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: Long Branch High School
Chief School Administrator: MICHAEL SALVATORE	Address: 404 Indiana Avenue
Chief School Administrator's E-mail: MSalvatore@longbranch.k12.nj.us	Grade Levels: 9-12
Title I Contact: Bridgette Burtt	Principal: Vincent Muscillo
Title I Contact E-mail: bburtt@longbranch.k12.nj.us	Principal's E-mail: VMuscillo@longbranch.k12.nj.us
Title I Contact Phone Number: (732) 571-2868 EXT. 40030	Principal's Phone Number: (732) 229-7300 EXT. 41004

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.

Vincent J. Muscillo

_____ _____ _____

Principal's Name (Print) **Principal's Signature** **Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

Critical Overview Elements

- The School held ____6___ (number) of stakeholder engagement meetings.
- State/local funds to support the school were $ 88,821,050, which comprised 97.86 % 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

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
Vincent Muscillo	Lead Principal	YES	YES	YES	
Salome Monteiro	ESL Teacher	YES	YES	YES	
Robin Reinhold	Mathematics Teacher	YES	YES	YES	
Francis Pannullo	ELA Teacher	YES	YES	YES	
Anne Gill	Teacher	YES	YES	YES	
Dorinne Cattelona	Parent	YES	YES	YES	
Angela Torres	Facilitator	YES	YES	YES	
Maria Chaves	Community Member	YES	YES	YES	

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
Feb. 18th, 2015	LBHS Main Office	Initial Meeting	X		X	
March 4th, 2015	LBHS Main Office	Review of School Wide Goals	X		X	
April 15th, 2015	LBHS Main Office	Data Check / Data Collection	X		X	
May 6th, 2015	LBHS Main Office	Needs Assessment / Data Check / Data Collection	X		X	
May 20th, 2015	LBHS Main Office	Review of findings	X		X	
June 10th, 2015	LBHS Main Office	Review of Needs assessment	X		X	

Add rows as necessary.

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

School's Mission

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

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

What is the school's mission statement?	We, the Long Branch Public Schools, are certain about what matters most: continuous growth and achievement for all students, without exceptions. 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. Year after year, the Long Branch community has consistently demonstrated its commitment to our schools and our students. That commitment and the dedication of our staff fuel our journey toward producing students who experience continuous academic growth, embody academic tenacity, and model socio-emotional resiliency. Our district is a special place where children matter most! 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.

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?

   The 2014-2015 plan was implemented as planned.

2. What were the strengths of the implementation process?

   The strengths found from the implementation of the plan led to enhanced use of student data throughout the 2014-2015 school year. English Language Arts and Mathematics teachers used specific software to collect, analyze, and drive instruction through data. In general, the plan allowed the school to better tailor our instruction to the needs of our students and community.

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

   The learning curve associated with the new data collection software posed an initial challenge for the school. In addition, parental involvement continues to be a major area in need of improvement for the school.

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?

   English Language Arts and Mathematics teachers used the opportunities presented by the implementation of the new software to collectively make pedagogical decisions for their respective subjects and grade levels. This enhancement and increase in communication greatly benefited the school.

   Parental communication, while becoming regular and consistent, still requires further attention as education reinforcement is required outside of school. Intervention will be required to further advance the school in meeting these said goals.

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

   Professional development that focused on strategies aimed at meeting these goals were offered throughout the 2014-2015 school year. Additionally various family based activities were held throughout the year to encourage the community to become involved at the school.

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

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

The New Jersey School Climate Survey was administered to all staff members this year in an effort to assist in reinforcing positive conditions and addressing vulnerabilities for learning at the high school. Based on a 100 point scale where 100 represents completely satisfied, the survey results are as follows:

- Physical environment = 65%
- Teaching and learning = 58.2%
- Morale in the school community = 55.2%
- Relationships = 61.7%
- Parental support and engagement = 55.3%
- Safety = 79.8%
- Emotional environment = 54.6%
- Administrative support = 61.7%

The average staff perception score was 61.475%.

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

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

The New Jersey School Climate Survey was administered to students and parents this year in an effort to assist in reinforcing positive conditions and addressing vulnerabilities for learning at the high school. Based on a 100 point scale where 100 represents completely satisfied, the survey results are as follows:

Domain	Student Results	Parent/Community Results
Physical environment	59.8%	81%
Teaching and learning	62.2%	70.1%
Morale in the school community	53.4%	70.4%
Relationships	49.5%	73.6%
Parental support and engagement	69.9%	71.6%
Safety	62.8%	70.4%
Emotional environment	49.9%	70.4%

The average community perception score was 65.357% out of 100%.

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

The school opted to use Survey Monkey to administer the surveys. The student survey was administered through our physical education classes over the course of a two week period. Staff Members took the survey during a scheduled professional development session. The survey was placed online and offered to parents in English, Spanish, and Portuguese. Parents were informed via email and the auto dialer.

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

9. How did the school structure the interventions?

Instructional interventions were offered to students who were performing below grade level as identified through multiple measures. Read 180, English 9 lab, Algebra I lab, Geometry lab and Algebra II lab were offered as elective courses during the school day.

10. How frequently did students receive instructional interventions?

Students received interventions on a regular basis through modified classroom instruction and the implementation of school directives and policies.

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

The school actively strives to use cutting edge technological resources to improve student achievement. Over the course of the year the school utilized various software such as Linkit, Kahoot, Socrative, Microsoft Suite, Google Docs, Prezi, Slide Rocket, and SMART technologies. Each floor of the school was provided with roughly one hundred laptops to be shared amongst the teacher for instructional purposes. In addition, all teachers had SMART slates and Communicator Clearboards made available to them. In addition, Khan Academy and Read 180 were utilized to support underperforming students in both English Language Arts and Mathematics.

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

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

    a. All utilized technologies aided in increase student engagement and provided real-life communication and assessment experiences. Kahn Academy and Read 180 aided in supporting underperforming students in both English Language Arts and Mathematics.

Provide a separate response for each question.

