 families participated in the Columbus Day Parade. Approximately 95% of parents attended the fall and spring conferences. Approximately 200 people attended the Harvest Festival. Approximately 80 people attended the K-5 Dance. Approximately 250 students and parents attended the Board Presentation.

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Centered

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					<ul style="list-style-type: none"> Approximately 250 people attended 5th Grade Graduation.
Math	Economically Disadvantaged	Back to School Night Columbus Day Parade Parent-Teacher Conferences Harvest Festival K-5 Dance Board Presentation 5 th Grade Graduation	Yes	<ul style="list-style-type: none"> Sign-In Sheets Parent Feedback 	<ul style="list-style-type: none"> Approximately 90% of parents attended Back to School Night. Approximately 30 families participated in the Columbus Day Parade. Approximately 95% of parents attended the fall and spring conferences. Approximately 200 people attended the Harvest Festival. Approximately 80 people attended the K-5 Dance. Approximately 250 students and parents attended the Board Presentation. Approximately 250 people attended 5th Grade Graduation.
ELA					
Math					

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Centered

Formatted: Font: Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Centered

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

Principal's Certification

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

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

Principal's Name (Print)

Principal's Signature

Date

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

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

2015-2016 Comprehensive Needs Assessment Process Data Collection and Analysis

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	<ul style="list-style-type: none"> Scholastic Reading Inventory (SRI) DRA2 Linkit Benchmarks 	<ul style="list-style-type: none"> 51 of the total Kindergarten population was at grade level or higher on the mid-year Linkit Benchmark Assessment.
		<ul style="list-style-type: none"> 56 of the total 1st grade population was at grade level or higher on the mid-year DRA Assessment.
		<ul style="list-style-type: none"> 200 of the total grades 2-5 student population was at grade-level or higher (proficient) on the April SRI for the 2014-15 school year.
Academic Achievement - Writing	<ul style="list-style-type: none"> Scholastic Reading Inventory (SRI) DRA2 Linkit Benchmarks 	<ul style="list-style-type: none"> 51 of the total Kindergarten population was at grade level or higher on the mid-year Linkit Benchmark Assessment.
		<ul style="list-style-type: none"> 56 of the total 1st grade population was at grade level or higher on the mid-year DRA Assessment. 200 of the total grades 2-5 student population was at grade-level or higher (proficient) on the April SRI for the 2014-15 school year.
Academic Achievement - Mathematics	<ul style="list-style-type: none"> Unit Assessment Grades 	<ul style="list-style-type: none"> 2014-2015 Everyday Math Unit Grade Averages 60 of the total Kindergarten population was at grade level or higher on the final Linkit Assessment. 138 of the total 1st grade population was at grade level or higher on

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: List Paragraph, Don't add space between paragraphs of the same style, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Tab after: 0.5" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border), Bar : (No border)

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		<p>the final Linkit Assessment.</p> <ul style="list-style-type: none"> 136 of the total 2nd grade population was at grade level or higher on the final Linkit Assessment. 76 of the total 3rd grade population was at grade level or higher on the final Linkit Assessment. 90 of the total 4th grade population was at grade level or higher on the final Linkit Assessment. 109 of the total 5th grade population was at grade level or higher on the final Linkit Assessment.
Family and Community Engagement	<ul style="list-style-type: none"> Attendance to events both during the school day and evening activities. 	<ul style="list-style-type: none"> 8 planned family events occurred throughout the school year with substantial family participation.
Professional Development	<ul style="list-style-type: none"> Sign in Sheets for weekly PLC Meetings District wide Professional Development Days included in school calendar. 	<ul style="list-style-type: none"> 100% of teachers attend weekly PLC meetings, which are built into the teacher schedule to ensure opportunities for staff/facilitator coaching, support and mentoring in LAL and Math programs.
Leadership	<ul style="list-style-type: none"> School Climate Survey: School-wide domain predicated off of leadership in building 	<ul style="list-style-type: none"> Domain score of 74.4% in category of Leadership Support as perceived by GLC Staff
School Climate and Culture	<ul style="list-style-type: none"> School Climate Survey 	<ul style="list-style-type: none"> Domain score of 64.6% in category of Teaching and Learning as perceived by GLC Staff Domain score of 67.6% in category of Morale in the School Community as perceived by GLC Staff Domain score of 69.5% in category of Relationships as perceived by GLC Staff

Formatted: Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Tab after: 0.5" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border), Bar : (No border), Tab stops: 0.52", List tab

Formatted: List Paragraph, Don't add space between paragraphs of the same style, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Tab after: 0.5" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border), Bar : (No border)

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		<ul style="list-style-type: none"> Domain score of 68.1% in category of Emotional Environment as perceived by GLC Staff
School-Based Youth Services	<ul style="list-style-type: none"> School wide referrals to district youth based services Requests for behavioral assistance referrals 	<ul style="list-style-type: none"> 11 students received YMCA counseling 10 students received CST counseling 10 students received school wide guidance counseling
Students with Disabilities	<ul style="list-style-type: none"> Scholastic Reading Inventory (SRI) DRA2 Linkit Benchmarks 	<ul style="list-style-type: none"> 51 of the total Kindergarten population was at grade level or higher on the mid-year Linkit Benchmark Assessment. 56 of the total 1st grade population was at grade level or higher on the mid-year DRA Assessment. 200 of the total grades 2-5 student population was at grade-level or higher (proficient) on the April SRI for the 2014-15 school year.
	<ul style="list-style-type: none"> Unit Assessment Grades Linkit Benchmarks 	<ul style="list-style-type: none"> 2014-2015 Everyday Math Unit Grade Averages 60 of the total Kindergarten population was at grade level or higher on the final Linkit Assessment. 138 of the total 1st grade population was at grade level or higher on the final Linkit Assessment.
		<ul style="list-style-type: none"> 136 of the total 2nd grade population was at grade level or higher on the final Linkit Assessment. 76 of the total 3rd grade population was at grade level or higher on the final Linkit Assessment. 90 of the total 4th grade population was at grade level or higher on the final Linkit Assessment. 109 of the total 5th grade population was at grade level or higher on the final Linkit Assessment.