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

Evaluation of 2014-2015 Student Performance
State Assessments-Partially Proficient

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

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A

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

Grade 12	7	5	Summer Scholars was offered to all students that did not demonstrate proficiency in the area of Language Arts Literacy during the March 2014 HSPA administration. This intensive six-week program provided students with targeted reading and writing instruction driven by HSPA cluster data and student product. In addition, all students in grade 12 who did not demonstrate proficiency in English Language Arts during the March, 2014 HSPA administration were enrolled in an additional Senior English class. In Senior English, students regularly met with their teacher to review reading and writing product and discuss strengths and weaknesses. Students received feedback on all reading and writing product. Student product was revised until a proficient score was earned as measured by the NJ Holistic Scoring Rubric. Literacy center-based learning activities were created in all Senior English classes to address specific reading and writing tasks as seen on HSPA. There were teacher led centers that focused on test taking strategies in addition to an independent center that was product driven.	Each student that attended the Summer Scholars program produced a minimum of two proficient work samples in each area they failed to demonstrate proficiency in on the March 2014 HSPA. Attendance at the Summer Scholars program was encouraged but not mandatory therefore not all of the students that failed to demonstrate proficiency on the March 2014 HSPA attended. Every student enrolled in a Senior English class produced a minimum of two proficient work samples in each area they failed to demonstrate proficiency in on the HSPA. During the January, 2015 AHSA administration one student demonstrated proficiency in English Language Arts. During the March, 2015 HSPA administration, two student's demonstrated proficiency in English Language Arts by achieving a scale score of 200 or above. During the March 2015 AHSA administration, one student demonstrated proficiency in English Language Arts.

Mathematics	**2013-2014**	**2014-2015**	**Interventions Provided**	**Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).**
Grade 4	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A

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

Grade 12	34	48	Summer Scholars was offered to all students that did not demonstrate proficiency in the area of mathematics during the March 2014 HSPA administration. This intensive six-week program provided students with targeted mathematics instruction as identified by HSPA cluster data and student product. Students in grade 12 who did not demonstrate proficiency in mathematics during the March, 2015 HSPA administration were enrolled in a Senior Math class. In Senior Math, students regularly met with their teacher to review assessment results, open-ended product and discuss strengths and weaknesses. Students received feedback on all open-ended product. Student product was revised until a proficient score was earned as measured by a task specific or NJ Holistic Scoring Rubric. Center based learning activities were created in all Senior Math classes to address specific math strands as seen on HSPA. There were two teacher led centers that focused on test taking strategies in addition to an independent center that was product driven.	Each student that attended the Summer Scholars program produced a minimum of two proficient work samples in each area they failed to demonstrate proficiency in on the March 2014 HSPA. Attendance at the Summer Scholars program was encouraged but not mandatory therefore not all of the students that failed to demonstrate proficiency on the March 2014 HSPA attended. Every student enrolled in a Senior Math class produced a minimum of two proficient work samples for each cluster they failed to demonstrate proficiency in on the HSPA. During the January, 2015 AHSA administration 12 students demonstrated proficiency in mathematics. During the March, 2015 HSPA administration, five students demonstrated proficiency in mathematics by achieving a scale score of 200 or above, one of which also demonstrated proficiency during the January AHSA administration. In addition, four students were able to demonstrate proficiency through March 2015 HSPA cluster data. During the March 2015 AHSA administration, nine students demonstrated proficiency in mathematics.

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 ***did*** **or** ***did not*** **result in proficiency (Be specific for each intervention).**
Pre-Kindergarten	N/A	N/A	N/A	N/A
Kindergarten	N/A	N/A	N/A	N/A
Grade 1	N/A	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A	N/A
Grade 9	40	TBD	Students who demonstrated below state mandated proficiency levels were given a number of specialized interventions. The students were tiered by ability levels and given modified instruction to address their specific reading and writing needs. Additionally, the writing lab classes were made available to them to hone in on and address areas of concern for each student's individual writing ability.	TBD
Grade 10	41	TBD	Students who demonstrated below state mandated proficiency levels were given a number of specialized interventions. The students were tiered by ability levels and given modified instruction to address their specific reading and writing needs. Additionally, the writing lab classes were made available to them to hone in on and address areas of concern for each student's individual writing ability.	TBD

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

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided ***did*** **or** ***did not*** **result in proficiency (Be specific for each intervention).**
Pre-Kindergarten	N/A	N/A	N/A	N/A
Kindergarten	N/A	N/A	N/A	N/A
Grade 1	N/A	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A	N/A
Grade 9	104	TBD	Within each math class, instruction was tiered to address each student's individual strengths and weaknesses. In addition, Geometry Lab classes were offered to further address student weaknesses in mathematics. These classes provided students with data driven small group instruction and remediation lessons as appropriate.	TBD
Grade 10	127	TBD	Within each math class, instruction was tiered to address each student's individual strengths and weaknesses. In addition, Algebra II Lab classes were offered to further address student weaknesses in mathematics. These classes provided students with data driven small group instruction and remediation lessons as appropriate.	TBD

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	N/A	N/A	N/A	N/A
Math	Students with Disabilities	N/A	N/A	N/A	N/A
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	Hampton-Brown Edge – Reading, Writing and Language	TBD	TBD	TBD
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	N/A	N/A	N/A	N/A
Math	Economically Disadvantaged	N/A	N/A	N/A	N/A
ELA	Grades 9-12	Targeted small group reading instruction	Yes	Read 180 SRI Scores	The following are the data for the students that were enrolled in the Read 180 program during the 2014-2015 school year: **Grade 9:**

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)
					49% of the students grew between 0 and 49 points as measured by the Scholastic Reading Inventory (SRI) 21% of the students grew between 50 and 99 points as measured by the Scholastic Reading Inventory (SRI) 30% of the students grew over 100 points or over as measured by the Scholastic Reading Inventory (SRI) **Grades 10 - 12:** 60% of the students grew between 0 and 49 points as measured by the Scholastic Reading Inventory (SRI) 10% of the students grew between 50 and 99 points as measured by the Scholastic Reading Inventory (SRI) 30% of the students grew 100 points or over as measured by the Scholastic Reading Inventory (SRI)
	Grades 9-12	ELA Lab	No	Marking period grades	The following is the data for the ninth grade students that were enrolled in the ELA LAB for the 2014-2015 School year. In comparing assessment grades from September 2014, to January 2015, there was not a decrease in the number of failures as measured by standardized benchmark assessments. In September 2014 1% of the students in the ELA Lab failed. By January 2015, 2% of the students in the ELA Lab received failing

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)
					scores.
	Grade 12	Summer Scholars Program	Yes	Student product	Each student that attended the Summer Scholars program produced a minimum of two proficient work samples in each area they failed to demonstrate proficiency in on the March 2014 HSPA.
	Grades 9-12	Targeted small group reading instruction	Yes	SRI Reports	The following is the data for the 9th-12th grade students. Of the thirty-eight students enrolled in the Read 180 course, 94.7% of the students demonstrated growth as measured by the scholastic reading inventory.
Math	Grades 9-11	Algebra I Lab Geometry Lab Algebra II Lab	Yes	Final grades	80.3% of the 37 students enrolled in Algebra I Lab successfully passed the course for the year. 86.4% of the 37 students enrolled in Geometry Lab successfully passed the course for the year. 100% of the 14 students enrolled in Algebra II Lab successfully passed the course for the year.
	Grade 12	Summer Scholars Program	Yes	Student product	Each student that attended the Summer Scholars program produced a minimum of two proficient work samples in each area they failed to demonstrate proficiency in on the March 2014 HSPA.

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	N/A	N/A	N/A	N/A
Math	Students with Disabilities	N/A	N/A	N/A	N/A
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	Summer Scholars Program	Yes	Student product	Each student that attended the Summer Scholars program produced a minimum of two proficient work samples in each area they failed to demonstrate proficiency in on the March 2014 HSPA.
Math	ELLs	Summer Scholars Program	Yes	Student product	Each student that attended the Summer Scholars program produced a minimum of two proficient work samples in each area they failed to demonstrate proficiency in on the March 2014 HSPA.
ELA	Economically Disadvantaged	N/A	N/A	N/A	N/A
Math	Economically Disadvantaged	N/A	N/A	N/A	N/A
ELA & Math	Grade 12	Summer Scholars Program	Yes	Student product	Each student that attended the Summer Scholars program produced a minimum of two proficient work samples in each area they failed to demonstrate proficiency in on the March 2014 HSPA.

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

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Content</th><th>2
Group</th><th>3
Intervention</th><th>4
Effective
Yes-No</th><th>5
Documentation of Effectiveness</th><th>6
Measurable Outcomes
(Outcomes must be quantifiable)</th></tr>
<tr><td></td><td>Grades 9-12 Athletes</td><td>Student Advisory Period (SAP)</td><td>No</td><td>SAP Sign in</td><td>
<table>
<tr><td>Athletic Season</td><td>2013-2014 % on Academic Probation</td><td>2014-2015 % on Academic Probation</td><td>Improvement % in Academic Probation year to year</td></tr>
<tr><td>Fall</td><td>50%</td><td>68%</td><td>(-18%)</td></tr>
<tr><td>Winter</td><td>82%</td><td>85%</td><td>(-3%)</td></tr>
<tr><td>Spring</td><td>11%</td><td>TBD</td><td>TBD</td></tr>
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<tr><td></td><td>Grades 9-12 Athletes</td><td>Homework Club</td><td>Yes</td><td>Documented students who failed off of teams</td><td>
<table>
<tr><td>Athletic Season</td><td>2013-2014 % That Failed off of Team</td><td>2014-2015 % That Failed off of Team</td><td>Improvement % in Student fail off year to year</td></tr>
<tr><td>Fall</td><td>8%</td><td>8%</td><td>0%</td></tr>
<tr><td>Winter</td><td>14%</td><td>11%</td><td>3%</td></tr>
<tr><td>Spring</td><td>6%</td><td>4%</td><td>2%</td></tr>
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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	N/A	N/A	N/A	N/A
Math	Students with Disabilities	N/A	N/A	N/A	N/A
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	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	N/A	N/A	N/A	N/A
Math	Economically Disadvantaged	N/A	N/A	N/A	N/A
ELA	Grades 9-12	Using data to drive instruction	Yes	Read 180 Lexile Scores	The following are the data for the students that were enrolled in the Read 180 program during the 2014-2015 school year: **Grade 9:** 49% of the students grew between 0 and 49 points as measured by the Scholastic Reading

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)
					Inventory (SRI) 21% of the students grew between 50 and 99 points as measured by the Scholastic Reading Inventory (SRI) 30% of the students grew over 100 points or over as measured by the Scholastic Reading Inventory (SRI) **<u>Grades 10 - 12:</u>** 60% of the students grew between 0 and 49 points as measured by the Scholastic Reading Inventory (SRI) 10% of the students grew between 50 and 99 points as measured by the Scholastic Reading Inventory (SRI) 30% of the students grew 100 points or over as measured by the Scholastic Reading Inventory (SRI)
Math	N/A	N/A	N/A	N/A	N/A

<u>Family and Community Engagement</u> **Implemented in 2014-2015**

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	N/A	N/A	N/A	N/A
Math	Students with Disabilities	N/A	N/A	N/A	N/A
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	Full Implementation of communication in native language	TBD	TBD	TBD
Math	N/A	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	N/A	N/A	N/A	N/A
Math	Economically Disadvantaged	N/A	N/A	N/A	N/A
ELA & Math	Grades 9-12	Parent Workshop & Community Workshops (Guidance)	No	Sign In Sheets Parent Feedback	Back to School Night – 20% of parents attended Back to School Night. Parent Teacher Conferences (Fall) – 10% of parents attended. Parent Teacher Conferences (Spring) – 21% of parents attended. FAFSA Informational Meeting – 1% of parents

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)
					attended. Scholarship Night – 100% of parents invited attended. "How to Save a Life" Awareness Program – 100% senior participation, 18% parent participation.
	Grades 9-12	Genesis – Web Page and Parent Portal	Yes	Genesis Enrollment Statistics	1046 parents are signed up for parent portal. This represents 88% parent participation in the program.
	Grades 9-12	Course Informational Nights (Chemistry Carnival)	Yes	Sign In Sheets Parent Feedback	Chemistry Carnival – 3% of parents attended.