Formatted: Font: Calibri, 11 pt

Formatted: List Paragraph, Don't add space between paragraphs of the same style, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Tab after: 0.5" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border), Bar : (No border)

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Homeless Students	<ul style="list-style-type: none"> Scholastic Reading Inventory (SRI) DRA2 Linkit Benchmarks Unit Assessment Grades Linkit Benchmarks 	<ul style="list-style-type: none"> 51 of the total Kindergarten population was at grade level or higher on the mid-year Linkit Benchmark Assessment. 56 of the total 1st grade population was at grade level or higher on the mid-year DRA Assessment. 200 of the total grades 2-5 student population was at grade-level or higher (proficient) on the April SRI for the 2014-15 school year. 2014-2015 Everyday Math Unit Grade Averages <ul style="list-style-type: none"> 60 of the total Kindergarten population was at grade level or higher on the final Linkit Assessment. 138 of the total 1st grade population was at grade level or higher on the final Linkit Assessment. 136 of the total 2nd grade population was at grade level or higher on the final Linkit Assessment. 76 of the total 3rd grade population was at grade level or higher on the final Linkit Assessment. 90 of the total 4th grade population was at grade level or higher on the final Linkit Assessment. 109 of the total 5th grade population was at grade level or higher on the final Linkit Assessment.
Migrant Students	N/A	N/A
English Language Learners	<ul style="list-style-type: none"> Scholastic Reading 	<ul style="list-style-type: none"> 51 of the total Kindergarten population was at grade level or higher

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: List Paragraph, Don't add space between paragraphs of the same style, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Tab after: 0.5" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border), Bar : (No border)

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	<ul style="list-style-type: none"> Inventory (SRI) DRA2 Linkit Benchmarks WIDA Access Testing (listening, reading, speaking, writing) Unit Assessment Grades Linkit Benchmarks 	<p>on the mid-year Linkit Benchmark Assessment.</p> <ul style="list-style-type: none"> 56 of the total 1st grade population was at grade level or higher on the mid-year DRA Assessment. 200 of the total grades 2-5 student population was at grade-level or higher (proficient) on the April SRI for the 2014-15 school year. WIDA Access Testing spring 2015 results TBA 2014-2015 Everyday Math Unit Grade Averages 60 of the total Kindergarten population was at grade level or higher on the final Linkit Assessment. 138 of the total 1st grade population was at grade level or higher on the final Linkit Assessment.
		<ul style="list-style-type: none"> 136 of the total 2nd grade population was at grade level or higher on the final Linkit Assessment. 76 of the total 3rd grade population was at grade level or higher on the final Linkit Assessment. 90 of the total 4th grade population was at grade level or higher on the final Linkit Assessment. 109 of the total 5th grade population was at grade level or higher on the final Linkit Assessment.
Economically Disadvantaged	<ul style="list-style-type: none"> Scholastic Reading Inventory (SRI) WCPM Fluency Assessment Everyday Math Unit Assessments 	<ul style="list-style-type: none"> Economically Disadvantaged (ED) 67.93% reading on grade level ED: 3rd Grade 31.4% proficient on Everyday Math Unit Test ED: 4th Grade 29% proficient on Everyday Math Unit Test ED: 5th Grade 29.5% proficient on Everyday Math Unit Test

Formatted: Font: Calibri, 11 pt

Formatted: List Paragraph, Don't add space between paragraphs of the same style, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Tab after: 0.5" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border), Bar : (No border)

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri

Formatted: Font: Calibri, 11 pt

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

2015-2016 Comprehensive Needs Assessment Process*

Narrative

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

Our school conducted a comprehensive needs assessment using teacher perception surveys, standardized assessments, and local assessments. The NCLB Committee analyzed data gathered. Results from the surveys along with all standardized assessments and students' achievement on local assessments were analyzed and discussed at component and faculty meetings. This report focuses on goals in the area of Language Arts Literacy and Mathematics. The report also addresses the needs of specialized populations as identified in the information gathered. In October the NCLB committee reviewed the school's Mission and Vision and presented the statements at the faculty meeting for input and feedback. Data necessary to complete the tables was discussed and members of the teams were assigned specific data to gather and present to the team throughout the year. Programs and initiatives related to goals were discussed to assure that we are following through with our 2014-2015 plan. December's monthly meeting focused on professional development plans with the school Professional Development Committee. Data from tables of our 2014-2015 Unified Plan was presented by members and discussed to reflect. During January, data from the Benchmark Assessment was reviewed and perception surveys were distributed to all teachers. Extended Learning Programs were implemented and data was discussed. In February, Extended Day programs were discussed and planned based on data results. Results of the perception survey were discussed. Data was updated and presented. The month of March focused on data gathering; review data needed to complete Unified plan for the upcoming school year. In April the team completed evaluation of the 2014 plan and began writing and data analysis of the 2015 plan. In May and June, writing continued and priority problems were identified based on data. The month of July will conclude writing the plan with a peer review of plan.

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

Data collected for language arts literacy were the 8-week reading assessments, including words correct per minute assessment, Scholastic Reading Inventory, and LinkIt Reading Comprehension benchmark tests. Data collected for mathematics was the math unit assessments and the mathematics benchmarks, as well as achievement in math fact fluency. Data collected for both language arts and mathematics was attendance data, professional development feedback surveys, perception survey data, as well as teacher observations and evaluations and curriculum facilitator feedback from learning walks and coaching sessions.

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

The quantitative data from the collection methods is valid and reliable because the assessment tools measure what they intend to measure and the assessments will yield same results on repeated occasions as proven through research. The surveys used to collect qualitative data are both

Formatted: Font: 11 pt

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

established and reliable (Victoria Bernhardt's School Portfolio Perception Surveys). For example, the Scholastic Reading inventory (SRI) has been the subject of many scientific validation studies. The SRI research ranges from a norm study with a sample of 512,224 students to an analysis of gender, race, and ethnic differences among 19,000 fourth through ninth grade students.