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	• Benchmark Test Scores • Scholastic Reading Inventory	**The following are the data for the students that were enrolled in the Read 180 program during the 2014-2015 school year:** **Grade 9:** 49% of the students grew between 0 and 49 points as measured by the Scholastic Reading Inventory (SRI) 21% of the students grew between 50 and 99 points as measured by the Scholastic Reading Inventory (SRI) 30% of the students grew over 100 points or over as measured by the Scholastic Reading Inventory (SRI) Grades 10 - 12: 60% of the students grew between 0 and 49 points as measured by the Scholastic Reading Inventory (SRI) 10% of the students grew between 50 and 99 points as measured by the Scholastic Reading Inventory (SRI) 30% of the students grew 100 points or over as measured by the Scholastic Reading Inventory (SRI) **The following are the data for the students proficiency attainment levels for both reading and writing as tracked using LinkIt during the 2014-2015 school year:**

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

<table>
<tr><th>Areas</th><th>Multiple Measures Analyzed</th><th>Overall Measurable Results and Outcomes
(Results and outcomes must be quantifiable)</th></tr>
<tr><td></td><td></td><td>
Grade 9
<table>
<tr><td>Proficiency Level</td><td>September Benchmark</td><td>January Benchmark</td></tr>
<tr><td>Below 40%</td><td>62%</td><td>77%</td></tr>
<tr><td>40-60%</td><td>29%</td><td>20%</td></tr>
<tr><td>60-80%</td><td>9%</td><td>3%</td></tr>
<tr><td>Over 80%</td><td>0%</td><td>0%</td></tr>
</table>
Grade 10
<table>
<tr><td>Proficiency Level</td><td>September Benchmark</td><td>January Benchmark</td></tr>
<tr><td>Below 40%</td><td>71%</td><td>51%</td></tr>
<tr><td>40-60%</td><td>25%</td><td>33%</td></tr>
<tr><td>60-80%</td><td>4%</td><td>15%</td></tr>
<tr><td>Over 80%</td><td>0%</td><td>1%</td></tr>
</table>
Grade 11
<table>
<tr><td>Proficiency Level</td><td>September Benchmark</td><td>January Benchmark</td></tr>
<tr><td>Below 40%</td><td>30%</td><td>68%</td></tr>
<tr><td>40-60%</td><td>41%</td><td>30%</td></tr>
<tr><td>60-80%</td><td>25%</td><td>1%</td></tr>
<tr><td>Over 80%</td><td>4%</td><td>0%</td></tr>
</table>
Grade 12
<table>
<tr><td>Proficiency Level</td><td>September Benchmark</td><td>January Benchmark</td></tr>
<tr><td>Below 40%</td><td>81%</td><td>81%</td></tr>
<tr><td>40-60%</td><td>17%</td><td>19%</td></tr>
<tr><td>60-80%</td><td>1%</td><td>1%</td></tr>
<tr><td>Over 80%</td><td>0%</td><td>0%</td></tr>
</table>
</td></tr>
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</table>

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

<table>
<tr><th>Areas</th><th>Multiple Measures Analyzed</th><th>Overall Measurable Results and Outcomes
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<tr><td>Academic Achievement - Writing</td><td>• Benchmark Test Scores</td><td>The following are the data for the students proficiency attainment levels for both reading and writing as tracked using LinkIt during the 2014-2015 school year:
Grade 9
<table>
<tr><td>Proficiency Level</td><td>September Benchmark</td><td>January Benchmark</td></tr>
<tr><td>Below 40%</td><td>62%</td><td>77%</td></tr>
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</table>
Grade 11
<table>
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</table>
Grade 12
<table>
<tr><td>Proficiency Level</td><td>September Benchmark</td><td>January Benchmark</td></tr>
<tr><td>Below 40%</td><td>81%</td><td>81%</td></tr>
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<tr><td>60-80%</td><td>1%</td><td>1%</td></tr>
</table></td></tr>
</table>

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

<table>
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<tr><td></td><td></td><td>
<table>
<tr><td>Over 80%</td><td>0%</td><td>0%</td></tr>
</table>
</td></tr>
<tr><td>Academic Achievement - Mathematics</td><td>• End of Unit Assessments</td><td>
The following are the data for the students proficiency attainment levels for each end of unit assessment administered in mathematics as tracked using LinkIt during the 2014-2015 school year:

Algebra I
<table>
<tr><td>Proficiency Level</td><td>Chapter 2</td><td>Chapter 3</td><td>Chapter 4</td><td>Chapter 5</td><td>Chapter 6</td></tr>
<tr><td>Below 40%</td><td>24</td><td>16</td><td>26</td><td>16</td><td>8</td></tr>
<tr><td>40-60%</td><td>18</td><td>13</td><td>20</td><td>13</td><td>12</td></tr>
<tr><td>60-80%</td><td>30</td><td>30</td><td>36</td><td>39</td><td>25</td></tr>
<tr><td>Over 80%</td><td>29</td><td>42</td><td>18</td><td>32</td><td>55</td></tr>
</table>
Geometry
<table>
<tr><td>Proficiency Level</td><td>Chapter 1</td><td>Chapter 2</td><td>Chapter 3</td><td>Chapter 4</td><td>Chapter 5</td><td>Chapter 6</td></tr>
<tr><td>Below 40%</td><td>6</td><td>3</td><td>4</td><td>4</td><td>8</td><td>6</td></tr>
<tr><td>40-60%</td><td>15</td><td>9</td><td>17</td><td>4</td><td>9</td><td>10</td></tr>
<tr><td>60-80%</td><td>26</td><td>25</td><td>50</td><td>26</td><td>33</td><td>34</td></tr>
<tr><td>Over 80%</td><td>52</td><td>64</td><td>30</td><td>66</td><td>50</td><td>51</td></tr>
</table>
Algebra II
<table>
<tr><td>Proficiency Level</td><td>Chapters 1 & 3</td><td>Chapter 4</td><td>Chapter 5</td></tr>
<tr><td>Below 40%</td><td>25</td><td>21</td><td>30</td></tr>
<tr><td>40-60%</td><td>31</td><td>24</td><td>23</td></tr>
<tr><td>60-80%</td><td>34</td><td>31</td><td>28</td></tr>
<tr><td>Over 80%</td><td>9</td><td>25</td><td>20</td></tr>
</table>
</td></tr>
<tr><td>Family and Community</td><td>• Conferences:</td><td>Participation and acceptance of activities are used to measure success and growth in this category. The following list represents the activities</td></tr>
</table>

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)
Engagement	• Guidance Activities: • Course Activities:	held throughout the year to aid in generating Family and Community Engagement: • August 4-6-- College Week-- College tours of: Montclair State University, William Paterson, Rutgers, Berkeley, TCNJ, Rider, Stockton • August 7-8--College Application Boot Camp--Comprehensive college application workshop--Resume Writing, College Essay Writing, College App completion • August 8--Parent Luncheon--Explained college application process • September-May--Big Brothers Big Sisters at Monmouth Medical Center--Bi monthly mentorship program for students interested in the medical profession. • September 25--Grade Level Parent Night--Parent night held for parents of 9-12th graders highlighting important milestones their students must meet during their high school career including clubs sports activities, college, SAT's Financial Aid etc. • September-December--Lunchtime College visits--University of Maine, Monmouth University, New Jersey City University, Montclair State University, The College of New Jersey, Rider University, Seton Hall, SUNY Stony Brook, St. John's University • November 5--Career School Field Trip---Universal Technical Institute-Exton PA. Students learned about and toured an automotive training school. • November 6--Career/Job Shadowing Day with Berkeley College-- Seniors spent the day in NYC and NJ to spend the day job shadowing different careers such as: Fashion Design, Criminal Justice, Business, and Nursing. • December 15--Monmouth University Student Panel--juniors and seniors from Monmouth University spoke to 9th and 12th grade classes about their college experiences. • December 19--ASVAB Career Testing--10th and 11th graders participated in ASVAB Career testing • December 20--Community Holiday Luncheon--All families and students in the district invited to attend this day of celebration. Meals were served

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)
		to 1,000 people, with free Christmas gifts and pictures with Santa along with music and arts and crafts. • January 22--FAFSA Night--Guidance hosted an evening parent workshop walking parents and students through the financial aid process. After the presentation, parents were able to complete their child's FAFSA. • March 17-19--Tour of the labs and autopsy facilities of Monmouth Medical Center--In conjunction with the biomedical science class taught by Tiffani Monroe, the guidance team set up tours of these incredible facilities for students enrolled in this class. • March 31--Brookdale Community College Onsite EOF interviews--Guidance in conjunction with the Educational Opportunity Fund at Brookdale Community College interviewed over 40 potential candidates for this program at Brookdale Community College • May 19--Brookdale Community College Early Bird Program--Students attending Brookdale get the opportunity to tour the campus and create their Fall 2015 class schedules While participation has increased, parental and community evolvement still require improvement.
Professional Development	• District Run Professional Development • Turn Key Professional Development • Tuition Reimbursement	During the 2014-2015 school year, no less than six professional development opportunities were offered to each department per month. The professional development was offered by both administrators and staff and was aimed at creating more rigorous instruction and enhancing educational effectiveness in the classroom. Examples of offered professional development are: • Professional Learning Committee Meetings • Professional Development Half Days • Paid PD Over Summer recess • Teacher Lead Professional Development The average teacher had available exposure to over 100 hours of professional development throughout the school year. The ability for the district to allot so much time and variety to professional

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

<table>
<tr><th>Areas</th><th>Multiple Measures Analyzed</th><th>Overall Measurable Results and Outcomes
(Results and outcomes must be quantifiable)</th></tr>
<tr><td></td><td></td><td>development allows teachers to further tailor their instruction to meet the diverse needs of their students.</td></tr>
<tr><td>Leadership</td><td>N/A</td><td>N/A</td></tr>
<tr><td>School Climate and Culture</td><td>• Physical environment
• Teaching and learning
• Morale in the school community
• Relationships
• Parental support and engagement
• Safety
• Emotional environment
• Administrative support</td><td>The New Jersey School Climate Survey was administered to students, parents, and staff members this year in an effort to assist in reinforcing positive conditions and addressing vulnerabilities for learning at the High School.
The School to used Survey Monkey to administer the survey The student survey was administered through our physical education classes over the course of a two week period. Staff Members took the survey during a scheduled professional development session. The survey was placed online and offered to parents in English, Spanish, and Portuguese. Parents were informed via email and the auto dialer.

Based on a 100 point scale where 100 represents completely satisfied, the community survey results are as follows:

<table>
<tr><th>Domain</th><th>Student Results</th><th>Parent/Community Results</th></tr>
<tr><td>Physical environment</td><td>59.8%</td><td>81%</td></tr>
<tr><td>Teaching and learning</td><td>62.2%</td><td>70.1%</td></tr>
<tr><td>Morale in the school community</td><td>53.4%</td><td>70.4%</td></tr>
<tr><td>Relationships</td><td>49.5%</td><td>73.6%</td></tr>
<tr><td>Parental support and engagement</td><td>69.9%</td><td>71.6%</td></tr>
<tr><td>Safety</td><td>62.8%</td><td>70.4%</td></tr>
<tr><td>Emotional environment</td><td>49.9%</td><td>70.4%</td></tr>
</table>

The averaged perception score was 65.357% for the community.

Based on a 100 point scale where 100 represents completely satisfied,</td></tr>
</table>

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

<table>
<tr><th>Areas</th><th>Multiple Measures Analyzed</th><th>Overall Measurable Results and Outcomes
(Results and outcomes must be quantifiable)</th></tr>
<tr><td></td><td></td><td>the staff survey results are as follows:

<table><tr><th>Domain</th><th>Staff Results</th></tr><tr><td>Physical environment</td><td>65%</td></tr><tr><td>Teaching and learning</td><td>58.2%</td></tr><tr><td>Morale in the school community</td><td>55.2%</td></tr><tr><td>Relationships</td><td>61.7%</td></tr><tr><td>Parental support and engagement</td><td>55.3%</td></tr><tr><td>Safety</td><td>79.8%</td></tr><tr><td>Emotional environment</td><td>54.6%</td></tr><tr><td>Administrative Support</td><td>61.7%</td></tr></table>
The average perception score of the staff was 61.475%.</td></tr>
<tr><td>School-Based Youth Services</td><td>N/A</td><td>N/A</td></tr>
<tr><td>Students with Disabilities</td><td>N/A</td><td>N/A</td></tr>
<tr><td>Homeless Students</td><td>N/A</td><td>N/A</td></tr>
<tr><td>Migrant Students</td><td>N/A</td><td>N/A</td></tr>
<tr><td>English Language Learners</td><td>N/A</td><td>N/A</td></tr>
<tr><td>Economically Disadvantaged</td><td>N/A</td><td>N/A</td></tr>
</table>

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?

Throughout the 2014-2015 school year, the NCLB committee met monthly to discuss progress toward the 2014 goals outlined in the school's Title I School Wide Plan. During meetings data were analyzed and discussed in an effort to assess areas that required continued focus. Benchmark assessments, chapter assessments, standardized assessments and product review data in mathematics and English Language Arts were reviewed to determine specific areas of academic strengths and weaknesses.

In addition to data collection, the high school conducted an extensive needs assessment using teacher surveys, student surveys and parent surveys. Data gathered from these surveys were analyzed by the NCLB Committee. Results from these surveys along with standardized assessment data and local assessments were analyzed and discussed at professional learning community and faculty meetings.