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

In LAL, data gathered from Grade Summary Forms as well as benchmark assessments showed a high percentage of students reading below grade level and scoring below proficiency. Hispanic and Limited English Proficient students are among the subgroups with the lowest number of students performing on grade level. Teachers may benefit from additional professional development assisting them with differentiating their instruction to reach needs of all students, with an increased focus on our Limited English Proficient and Hispanic population.

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

Data analysis suggests that professional development in the previous year(s) was short term and did not focus on the needs of students. Therefore many professional development programs in the district are now long term. Active learning programs embedded throughout the school year to help better the needs of students as well as teachers. Professional development offered supports student achievement, specifically; job-embedded professional development opportunities, such as professional learning communities, data analysis, lesson study and peer coaching.

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

Standardized assessment data, quarterly benchmark assessments, 8-week reading assessments, Weekly and unit tests from the Treasures Reading Program in ELA, math unit assessments, facts mastery data, Standards-based report cards per quarter, student portfolios in ELA and Math, observations by teachers, curriculum facilitators, weekly attendance data, and discipline referrals. This data helped teachers, curriculum facilitators, student facilitators, and administrators to assess students and identify them for support.

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

Multiple opportunities are available for academically at-risk students, such as daily small group reading tutorial pull-out and push-in services, extended day/year programs such as RTI After School tutorial for math and language arts literacy, and the district academic summer camp program. Students with attendance concerns are placed in a morning Breakfast Club. All students are instructed using research-based programs. Parents are invited to various workshops that offer information to better assist their children at home.

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

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

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

There were no homeless students at West End this year.

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?

Grade-level representatives and 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 a part of 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 Learning Community is in place for Kindergarten Teachers. Also, preschool students and teachers are able to visit kindergarten classrooms in the spring of their four-year-old year to assist with the acclimation process. The district kindergarten facilitator held parent workshops on transition as well as communicated needs for smooth social and academic transition to both preschool facilitators, as well as kindergarten academic facilitators to share with staff.

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

Data, from a variety of sources, was gathered and carefully analyzed by the school wide NCLB Committee. The team selected the priority problems for this plan after analyzing the data.

Formatted: Font:

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

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

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

	#1	#2
Name of priority problem	Language Arts Literacy	Mathematics
Describe the priority problem using at least two data sources	<p>Students need stronger LAL skills and strategies to improve reading comprehension.</p> <p>Based on the 4th quarter data from the 2014-2015 school year:</p> <ul style="list-style-type: none"> 51 of the total Kindergarten population was at grade level or higher on the mid-year Linkit Benchmark Assessment. 56 of the total 1st grade population was at grade level or higher on the mid-year DRA Assessment. 200 of the total grades 2-5 student population was at grade-level or higher (proficient) on the April SRI for the 2014-15 school year. 	<p>Students need stronger math skills and strategies to improve math concepts.</p> <p>2014-2015 Everyday Math Unit Grade Averages</p> <ul style="list-style-type: none"> 60 of the total Kindergarten population was at grade level or higher on the final Linkit Assessment. 138 of the total 1st grade population was at grade level or higher on the final Linkit Assessment. 136 of the total 2nd grade population was at grade level or higher on the final Linkit Assessment. 76 of the total 3rd grade population was at grade level or higher on the final Linkit Assessment. 90 of the total 4th grade population was at grade level or higher on the final Linkit Assessment. 109 of the total 5th grade population
Describe the root causes of the problem	Teachers need PD on the core elements of literacy and how to cater their instruction to focus on those core elements.	Teachers targeted PD to gain a stronger grasp of concepts and basic mathematical knowledge; stronger classroom management to gain more time on task; improve school/parent communication.

Formatted: Font: Font color: Black

Formatted: Font: Font color: Black

Formatted: Font: (Default) Calibri, 10 pt, Font color: Black

Formatted: Font: (Default) Calibri, 10 pt, Font color: Black

Formatted: Font: (Default) Calibri, 10 pt, Font color: Black

Formatted: Font: (Default) Calibri, 10 pt, Font color: Black

Formatted: List Paragraph, Don't add space between paragraphs of the same style, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Tab after: 0.5" + Indent at: 0.5", Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border), Bar : (No border)

Formatted: Font: Calibri, 11 pt

Formatted: Font: (Default) Calibri, 10 pt, Font color: Black

Formatted: Font: (Default) Calibri, 10 pt, Font color: Black

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

Subgroups or populations addressed	All students	All students
Related content area missed (i.e., ELA, Mathematics)	N/A	N/A
Name of scientifically research based intervention to address priority problems	Treasures Reading Lexia RTI Tutoring	Everyday Mathematics Differentiation System RTI Tutoring Link It
How does the intervention align with the Common Core State Standards?	<p>Macmillan/McGraw-Hill's Treasures is aligned to the Common Core Standards. This leading program offers the correct balance of fiction/nonfiction literature, explicit instruction and ample practice to ensure that students learn and grow as lifelong readers and writers. A Common Core Standards alignment document and a Common Core e-handbook that offers additional exercises are available for each grade level. These materials will support teachers as they transition to the Common Core Standards.</p> <p>The Link It Dashboard program is fully aligned to the common core state standards. The program gives detailed item analysis, from the district level to the individual student, longitude data tracking, intervention grouping, and a pacing guide. It tracks performance by school, grade, level, subject, teacher, class and is able to disaggregate results by race, gender and special programs. Link It benchmarks are fully aligned to grade level common core state standards.</p> <p>RTI tutoring program is a customized academic intervention plan to address reading and math issues for struggling learners. Through 6-hour sessions, afterschool students work on individual smart goal activities, along with extra help on current classwork aligned to common core state standards.</p>	<p>Everyday Math 2012 Edition is fully aligned to the common core curriculum for standards in grades pre K-6. It is a comprehensive PreK-6th mathematics curriculum developed by the University of Chicago School Mathematics Project and published by McGraw Hill Education.</p> <p>The Link it Dashboard program is fully aligned to the common core state standards. The program gives detailed item analysis, from the district level to the individual student, longitude data tracking, intervention grouping, and a pacing guide. It tracks performance by school, grade, level, subject, teacher, class and is able to disaggregate results by race, gender and special programs. Link it benchmarks are fully aligned to grade level common core state standards.</p> <p>RTI tutoring program is a customized academic intervention plan to address reading and math issues for struggling learners. Through 6-hour sessions afterschool students work on individual smart goal activities, along with extra help on current classwork aligned to common core state standards.</p> <p>Everyday Math computerized instruction is designed to help students master the content specified in Common</p>