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

The high school compiles data in a variety of ways. Results from state assessments and benchmark assessments are analyzed by district administrators, building administrators, and teachers. Data are disaggregated by school, academy, teacher and student. Data are then further broken down by subgroup. Data are analyzed by administrators and teachers in order to create action plans with regard to professional development and curriculum revisions in an effort to address marked areas of strengths and weaknesses.

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

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

Data from standardized assessments administered by the state of New Jersey are valid and reliable. Standard protocols for reviewing data are established and utilized when analyzing school data. Additionally, Long Branch High School use The New Jersey School Climate Survey. The survey was administered to students, parents, and staff members this year in an effort to assist in reinforcing positive conditions and addressing vulnerabilities for learning at the high school.

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

The data analysis revealed that with increased rigor comes increased student achievement. Long Branch utilizes state standards as a means to drive instruction and accurately assess student skill levels. This year, the school has fully implemented a new means of analyzing student data to better tailor instruction time to the needs of the students.

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

Student achievement along with consistent attendance at professional development opportunities suggests that the on-going professional development offered to the English and Mathematics Departments were successful. This year, the school held two profession learning committee meetings each week per subject. The goals of these meeting were to collaborate and drive instructional initiatives. 100% of English and Mathematics teachers attended all professional development opportunities.

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

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

Through historical data, previous grades, and initial benchmark data in September, at risk students are identified. From there, student progress is tracked on a weekly basis through LinkIt and pedagogical decisions are made based on the needs of the student. Administrators, supervisors, and teachers monitor student progress on unit assessments as well as benchmark assessments and met with teachers regularly to create plans for at risk students.

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

The student advisory period (SAP) program run daily and provides students with an opportunity to receive instructional support. Additionally, teachers are available for extra help before and after school. Homework Club is available before and after school until 5:00 pm for students to receive extra help. Highly qualified teachers from every discipline are available during Homework Club to provide targeted assistance. The high school employs an athletic facilitator to monitor and assist athletes with their academic performance. Athletes were mandated to attend SAP daily. Students identified as reading below grade level are enrolled in either an English 9 lab or Read 180 course that provide instructional support for reading on grade level or. Students identified as being at-risk in mathematics, are enrolled in math lab classes.

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

N/A

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

N/A

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

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

In the beginning of the school year, teachers met with their administrator to discuss and set instructional goals, which were monitored throughout the school year. Teachers participated in the decision making process regarding academic assessments utilizing classroom data and perception surveys.

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

Long Branch High School offers one program to help students transition from middle school to high school. The Peer Group Connection (PGC), which consists of a carefully selected group of high school students that visit the middle school monthly and work with grade eight students. This outreach program is designed to aid in the transition from middle to high school through mentoring. At the end of the year, eighth grade students have the opportunity to visit ninth grade classes to prepare them for the expectations of high school.

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

Priority problems and root causes for this plan were determined by reviewing data collected through product reviews, state assessments, classroom assessments, student surveys, teacher surveys and attendance records. Once all data were collected, the NCLB Committee analyzed the results and discussed the varying factors that impacted each of the items from the needs assessment. As a next step, we determined which of the items discussed from the needs assessment impacted the school and the students the most in regard to student achievement.

Provide a separate response for each question.

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.

<table>
<tr><th></th><th>#1</th><th>#2</th></tr>
<tr><td>Name of priority problem</td><td>ELA</td><td>Mathematics</td></tr>
<tr><td>Describe the priority problem using at least two data sources</td><td>

The following are the data for the students proficiency attainment levels for both reading and writing as tracked using LinkIt during the 2014-2015 school year:

Grade 9

Proficiency Level	September Benchmark	January Benchmark
Below 40%	62%	77%
40-60%	29%	20%
60-80%	9%	3%
Over 80%	0%	0%

Grade 10

Proficiency Level	September Benchmark	January Benchmark
Below 40%	71%	51%
40-60%	25%	33%
60-80%	4%	15%
Over 80%	0%	1%

</td><td>

The following are the data for the students proficiency attainment levels for each end of unit assessment administered in mathematics as tracked using LinkIt during the 2014-2015 school year:

Algebra I

Proficiency Level	Chapter 2	Chapter 3	Chapter 4	Chapter 5	Chapter 6
Below 40%	24	16	26	16	8
40-60%	18	13	20	13	12
60-80%	30	30	36	39	25
Over 80%	29	42	18	32	55

Geometry

Proficiency Level	Chapter 1	Chapter 2	Chapter 3	Chapter 4	Chapter 5	Chapter 6
Below 40%	6	3	4	4	8	6
40-60%	15	9	17	4	9	10
60-80%	26	25	50	26	33	34
Over 80%	52	64	30	66	50	51

</td></tr>
</table>

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

<table>
<tr><td></td><td>Grade 11<table><tr><td>Proficiency Level</td><td>September Benchmark</td><td>January Benchmark</td></tr><tr><td>Below 40%</td><td>30%</td><td>68%</td></tr><tr><td>40-60%</td><td>41%</td><td>30%</td></tr><tr><td>60-80%</td><td>25%</td><td>1%</td></tr><tr><td>Over 80%</td><td>4%</td><td>0%</td></tr></table>Grade 12<table><tr><td>Proficiency Level</td><td>September Benchmark</td><td>January Benchmark</td></tr><tr><td>Below 40%</td><td>81%</td><td>81%</td></tr><tr><td>40-60%</td><td>17%</td><td>19%</td></tr><tr><td>60-80%</td><td>1%</td><td>1%</td></tr><tr><td>Over 80%</td><td>0%</td><td>0%</td></tr></table></td><td>Algebra II<table><tr><td>Proficiency Level</td><td>Chapters 1 & 3</td><td>Chapter 4</td><td>Chapter 5</td></tr><tr><td>Below 40%</td><td>25</td><td>21</td><td>30</td></tr><tr><td>40-60%</td><td>31</td><td>24</td><td>23</td></tr><tr><td>60-80%</td><td>34</td><td>31</td><td>28</td></tr><tr><td>Over 80%</td><td>9</td><td>25</td><td>20</td></tr></table></td></tr>
<tr><td>Describe the root causes of the problem</td><td>Students enter high school reading more than two years below grade level. This results in an increasing academic gap as the students continue through high school. This negatively impacts the students not only in ELA but in all academic content areas.</td><td>Students enter high school without command of foundational mathematic skills. These prerequisite skills are necessary to be successful in high school level math courses.</td></tr>
<tr><td>Subgroups or populations addressed</td><td>Students reading below grade level
Special Education</td><td>Students scoring Partially Proficient on state assessments</td></tr>
<tr><td>Related content area missed (i.e., ELA, Mathematics)</td><td>N/A</td><td>N/A</td></tr>
<tr><td>Name of scientifically research based intervention to address priority problems</td><td>Read 180 Next Generation</td><td>N/A</td></tr>
<tr><td>How does the intervention align</td><td>Scholastic Read 180 Intervention Program is aligned to the Common Core State</td><td>Teachers aligned daily lesson plans to the Common Core State Standards.</td></tr>
</table>

with the Common Core State Standards?	Standards.	

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/Community Involvement	N/A
Describe the priority problem using at least two data sources	24% of parents attended Back to School Night. This is a 2% decrease from the 2013-2014 school year. Parent Teacher Conferences (Fall) – 10% of parents attended. Parent Teacher Conferences (Spring) – 28% of parents attended.	N/A
Describe the root causes of the problem	Attendance rates for Back to School Night and Parent Teacher Conferences have remained consistent for the past three school years. Attendance rates were significantly lower for grade level class meetings hosted by Class Advisors because meetings were not regularly held. The Freshmen and Sophomore Class did not conduct parent meetings.	N/A
Subgroups or populations addressed	Total Population	N/A
Related content area missed (i.e., ELA, Mathematics)	N/A	N/A

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

Name of scientifically research based intervention to address priority problems	Education Software Design: Parent Survey District-based Auto-Dialer http://www.sedl.org/connections/resources/evidence.pdf Developing Partnerships http://www.ncpie.org Genesis: Parent Portal and Family Connection	N/A
How does the intervention align with the Common Core State Standards?	N.J.A.C. 6A:9-3.4 1.14- Vision and mission of the school are effectively communicated to staff, parents, students, and community members.	N/A

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)(I)(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	N/A	N/A	N/A	N/A
Math	Students with Disabilities	N/A	N/A	N/A	N/A
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	Hampton-Brown Edge – Reading, Writing and Language	Teacher Supervisor Administrators Bilingual Head Teacher	By the end of the school year, 90 % students will demonstrate growth of at least one level in each of the three performance criteria on the WIDA writing rubric: linguistic complexity, vocabulary usage, and language forms and conventions.	Using Student Achievement Data to Support Instructional Decision Making, 2009
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	N/A	N/A	N/A	N/A

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

ESEA §1114(b)(I)(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)**
Math	Economically Disadvantaged	N/A	N/A	N/A	N/A
ELA	Grades 9-12	Targeted small group reading instruction	Teachers Supervisor Administrators	By March 2016, there will be 10% less students categorized as not proficient as compared to September 2015 as measured by standardized benchmark assessments.	Assisting Students Struggling with Reading , February 2009 (IEP Practice Guide)
	Grades 9-12	READ 180	Teachers Supervisor Administrators	By June 2015, 92% of the students enrolled will demonstrate growth as measured by the Scholastic Reading Inventory.	Intervention Report: READ 180
	Grades 9-12	ELA Lab	Teachers Supervisor Administrators	By March 2016, there will be 10% less students categorized as not proficient as compared to September 2015 as measured by standardized benchmark assessments.	Using Student Achievement Data to Support Instructional Decision Making, 2009
Math	Grades 9-12	Algebra I Lab Geometry Lab Algebra II Lab	Teachers Supervisor Administrators	June 2015 end of year data will reflect 10% less failures as compared to the end of year data from June 2014.	Using Student Achievement Data to Support Instructional Decision Making, 2009 Organizing Instruction and Study to Improve Student Learning, 2007

Use an asterisk to denote new programs.

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)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
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	N/A	N/A	N/A	N/A
Math	Students with Disabilities	N/A	N/A	N/A	N/A
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	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	N/A	N/A	N/A	N/A
Math	Economically Disadvantaged	N/A	N/A	N/A	N/A
ELA & Mathematics	Grades 9-12	Parent Workshop (Guidance)	Administrators Data Manager SAC Teachers Guidance Counselors	Attendance sign-in sheets at parent events and conferences will increase by 10%.	Center on School, Family, and Community Partnerships Joyce L. Epstein, Director , Johns Hopkins University School Counselor's Role in

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

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

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)
					Developing Partnerships for Parents and Communities for Student Success © September 2012 Joyce L. Epstein, Ph.D., Frances L. Van Voorhis, Ph.D.
	Grades 9-12	Homework Club	Teachers	During the 2014-2015 school year, of students will attend the SAP period	Title: The Effects of an After School Tutoring Program on the Academic Performance of At Risk Students and Students with Learning Disabilities May 2011
	Grades 9-12	Student Advisory Period (SAP)	Administrators Data Manager SAC Teachers Guidance Counselors	Attendance sign-in sheets at parent events and conferences will increase by 10%.	Center on School, Family, and Community Partnerships Joyce L. Epstein, Director , Johns Hopkins University School Counselor's Role in Developing Partnerships for Parents and Communities for Student Success © September 2012 Joyce L. Epstein, Ph.D., Frances L. Van Voorhis, Ph.D.

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

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
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)**
	Grades 9-12	Parent Workshop (Guidance)	Administrators Data Manager SAC Teachers Guidance Counselors	Attendance sign-in sheets at parent events and conferences will increase by 10%.	Center on School, Family, and Community Partnerships Joyce L. Epstein, Director , Johns Hopkins University School Counselor's Role in Developing Partnerships for Parents and Communities for Student Success © September 2012 Joyce L. Epstein, Ph.D., Frances L. Van Voorhis, Ph.D.
	Grades 9-12	Parent Involvement	Administrators Data Manager Guidance Teachers SAC	Attendance sign-in sheets at parent events and conferences will increase overall by 10%.	Teaching the Teachers: Preparing Educators to Engage Families for Student Achievement © May 2011 Margaret Caspe, M. Elena Lopez, Ashley Chu, & Heather B. Weiss School Counselor's Role in Developing Partnerships for Parents and Communities for Student Success © September 2012 Joyce L. Epstein, Ph.D., Frances L. Van Voorhis, Ph.D.