Formatted: Font: Calibri

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: Calibri

Formatted: Font: 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: 11 pt

Formatted: Font: 11 pt

Formatted: Font: 11 pt

Formatted: Font: 11 pt

Formatted: Font: 11 pt

Formatted: Font: 11 pt

Formatted: Font: 11 pt

Formatted: Font: 11 pt

Formatted: Font: 11 pt

Formatted: Font: 11 pt

Formatted: Font: 11 pt

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

	Lexia is a rigorously researched and independently evaluated ELA programs. In numerous studies published in peer-reviewed journals, Lexia has been found to accelerate development of foundational literacy skills	Core Standards. Everyday Math provides content for math in grades K-12 aligned to PARCC items and Common Core Standards.
--	--	--

Formatted: Font: 11 pt

Formatted: Font: 11 pt

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

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

	#3	#4
Name of priority problem	Parent Involvement	Writing Skills
Describe the priority problem using at least two data sources	Based on our parent perception survey results, parents have expressed an interest in attending workshops to better equip them to assist and support their children academically. Academic-based activities are less attended than other social activities.	Based on writing samples during classwork, students need better writing skills both paper and pencil and also on computerized open-ended questions.
Describe the root causes of the problem	Work Schedule, New Teaching Methodology, Limited English proficiency To address this problem we must vary the times workshops are offered at to reach our target, we must also recognize our growing population of ELL students. The result is that the school needs to offer sessions in native languages of parents.	Students are not spending enough time practicing writing, nor do they have adequate typing skills on computer.
Subgroups or populations addressed	All students	All students
Related content area missed (i.e., ELA, Mathematics)	N/A	N/A
Name of scientifically research based intervention to address priority problems	Parent Newsletters, outreach and communication programs, such as, Curriculum Nights and parent surveys/ tutorial programs	Treasures Literacy Program – Writing Component Treasures is a research based, comprehensive Reading Language Arts program for grades K-6 that gives educators the resources they need to help all students succeed. High quality literature coupled with explicit instruction and ample practice ensures that students grow as life-long readers and writers. http://www.macmillanmh.com/reading/

Formatted: Font: Calibri

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

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

		Macmillan/McGraw-Hill's Treasures is aligned to the Common Core State Standards. This leading program offers the correct balance of fiction/nonfiction literature, explicit instruction and ample practice to ensure that students learn and grow as lifelong readers and writers. A Common Core State Standards alignment document and a Common Core e-handbook that offers additional exercises are available for each grade level. These materials will support teachers as they transition to the Common Core State Standards.
How does the intervention align with the Common Core State Standards?	<p>Standard 9.1- 21st-Century Life and Careers</p> <ul style="list-style-type: none"> • Creating an inviting and encouraging atmosphere to encourage parent/guardian and family participation with curriculum changes • Plan parent teacher conferences, open houses and other family forums to foster support for students to successfully complete homework 	

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

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

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

2015-2016 Interventions to Address Student Achievement

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Triumphs Reading Program	Special Needs Teacher -RTI Tutors -ELA facilitator	80% of targeted students will score 75% or better on weekly assessments. -80% of students will increase 40 Lexile points from September to June.	Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades, IES PRACTICE GUIDE, NCEE 2009-4045, U.S. DEPARTMENT OF EDUCATION, WHAT WORKS CLEARINGHOUSE, February 2009 http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf
Math	Students with Disabilities	Everyday Mathematics	Math Facilitator and principal	80% of students will score proficient or better on part A of unit math	IES Practice Guide: will score proficient or better on part A on each of the unit grade sheets http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf "ttp://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdfg_092909.pdf"

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, Pattern: Clear

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Default Paragraph Font, Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

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

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
				tests.	
ELA	Homeless	Triumphs Reading Program	Special Needs Teacher -RTI Tutors -ELA facilitator	80% of targeted students will score 75% or better on weekly assessments. -80% of students will increase 40 Lexile points from September to June.	Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades, IES PRACTICE GUIDE, NCEE 2009-4045; U.S. DEPARTMENT OF EDUCATION, WHAT WORKS CLEARINGHOUSE, February 2009 http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf
Math	Homeless	Everyday Mathematics	Math Facilitator and principal	80% of students will score proficient or better on part A of unit math tests.	IES Practice Guide: will score proficient or better on part A on each of the unit grade sheets http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf "http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdfg_092909.pdf nit grad
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, Pattern: Clear

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Default Paragraph Font, Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	ELLs	Lexia	ESL and ELA teachers -ELA facilitator	80% of targeted students will score 75% or better on weekly assessments. -80% of students will increase 40 Lexile points from September to June.	August, D., Beck, I. L., Calder, M., Francis, D. J., Lesaux, N. K., Shanahan, T., Erickson, F., & Siegel, L. S. (2008). Instruction and professional development. In D. August, & T. Shanahan (Eds.), <i>Developing reading and writing in second-language learners: Lessons from the Report of the National Literacy Panel on Language-Minority Children and Youth</i> (pp. 131-250). New York: Routledge.
Math	ELLs	Everyday Mathematics	Math Facilitator and principal	80% of students will score proficient or better on part A of unit math tests.	IES Practice Guide: will score proficient or better on part A on each of the unit grade sheets http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf "ttp://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdfg_092909.pdfnit grad
ELA	Economically Disadvantaged	Triumphs Reading Program	Special Needs Teacher -RTI Tutors -ELA	80% of targeted students will score 75% or better on	Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades, IES PRACTICE GUIDE, NCEE 2009-4045, U.S. DEPARTMENT OF EDUCATION, WHAT WORKS CLEARINGHOUSE, February 2009 http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf

Formatted: Font: (Default) Calibri, 12 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Default Paragraph Font, Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, Pattern: Clear

Formatted: Font: (Default) Calibri

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			facilitator	weekly assessments, -80% of students will increase 40 Lexile points from September to June.	
Math	Economically Disadvantaged	Everyday Mathematics	Math Facilitator and principal	80% of students will score proficient or better on part A of unit math tests.	<p>IES Practice Guide: will score proficient or better on part A on each of the unit grade sheets</p> <p>http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf</p> <p>"ttp://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdfg_092909.pdf"</p>
ELA	All Students	Treasures Reading Program*	Classroom teacher, Reading Facilitator and Principal	79.51% of the students in grades K-5 will perform at or above grade level in reading based on	<p>Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: 12/07</p> <p>Students who read with understanding at an early age gain access to a broader range of texts, knowledge, and educational opportunities, making early reading comprehension instruction particularly critical. This guide recommends five specific steps that teachers, reading coaches, and principals can take to successfully improve reading comprehension for young readers</p> <p>http://ies.ed.gov/ncee/wwc/pdf/practice_guides/readingcomp_pg_092810.pdf</p> <p>Effective Comprehension Instruction: 2011</p> <p>Students need to be taught a set of procedures or strategies that they can use on their</p>

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Default Paragraph Font, Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Default Paragraph Font, Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
				<p>the Quarterly SRI assessment results and the multiple measures reading grade summary form.</p> <p>81.74% of students in grades K-5 will perform at or above grade level based on WCPM norms.</p>	<p>own when they read text, especially when they encounter difficulties.</p> <p>http://treasures.macmillanmh.com/assets/extras/0000/2675/Dole2_Author_paper</p>
Math					

**Use an asterisk to denote new programs.*

Formatted: Default Paragraph Font, Font: (Default) Calibri, 11 pt

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

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

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	RTI interventions	Identified by teachers, Supervisors, principal	50% of students for ELA will score proficient or advanced proficient based upon the Performance Level Breakdown at the completion the RTI Afterschool program.	IES Practice Guide: ELA and 50% Out-Of-School Time to Improve Academic Achievement http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf
Math	Students with Disabilities	RTI interventions	Identified by teachers, Supervisors, principal	50% of students for Math will score proficient or advanced proficient based upon the Performance Level Breakdown at the completion the RTI Afterschool	IES Practice Guide: ELA and 50% Out-Of-School Time to Improve Academic Achievement http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Default Paragraph Font, Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: Calibri, 11 pt

Formatted: Default Paragraph Font, Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
				program.	
ELA	Homeless	RTI interventions	Identified by teachers, Supervisors, principal	50% of students for ELA will score proficient or advanced proficient based upon the Performance Level Breakdown at the completion the RTI Afterschool program.	IES Practice Guide: ELA and 50% Out-Of-School Time to Improve Academic Achievement http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf
Math	Homeless	RTI interventions	Identified by teachers, Supervisors, principal	50% of students for Math will score proficient or advanced proficient based upon the Performance Level Breakdown at the completion the RTI	IES Practice Guide: ELA and 50% Out-Of-School Time to Improve Academic Achievement http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Default Paragraph Font, Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: Calibri, 11 pt

Formatted: Default Paragraph Font, Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
				Afterschool program.	
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	RTI interventions	Identified by teachers, Supervisors, principal	50% of students for ELA will score proficient or advanced proficient based upon the Performance Level Breakdown at the completion the RTI Afterschool program.	IES Practice Guide: ELA and 50% Out-Of-School Time to Improve Academic Achievement http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf
Math	ELLs	RTI interventions	Identified by teachers, Supervisors, principal	50% of students for Math will score proficient or advanced proficient based upon the Performance	IES Practice Guide: ELA and 50% Out-Of-School Time to Improve Academic Achievement http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Default Paragraph Font, Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: Calibri, 11 pt

Formatted: Default Paragraph Font, Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
				Level Breakdown at the completion the RTI Afterschool program.	
ELA	Economically Disadvantaged	RTI interventions	Identified by teachers, Supervisors, principal	50% of students for ELA will score proficient or advanced proficient based upon the Performance Level Breakdown at the completion the RTI Afterschool program.	IES Practice Guide: ELA and 50% Out-Of-School Time to Improve Academic Achievement http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf
Math	Economically Disadvantaged	RTI interventions	Identified by teachers, Supervisors, principal	50% of students for Math will score proficient or advanced proficient based upon the	IES Practice Guide: ELA and 50% Out-Of-School Time to Improve Academic Achievement http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Default Paragraph Font, Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Default Paragraph Font, Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
				Performance Level Breakdown at the completion the RTI Afterschool program.	
ELA	Targeted Students in need of improvement (below grade-level)	RTI interventions	Identified by teachers, Supervisors, principal	50% of students for ELA will score proficient or advanced proficient based upon the Performance Level Breakdown at the completion the RTI Afterschool program.	IES Practice Guide: ELA and 50% Out-Of-School Time to Improve Academic Achievement http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf
Math	Targeted Students in need of improvement (below grade-	RTI interventions	Identified by teachers, Supervisors, principal	50% of students for Math will score proficient or advanced proficient based	IES Practice Guide: ELA and 50% Out-Of-School Time to Improve Academic Achievement http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Default Paragraph Font, Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Default Paragraph Font, Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
	level)			upon the Performance Level Breakdown at the completion the RTI Afterschool program.	

**Use an asterisk to denote new programs.*

Formatted: Font: (Default) Calibri

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Professional Learning Committees (Job-embedded professional development)	Teachers	During the 2015-2016 school year 100% of teachers will participate in program specific trainings a minimum of 2 times per year per specific academic area including but not limited to Reading, Writing, and Math as noted in facilitator logs, sing in sheets and teacher lesson plans.	Rismark, M., & Solvberg, A. M. (2011). Knowledge sharing in schools: A key to developing professional learning communities. <i>World Journal of Education</i> , 1(2), 150-n/a. Retrieved from http://search.proquest.com/docview/1030087823?accountid=28180 Loertscher, D. (2008). Schoolwide action research for professional learning communities: Improving student learning through the whole faculty. <i>Teacher Librarian</i> , 36(1), 49-49. Retrieved from http://search.proquest.com/docview/224874096?accountid=28180

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Students with Disabilities	Professional Learning Committees (Job-embedded professional development)	Teachers	During the 2015-2016 school year 100% of teachers will participate in program specific trainings a minimum of 2 times per year per specific academic area including but not limited to Reading, Writing, and Math as noted in facilitator logs, sing in sheets and teacher lesson plans.	Rismark, M., & Solvberg, A. M. (2011). Knowledge sharing in schools: A key to developing professional learning communities. <i>World Journal of Education</i> , 1(2), 150-n/a. Retrieved from http://search.proquest.com/docview/1030087823?accountid=28180 Loertscher, D. (2008). Schoolwide action research for professional learning communities: Improving student learning through the whole faculty. <i>Teacher Librarian</i> , 36(1), 49-49. Retrieved from http://search.proquest.com/docview/224874096?accountid=28180
ELA	Homeless	Professional Learning	Teachers	During the	Rismark, M., & Solvberg, A. M. (2011). Knowledge sharing in schools:

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Committees (Job-embedded professional development)		2015-2016 school year 100% of teachers will participate in program specific trainings a minimum of 2 times per year per specific academic area including but not limited to Reading, Writing, and Math as noted in facilitator logs, sing in sheets and teacher lesson plans.	A key to developing professional learning communities. <i>World Journal of Education</i> , 1(2), 150-n/a. Retrieved from http://search.proquest.com/docview/1030087823?accountid=28180 Loertscher, D. (2008). Schoolwide action research for professional learning communities: Improving student learning through the whole faculty. <i>Teacher Librarian</i> , 36(1), 49-49. Retrieved from http://search.proquest.com/docview/224874096?accountid=28180
Math	Homeless	Professional Learning Committees	Teachers	During the 2015-2016 school year	Rismark, M., & Solvberg, A. M. (2011). Knowledge sharing in schools: A key to developing professional learning communities. <i>World Journal of Education</i> , 1(2), 150-n/a. Retrieved from

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		(Job-embedded professional development)		100% of teachers will participate in program specific trainings a minimum of 2 times per year per specific academic area including but not limited to Reading, Writing, and Math as noted in facilitator logs, sign in sheets and teacher lesson plans.	http://search.proquest.com/docview/1030087823?accountid=28180 Loertscher, D. (2008). Schoolwide action research for professional learning communities: Improving student learning through the whole faculty. Teacher Librarian, 36(1), 49-49. Retrieved from http://search.proquest.com/docview/224874096?accountid=28180
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Professional	Teachers	During the	Rismark, M., & Solvberg, A. M. (2011). Knowledge sharing in schools:

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Learning Committees (Job-embedded professional development)		2015-2016 school year 100% of teachers will participate in program specific trainings a minimum of 2 times per year per specific academic area including but not limited to Reading, Writing, and Math as noted in facilitator logs, sing in sheets and teacher lesson plans.	A key to developing professional learning communities. <i>World Journal of Education</i> , 1(2), 150-n/a. Retrieved from http://search.proquest.com/docview/1030087823?accountid=28180 Loertscher, D. (2008). Schoolwide action research for professional learning communities: Improving student learning through the whole faculty. <i>Teacher Librarian</i> , 36(1), 49-49. Retrieved from http://search.proquest.com/docview/224874096?accountid=28180
Math	ELLs	Professional Learning Committees	Teachers	During the 2015-2016 school year	Rismark, M., & Solvberg, A. M. (2011). Knowledge sharing in schools: A key to developing professional learning communities. <i>World Journal of Education</i> , 1(2), 150-n/a. Retrieved from

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		(Job-embedded professional development)		100% of teachers will participate in program specific trainings a minimum of 2 times per year per specific academic area including but not limited to Reading, Writing, and Math as noted in facilitator logs, sing in sheets and teacher lesson plans.	http://search.proquest.com/docview/1030087823?accountid=28180 Loertscher, D. (2008). Schoolwide action research for professional learning communities: Improving student learning through the whole faculty. <i>Teacher Librarian</i> , 36(1), 49-49. Retrieved from http://search.proquest.com/docview/224874096?accountid=28180
ELA	Economically Disadvantaged	Professional Learning Committees (Job-embedded professional	Teachers	During the 2015-2016 school year 100% of	Rismark, M., & Solvberg, A. M. (2011). Knowledge sharing in schools: A key to developing professional learning communities. <i>World Journal of Education</i> , 1(2), 150-n/a. Retrieved from http://search.proquest.com/docview/1030087823?accountid=28180

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		development)		teachers will participate in program specific trainings a minimum of 2 times per year per specific academic area including but not limited to Reading, Writing, and Math as noted in facilitator logs, sing in sheets and teacher lesson plans.	Loertscher, D. (2008). Schoolwide action research for professional learning communities: Improving student learning through the whole faculty. <i>Teacher Librarian</i> , 36(1), 49-49. Retrieved from http://search.proquest.com/docview/224874096?accountid=28180
Math	Economically Disadvantaged	Professional Learning Committees (Job-embedded professional development)	Teachers	During the 2015-2016 school year 100% of teachers will participate in	Rismark, M., & Solvberg, A. M. (2011). Knowledge sharing in schools: A key to developing professional learning communities. <i>World Journal of Education</i> , 1(2), 150-n/a. Retrieved from http://search.proquest.com/docview/1030087823?accountid=28180 Loertscher, D. (2008). Schoolwide action research for professional learning communities: Improving student learning through the

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				program specific trainings a minimum of 2 times per year per specific academic area including but not limited to Reading, Writing, and Math as noted in facilitator logs, sing in sheets and teacher lesson plans.	whole faculty. Teacher Librarian, 36(1), 49-49. Retrieved from http://search.proquest.com/docview/224874096?accountid=28180
ELA	Total Population	Professional Learning Committees (Job-embedded professional development)	Teachers	During the 2015-2016 school year 100% of teachers will participate in program	Rismark, M., & Solvberg, A. M. (2011). Knowledge sharing in schools: A key to developing professional learning communities. <i>World Journal of Education</i> , 1(2), 150-n/a. Retrieved from http://search.proquest.com/docview/1030087823?accountid=28180 Loertscher, D. (2008). Schoolwide action research for professional learning communities: Improving student learning through the whole faculty. Teacher Librarian, 36(1), 49-49. Retrieved from

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				specific trainings a minimum of 2 times per year per specific academic area including but not limited to Reading, Writing, and Math as noted in facilitator logs, sing in sheets and teacher lesson plans.	http://search.proquest.com/docview/224874096?accountid=28180
Math	Total Population	Professional Learning Committees (Job-embedded professional development)	Teachers	During the 2015-2016 school year 100% of teachers will participate in program specific trainings a	<p>Rismark, M., & Solvberg, A. M. (2011). Knowledge sharing in schools: A key to developing professional learning communities. <i>World Journal of Education</i>, 1(2), 150-n/a. Retrieved from http://search.proquest.com/docview/1030087823?accountid=28180</p> <p>Loertscher, D. (2008). Schoolwide action research for professional learning communities: Improving student learning through the whole faculty. <i>Teacher Librarian</i>, 36(1), 49-49. Retrieved from http://search.proquest.com/docview/224874096?accountid=28180</p>

Formatted: Font: (Default) Calibri, 11 pt

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri, 11 pt

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				minimum of 2 times per year per specific academic area including but not limited to Reading, Writing, and Math as noted in facilitator logs, sing in sheets and teacher lesson plans.	

**Use an asterisk to denote new programs.*

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

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

Evaluation of Schoolwide Program*

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

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

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

The Title I Schoolwide committee will be responsible for evaluating the school wide program and it will be conducted internally.

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

A lack of up-to-date technology for students in all grade levels; along with the alignment of instruction with common core standards might pose a challenge to schools.

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

To gain stakeholder support, the school will hold monthly meetings and provide professional development and/or informational sessions. In addition, continued support through data walks and PLC Meetings will be provided.

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

The Victoria Bernhardt's School Surveys will be used to gauge the perceptions of the staff.

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

The Victoria Bernhardt's School Surveys will be used to gauge the perceptions of the parents.

6. How will the school structure interventions?

Interventions are structured according to students' individual needs.

7. How frequently will students receive instructional interventions?

Students will receive instruction interventions on a daily basis. Weekly assessments will be reviewed by the teacher and shared at PLCs and common planning times to identify both class and grade-level strengths and weaknesses.

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

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

Online tools supporting both ELA and math along with targeted RTI instruction will be implemented daily. In addition, online professional development and weekly PLC meetings supporting both curriculum and best practices will be utilized.

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

Weekly and unit assessments, along with standardized test scores and anecdotal notes from teacher observation during small group instruction will be used. Additionally, quarterly benchmarks and diagnostic assessments will be referenced.

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

Student achievement data is reported to the public via the school report card.

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

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	School wide goals and Unified Plan Encouraging Positive Parenting	Principal Teacher Parent Supervisors Student Facilitators	There will be a parent added to the NCLB Unified Plan Committee. There will be two parenting workshops offered for parents during the 2015-2016 school year.	Minke, K., and Anderson, K., (2005). Family school collaboration and positive behavior support. Journal of Positive Behavior Interventions, Vol. 7 Issue 3, p181-185. U.S Department of Education, Institute of Education Sciences, What Works Clearinghouse (2012, March) Children classified as having an Emotional Disturbance Intervention Report. Retrieved from http://whatworks.ed.gov http://ies.ed.gov/ncee/wwd/pdf/intervention
Math	Students with Disabilities	School wide goals and Unified Plan *Encouraging Positive Parenting	Principal Teacher Parent Supervisors Student Facilitators	There will be a parent added to the NCLB Unified Plan Committee. There will be two parenting workshops	Minke, K., and Anderson, K., (2005). Family school collaboration and positive behavior support. Journal of Positive Behavior Interventions, Vol. 7 Issue 3, p181-185. U.S Department of Education, Institute of Education Sciences, What Works Clearinghouse (2012, March) Children classified as having an Emotional Disturbance Intervention Report. Retrieved from http://whatworks.ed.gov

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				offered for parents during the 2015-2016 school year	http://ies.ed.gov/ncee/wwd/pdf/intervention
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Curriculum Parent Visitations (classroom and whole school)	Curriculum Supervisors	There will be a 10% increase in all curriculum visitation days from the 2014-2015 school year to the 2015-2016 school year.	Coleman, B, and McNeese, M. (2009). From home to school: the relationship among parental involvement, student motivation, and academic achievement. International Journal of Learning, 2009, Vol. 16, Issue 7.
Math	ELLs	Curriculum Parent Visitations (classroom and whole school)	Curriculum Supervisors	There will be a 10% increase in all curriculum visitation days from the	Coleman, B, and McNeese, M. (2009). From home to school: the relationship among parental involvement, student motivation, and academic achievement. International Journal of Learning, 2009, Vol. 16, Issue 7.

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				2014-2015 school year to the 2015-2016 school year.	
ELA	Economically Disadvantaged	<p>Attendance Awareness Notifications</p> <p>Create incentive/rewards programs for homerooms that have a large percentage of parents that attend functions LAL, Mathematics, and Science Curriculum Nights</p>	<p>Student Facilitator</p> <p>PTO/A, Student Advisory Committee Curriculum Supervisors</p>	<p>100% of parents will be given informational attendance handouts at arrival and dismissal in the Fall and Spring.</p> <p>Students who ride the bus will be given notices to take home to their parents.</p> <p>100% of parents with students identified with attendance</p>	<p>Finn, J., (1998). Parental engagement that makes a difference. Educational Leadership, Volume 55.</p> <p>Coleman, B, and McNeese, M. (2009). From home to school: the relationship among parental involvement, student motivation, and academic achievement. International Journal of Learning, 2009, Vol. 16, Issue 7.</p>

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				<p>concerns will be notified and addressed, as frequently as needed documenting interventions.</p> <p>There will be a 10% increase in attendance of all curriculum nights from the 2014-2015 school years to the 2015-2016 school years. Workshops will be offered in Spanish and Portuguese</p>	

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Economically Disadvantaged	Attendance Awareness Notifications	Student Facilitator	100% of parents will be given informational attendance handouts at arrival and dismissal in the Fall and Spring. Students who ride the bus will be given notices to take home to their parents. 100% of parents with students identified with attendance concerns will be notified and addressed, as frequently as needed	Finn, J., (1998). Parental engagement that makes a difference. Educational Leadership, Volume 55.

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				documenting interventions.	
ELA	<u>Total population</u>	<u>Inviting families to parent events such as:</u> <ul style="list-style-type: none"> • <u>Winter/Spring Concert</u> • <u>Open House</u> • <u>Math Night</u> • <u>Columbus Day</u> • <u>Dance (K-5)</u> • <u>Family Visitation Days</u> • <u>Harvest Festival</u> • <u>Art Show</u> • Open House • Back to School Night Parent-Teacher conferences	Principal, Facilitators, Homeroom Teachers Principal and teachers	<u>95% of parents will attend at least 2 school offered functions during the 2015-2016 school year, as measured by Back to School Night sign-in sheets, parent-teacher conference sign in sheets, and parent workshop sign-in sheets.</u> During the	IES Practice Guide: “Structuring Out-Of-School Time to Improve Academic Achievement” http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf Epstein, Joyce L., “Parent Involvement: What Research Says to Administrators” Education and Urban Society February 1987

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				2015-16 school year 99% of parents will attend Parent Teacher Conferences either in person or via conference call.	
Math	<u>Total population</u>	<p><u>Improve the flexibility of scheduled events to range throughout the day and school year to increase attendance, such as Math In-Services</u></p> <p><u>Curriculum day visits followed up by a question and answer session</u></p> <p>Continue to have parents sign and return the schools Parent-School Compact</p>	<p><u>Student Advisory Committee Math Supervisor</u></p> <p><u>principal, classroom teacher</u></p> <p>Principals and Supervisors</p>	<p>During the 2015-16 school year 30% of parents will attend a math-in service which will be determine by the use of sign in sheets.</p> <p>100% of parents will</p>	<p>http://treasures.macmillanmh.com/new-jersey/families</p> <p>Everyday Mathematics and Parents</p> <p>http://everydaymath.uchicago.edu/parents/understanding-em/assisting/ (2011)</p> <p>Finn, J., (1998). Parental engagement that makes a difference. Educational Leadership, Volume 55.</p>

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				sign a parent-school compact.	

**Use an asterisk to denote new programs.*

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

2015-2016 Family and Community Engagement Narrative

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

Parental involvement requires that parents be informed so that programs may be developed to build ties between parents and the school in order to improve their children's achievement in LAL and mathematics. Through various academic and social activities, the school will provide vehicles of communication with parents that will help build stronger parent-school alliances. This communication will help build awareness of academic issues in both ELA and math. The schools will offer parent workshops and activities that promote academic achievement.

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

The schools will engage parents in the development of the written parent involvement policy by inviting parents to take part on the NCLB committee. The school will engage parents in the development of the written parent involvement policy through meetings and surveys. Input gathered from these meetings and surveys will help create plans for future family and community engagement activities.

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

The schools will distribute its written parent involvement policy through school handbook and school webpage.

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

Through previous year's surveys and parent meetings the school parent compact will be revised to reflect parental input. Once developed, the school-parent compact will be sent home with the students, parents will be asked to read and sign the document and return it to school, and homeroom teachers and the student advisor will place follow-up phone calls home to ensure that a compact is returned for each student.

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

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

In order to ensure that parents receive and review school-parent compacts, the process is as follows: the school-parent compact is sent home with the students, parents are asked to read and sign the document and return it to school, and homeroom teachers and the student advisor follow-up with phone calls home to ensure that a compact is returned for each student.

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

The school will report its student achievement data to families and the community through district/school letter.

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

If the district has not met their annual measurable objectives for Title III, parents will be notified by letter.

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

The school will inform families about the academic achievement of their child/children through standards-based report cards, teacher parent contact throughout the school year, parent-teacher conferences and state report for the schools.

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

The school will involve families and the community in the development of the Title I School wide plan by having parent representatives attend NCLB monthly meetings and through yearly parent surveys.

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

The school will inform families about the academic achievement of their child/children through marking period standardized report cards, scheduled conferences and online access to students' grades through the Genesis parent portal.

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

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

The schools will use its 2015-2016 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 the school wide initiatives. Second, school funds will be allocated to promote the awareness of curriculum and common core state standards along with social activities to help garnish parental support and build parent-school communication. Third, allocations will be set aside for the recognition of student achievement. This will include awards ceremonies and the distribution of certificates for excellent student achievement.

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

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	83	Teachers will be offered an abundance of professional development activities dealing with subject area content, technology, classroom guidance and management, family involvement and discipline.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	9	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.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*		

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

Formatted: Font: Calibri, 11 pt

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

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

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
<p>The Personnel Director and District Administrators attend college and university fairs to recruit highly qualified teachers. Job openings are also posted in the local newspapers and on the district's website. The district offers a high-quality mentoring program for new teachers, as well as an extensive new teacher induction program. This program is conducted throughout the school year and attendance is mandatory for all new teachers. Highly qualified specialists and district personnel are used to help new teachers achieve success in their classroom. Every new teacher is assigned a veteran teacher to help them with the routine problems and concerns that face new teachers. This program coupled with an extensive interview process has helped the district to retain highly qualified teachers. Teachers are afforded the opportunity to advance their studies by attending in-services, workshops and conferences in and out of the district.</p> <p>Every Instructional Assistant in the district has met the NCLB requirement. With the onset of the new legislation, Long Branch entered into an agreement with Brookdale Community College to offer courses to all of the paraprofessionals in the district. This was done at the expense of the district and enabled many paraprofessionals to receive their Associate of Arts Degree and become highly qualified. Those who did not attend Brookdale courses attended prep sessions so that they were able to take the Para-Pro test. Portfolio assessment was not an option in Long Branch. Retention rate of paraprofessionals is high in the Long Branch School District.</p>	<p>Primarily the District Manager of Personnel and Special Projects in collaboration with the Board of Education, Superintendent of Schools, Central Office Staff and Principals.</p>