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

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	N/A	N/A	N/A	N/A
Math	Students with Disabilities	N/A	N/A	N/A	N/A
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	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	N/A	N/A	N/A	N/A
Math	Economically Disadvantaged	N/A	N/A	N/A	N/A
ELA	Grades 9-12	Using Data to Drive Instruction	Administrators Supervisors Teachers Read180 Consultant	A minimum 50 point increase in Lexile score as measured by the Scholastic Reading Inventory (SRI).	Using Student Achievement Data to Support Instructional Decision Making, 2009
ELA &	Grades 9-12	Genesis – Web Page	Teachers	Attendance sign-in sheets at	Center on School, Family, and

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)
Mathematics		and Parent Portal		parent events and conferences will increase by 5% from the previous school year records.	Community Partnerships Joyce L. Epstein, Director , Johns Hopkins University

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

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-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 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 committee members will be responsible for evaluating the program. The committee is comprised of administrators, staff, and community members. The review will be conducted internally. The evaluations will be conducted on a monthly basis.

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

   Timely data reporting from state mandated test are essential for accurate assessment. As most state test are new, data reporting takes extended amounts of time.

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

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

   Mandated and optional profession development for staff ensures participation in school directives. In addition, allowing all stakeholders to have an active say in the creation of goals and assessing the needs of the school contributes to buy-in with regard to program implementation.

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

   A School Climate Survey will be administered to staff members this year in an effort to assist in reinforcing positive conditions and addressing vulnerabilities for learning at the High School.

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

   A School Climate Survey will be administered to students and parents in an effort to assist in reinforcing positive conditions and addressing vulnerabilities for learning at the high school.

6. How will the school structure interventions?

   The school will use Survey Monkey to administer the survey. The student survey will be administered through our physical education classes over the course of a two week period. Staff members will take the survey during a scheduled professional development session. The survey will be placed online and offered to parents in English, Spanish, and Portuguese. Parents will be informed via email and the auto dialer system.

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

7. How frequently will students receive instructional interventions?

   Students will receive instructional interventions on a daily basis as outlined by school directives and professional development.

8. What resources/technologies will the school use to support the school wide program?
   a. The school will actively strive to use cutting edge technological resources to improve student achievement. Over the course of the year, the school utilize various software such as Linkit, Kahoot, Socrative, Microsoft Suite, Google Docs, Prezi, Slide Rocket, and SMART technologies. Each floor of the school will be provided with roughly one hundred laptops to be shared amongst the teacher for instructional purposes. In addition, all teachers will have SMART slates and SMART Communicators made available to them. In addition, Khan Academy and Read 180 will be utilized to support underperforming students in both English Language Arts and Mathematics.

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

   The school will utilize the data reporting software to collect and analyze the results of student product collected at key points during the year. Furthermore, these results will be discussed during Title I meetings and assessed accordingly.

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

    The Title I committee will evaluate all applicable data and disseminate the findings through a presentation during department meetings in May, 2016.

Provide a separate response for each question.

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

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	N/A	N/A	N/A	N/A
Math	Students with Disabilities	N/A	N/A	N/A	N/A
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	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	N/A	N/A	N/A	N/A
Math	Economically Disadvantaged	N/A	N/A	N/A	N/A
ELA &	Grades 9-12	Implementation of LBHS	Administrators	Attendance sign-in sheets at	Center on School, Family, and

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

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)
Mathematics		newsletter on website	Committee Leaders Student Newsletter Leader	parent events and conferences will increase by 2% from previous school year records.	Community Partnerships Joyce L. Epstein, Director , Johns Hopkins University
	Grades 9-12	Full Implementation of communication in native language	Administrators Data Manager Guidance Teachers	Attendance sign-in sheets at parent events and conferences will increase by 2% from previous school year records.	Center on School, Family, and Community Partnerships Joyce L. Epstein, Director , Johns Hopkins University
	Grades 9-12	Implementation of Parent Survey	Administrators Data Manager Guidance Teachers	10% increase in parent participation of the parent perception survey.	Center on School, Family, and Community Partnerships Joyce L. Epstein, Director , Johns Hopkins University
	Grades 9-12	Guidance Parent Workshops	Guidance	Attendance sign-in sheets at parent events and conferences will increase by 2% from previous school records.	Center on School, Family, and Community Partnerships Joyce L. Epstein, Director , Johns Hopkins University
	Grades 9-12	Course Informational Nights (PGC, AP, Chemistry Carnival)	Administrators Guidance Teachers Student Leaders	Attendance sign-in sheets at parent/community events will increase by 2% from previous school records.	Center on School, Family, and Community Partnerships Joyce L. Epstein, Director , Johns Hopkins University

Use an asterisk to denote new programs.

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

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?

   The priority problem is the lack of effective communication between the school and community involvement. The LBHS parent survey resulted in the parents identifying the need for multi forms of communication. Administrators, guidance counselors, and teachers are working to increase parental involvement, in an effort to increase overall student achievement. In addition, a newly developed survey will be implemented that accounts for these considerations. The survey will be broken up and administered throughout the year and will be available in multiple formats as to generate an increase in the number of responses from the community.

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

   Parent representatives are members of the school NCLB committee and parent input is solicited through perception surveys, focus groups, and evaluation forms.

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

   The school-parent compact is sent home with students. The parents are requested to sign the document and return it to the school. Homeroom teachers and guidance counselors follow up to ensure that a compact is returned for every student.

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

   Parent representatives are members of the school NCLB committee and parent input is solicited through perception surveys, focus groups, and evaluation forms. Also, the Parent Advisory Committee (PAC) was created in which parents will meet throughout the year to discuss ways to improve parent involvement within the school.

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

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

   The school-parent compact is sent home with students. The parents are requested to sign the document and return it to the school. Homeroom teachers and guidance counselors follow up to ensure that a compact is returned for every student.

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

   School achievement is reported to the public via the school report card.

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?

   Disaggregated assessment results are reported via the school report card and board meetings.

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

   Disaggregated assessment results are reported via the school report card and board meetings.

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

   Parent representatives are members of the school NCLB committee and parent input is solicited through perception surveys, focus groups, and evaluation forms.

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

    Individual student score reports are discussed through parent conferences. Also, individual scores are mailed home.

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

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

The school will use its 2015-2015 parent involvement funds for various parental involvement activities including meetings, workshops, conferences, celebrations and adult literacy programs. These programs will be implemented throughout the year and light refreshments will be provided.

Provide a separate response for each question.

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

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

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	101 99%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	1 1%	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	10 100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0 0%	

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

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

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible