

# 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.

| DISTRICT INFORMATION  | SCHOOL INFORMATION                                  |
|---|---|
| District: LONG BRANCH   | School: Long Branch Middle School                   |
| Chief School Administrator: DR. MICHAEL SALVATORE                       | Address: 350 Indiana Ave.                           |
| Chief School Administrator's E-mail:<br>msalvatore@longbranch.k12.nj.us | Grade Levels: 6-8                                   |
| Title I Contact: Bridgette Burttt                                       | Principal: Michael Vitarello                        |
| Title I Contact E-mail: bburttt@longbranch.k12.nj.us                    | Principal's E-mail: mvitarello@longbranch.k12.nj.us |
| Title I Contact Phone Number: (732) 571-2868                            | Principal's Phone Number: (732) 229-5533            |

### Principal's Certification

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

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

\_\_\_\_\_  
Principal's Name (Print)

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

## Critical Overview Elements

- The School held   5   (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 |
|--------------------------|-------------------------------|--|----------------------|------------------|
| After School Tutors      | Priority Problems 1 & 2       | Extended Learning Time and Extended Day  |                      |                  |
| NCLB Improvement Leaders | Priority Problems 1 & 2       | ELA & Mathematics Programs   |                      |                  |
| Professional Development | Priority Problems 1 & 2       | PD throughout school year to continue best practices for all intervention strategies |                      |                  |
| Parent Involvement       | Priority Problem 3            | Family Community Engagement  |                      |                  |

## 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. Vitarello     | School Staff-Administrator | X  | X                                | X                                  |           |
| Ms. Cruz          | School Staff-Administrator | X  | X                                | X                                  |           |
| Ms. Hyde          | School Staff-Administrator | X  | X                                | X                                  |           |
| Mrs. Alexander    | School Staff-ELA Leader    | X  | X                                | X                                  |           |
| Ms. Alston        | School Staff-Math Leader   | X  | X                                | X                                  |           |
| Mrs. Smith        | School Staff-Team Leader   | X  | X                                | X                                  |           |
| Mrs. Ortega       | School Staff-Bilingual IEP | X  | X                                | X                                  |           |
| Mrs. Benetsky     | School Staff-Special Ed    | X  | X                                | X                                  |           |
| Mrs. Barone-Simon | School Staff-Team Leader   | X  | X                                | X                                  |           |

|                |                          |   |   |   |  |
|----------------|--------------------------|---|---|---|--|
| Mrs. Regan     | School Staff-Team Leader | X | X | X |  |
| Mrs. Vanbeuren | Parent                   |   |   |   |  |

**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 |
| 11/25/14 | Middle School Main Office Conference Room | Review schoolwide goals with the committee.<br><br>Present the schoolwide goals at one of the monthly PLC meetings.<br><br>Prepare a list of data measures to collect and analyze this year to complete next year's plan.<br><br>Discuss the school's plan and progress in implementing the programs and initiatives related to the schoolwide goals. | X              |    | X               |    |

|          |   | Are there any revisions needed to the plan?   |   |  |   |  |
|----------|---|---|---|--|---|--|
| 12/16/14 | Middle School Main Office Conference Room | <p>Professional Development- Discuss PD initiatives to address priority problems.</p> <p>Select student focus groups to discuss important issues within the school.</p> <p>Review data assessment results.</p> <p>Analyze reading and math data</p> <p>Brainstorm with committee - goal is to review schoolwide goals and findings from data analysis with the staff.</p> | X |  | X |  |
| 2/24/15  | Middle School Main Office Conference Room | <p>Data sharing: climate surveys, discipline referrals, SRI growth</p> <p>Discuss Parent Involvement Night</p>  | X |  | X |  |

|         |   |   |   |  |   |  |
|---------|---|---|---|--|---|--|
| 3/31/15 | Middle School Main Office Conference Room | <p>Discuss programs and initiatives that will be implemented for the remainder of the school year.</p> <p>Review data-attendance and parent involvement</p>   | X |  | X |  |
| 4/30/15 | Middle School Main Office Conference Room | <p>Discuss goal for English Learners for 2015-16 school year.</p> <p>Discuss school discipline referral for the months of February and March and steps to improve the current numbers.</p> <p>Discuss Middle School Mission Statement and next steps for revision</p> | X |  | X |  |



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

**School’s Mission**

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

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

|   |  |
|---|--|
| <p><b>What is the school’s mission statement?</b></p> | <p>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 road map for making Long Branch Public Schools a benchmark of excellence among school districts in New Jersey. The road map is built on four foundations, or Four Pillars, namely:</p> <ul style="list-style-type: none"> <li>● Holding students and adults to high expectations of conduct and performance.</li> <li>● Ensuring that all students master the academic standards.</li> <li>● Working collaboratively and basing decisions on fact, not opinion.</li> <li>● Building strong partnerships with families and community.</li> </ul> <p>New and refined school wide programs in reading, writing and math are incorporated to raise student achievement. In alignment with the new common core standards, part of our focus is to increase academic rigor. We moved in this direction by increasing the proficiency bans regarding Lexile growth by grade level. Parental involvement activities are offered to build a stronger community partnership to enhance the education of our students. 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 <b>continuous academic growth</b>, embody <b>academic tenacity</b>, and model <b>socio-emotional resiliency</b>.</p> <p>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.</p> |
|---|--|

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

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

### Evaluation of 2014-2015 Schoolwide Program \*

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

- 1. Did the school implement the program as planned?** Yes, all programs (new and continuous) were implemented to meet the various needs of all students, parents and faculty. The Middle School implemented Read 180, Glencoe, National Geographic Inside, Writer's Workshop, Lexia Reading, Treasures, and Reading Fundamentals to address the English Language Arts priority problem. There was a **6.56%** increase in proficiency level of total population from baseline to end of year. Programs used to focus on the second priority problem, mathematics, were Connected Mathematics 3, Math 180 and Discovering Algebra resulting in a total population increase of 8.2 percent. Priority problem number three, parent involvement, was also implemented as planned with curriculum nights, back to school night, conferences, meet and greets, and various events. Data collected from curriculum nights indicates approximately 35% of families were in attendance.
- 2. What were the strengths of the implementation process?** The strengths of the implementation process were the communication and collaboration of the leadership team in the building to ensure that the plans were carried out and that there was accountability. To ensure this process was carried out the three administrators were each aligned with a specific content area: VPA: ELA – Mr. Vitarello, SCT: Science and

Social Studies – Ms. Cruz, and LDR: Mathematics – Ms. Hyde. The leadership team allotted time for professional development and teacher training in new programs and initiatives. Block scheduling, students were given 30 minutes of cooperative or independent work to check for understanding. Ongoing review of data showed both growth and areas still in need.

- 3. What implementation challenges and barriers did the school encounter?** Since we just completed year three of this implementation, teachers are still fine tuning their practice. Barriers to this implementation process were teachers were still refining their practice in year three of the new ELA programs and mastering the strategies of these programs. The time frame needed to implement the new ELA programs did not match our block schedule. 10% of math classes were able to complete all Connected Math units.
- 4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?** The goals and expectations were communicated throughout the school year during faculty meetings, department meetings, PLCs and professional development. The weaknesses were not having enough time to implement the programs that were required and an inconsistency with technology.
- 5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?** At the end of the second year of implementation (Connected Mathematics 3) and third year for all ELA programs, meetings were held to reflect and collaborate about what was working well and how improvements could be made to keep the integrity of the ELA and Math programs. While maintaining the fidelity of the programs, the curriculum supervisors refined the implementation based on the needs of our students.
- 6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?** The perceptions of the staff continued to be positive in the second and third year of implementation. Teachers, supervisors and principals continued to work together in the planning process to continue to make these changes seamless. The tools that the Middle School used to measure the perception of the staff throughout the year was by an ongoing dialogue between administrators and teachers. In addition, teachers were given opportunities during Department Meetings, Schoolwide Faculty Meetings and Professional Development to collaborate and plan.

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

The tools used to measure the community's perceptions was through ongoing communication with parents throughout the school year- InnovateNJ, back to school night, conferences and periodic teacher/parent phone calls and scheduled meetings, school climate - overall the community was pleased with the teaching staff and their efforts to provide positive student achievement.

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

program was a mixture of one-on-one, group sessions, e-mails, phone conversations and informational flyers.

**9. How did the school structure the interventions?** After analyzing state data we targeted specific subgroups in both Language Arts Literacy

and Mathematics. Students scoring below proficient in ELA NJASK (6<sup>th</sup>-62.2%, 7<sup>th</sup>-58.9%, 8<sup>th</sup>-39.5%) were placed in reading programs

accordingly. In addition the RTI program, Lexia Reading, was earmarked for certain students who were identified with reading difficulties.

Students who scored below proficiency for ELA were selected for our after-school tutoring sessions. Students scoring below proficient in Math

(6<sup>th</sup>-41.7%, 7<sup>th</sup>-53.7%, 8<sup>th</sup>-49.4%) were candidates for our after-school tutorial program. Throughout the school year, students were

monitored to ensure programs were continuously meeting the needs of the students. Interventions were dependent on the needs of each

student. Interventions included differentiated instruction, small group instruction and smaller size groups, ranging from 5 - 10 children, with

some models with one-to-one instruction was used.

**10. How frequently did students receive instructional interventions?** Instructional interventions were provided daily on an as need basis after reviewing the students data from both formative and summative assessments. The after-school tutorial program for Math and ELA were held two times per week for 60 minutes of instruction.

**11. What technologies did the school use to support the program?** Lexia is an online phonics based intervention program. Lessons from Math 180 through the use of laptops were used to support the program, as well as the Smart Slates. Read 180 uses instructional software for each student within the reading intervention program. Through the use of mobile learning devices, students are provided with individualized content, assessment and support, while having the opportunity to utilize current technology.

**12. Did the technology contribute to the success of the program and, if so, how?** Yes, because the program could be used to address individual areas in need for each student. The use of the laptops for grades 6-8 allowed teachers to target the needs of each student by assigning specific lessons from Math180 and Lexia. Additional materials online and Apps were provided for teachers to use to aide in their instruction and to be projected for the whole class to see.

**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 6               | 223/361   | TBD       | <ul style="list-style-type: none"> <li>● After-school Tutoring Program</li> <li>● Homework Club</li> <li>● Summer Enrichment Camp</li> <li>● Linkit online resources</li> </ul> | <ul style="list-style-type: none"> <li>● Attendance for Homework Club and Tutoring is not mandatory and the amount of weeks provided were shortened. At the end of the tutoring program, students increased by % from the pre-assessment.</li> <li>● Professional development was provided during component meetings. However, additional professional development needed to be directly focused on Common Core Standards for ELA.</li> </ul> |
| Grade 7               | 195/367   | TBD       | <ul style="list-style-type: none"> <li>● After-school Tutoring Program</li> <li>● Homework Club</li> <li>● Summer Enrichment Camp</li> <li>● Lexia Reading</li> </ul>           | <ul style="list-style-type: none"> <li>● Attendance for Homework Club and Tutoring is not mandatory and the amount of weeks provided were shortened. At the end of the tutoring program, students increased by % from the pre-assessment.</li> </ul>  |
| Grade 8               | 105/386   | TBD       | <ul style="list-style-type: none"> <li>● After-school Tutoring Program</li> <li>● Homework Club</li> <li>● Summer Enrichment Camp</li> <li>● Linkit online resources</li> </ul> | <ul style="list-style-type: none"> <li>● Attendance for Homework Club and Tutoring is not mandatory and the amount of weeks provided were shortened. At the end of the tutoring program, students increased by % from the pre-assessment.</li> </ul>  |

| Mathematics | 2013-2014 | 2014-2015 | Interventions Provided  | Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).  |
|-------------|-----------|-----------|---|---|
| Grade 6     | 102/361   | TBD       | <ul style="list-style-type: none"> <li>• Afterschool Tutoring Program</li> <li>• Homework Club</li> <li>• Common planning periods for all grade level mathematics teachers.</li> <li>• Job embedded professional development in mathematics through component/department meetings, lesson studies, and demo lessons</li> <li>• Linkit online resources</li> </ul> | <ul style="list-style-type: none"> <li>• Attendance for Homework Club and Tutoring is not mandatory and the amount of weeks provided were shorten. At the end of the tutoring program, students increased by 25% from the pre-assessment.</li> <li>• Professional development was provided during component meetings. However, additional professional development needed to be directly focused on the Common Core Standards and Connected Mathematics 3 program.</li> </ul> |
| Grade 7     | 137/367   | TBD       | <ul style="list-style-type: none"> <li>• Afterschool Tutoring Program</li> <li>• Homework Club</li> <li>• Common planning periods for all grade level mathematics teachers.</li> <li>• Job embedded professional development in mathematics through component/department meetings, lesson studies, and demo lessons</li> <li>• Linkit online resources</li> </ul> | <ul style="list-style-type: none"> <li>• Attendance for Homework Club and Tutoring is not mandatory and the amount of weeks provided were shorten. At the end of the tutoring program, students increased by 13% from the pre-assessment.</li> <li>• Professional development was provided during component meetings. However, additional professional development needed to be directly focused on the Common Core Standards and Connected Mathematics 3 program.</li> </ul> |
| Grade 8     | 188/386   | TBD       | <ul style="list-style-type: none"> <li>• Afterschool Tutoring Program</li> <li>• Homework Club</li> <li>• Common planning periods for all grade level mathematics teachers.</li> <li>• Job embedded professional development in mathematics through component/department meetings, lesson studies, and demo lessons</li> <li>• Linkit online resources</li> </ul> | <ul style="list-style-type: none"> <li>• Attendance for Homework Club and Tutoring is not mandatory and the amount of weeks provided were shorten. At the end of the tutoring program, students increased by 13% from the pre-assessment.</li> <li>• Professional development was provided during component meetings. However, additional professional development needed to be directly focused on the Common Core Standards and Connected Mathematics 3 program.</li> </ul> |



**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.

| <b>English Language Arts</b> | <b>2013 - 2014</b> | <b>2014 - 2015</b> | <b>Interventions Provided</b> | <b>Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).</b> |
|------------------------------|--------------------|--------------------|-------------------------------|---|
| Pre-Kindergarten             |                    |                    |                               |   |
| Kindergarten                 |                    |                    |                               |   |
| Grade 1                      |                    |                    |                               |   |
| Grade 2                      |                    |                    |                               |   |
| Grade 9                      |                    |                    |                               |   |
| Grade 10                     |                    |                    |                               |   |

| <b>Mathematics</b> | <b>2013 - 2014</b> | <b>2014 - 2015</b> | <b>Interventions Provided</b> | <b>Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).</b> |
|--------------------|--------------------|--------------------|-------------------------------|--|
| Pre-Kindergarten   |                    |                    |                               |  |
| Kindergarten       |                    |                    |                               |  |
| Grade 1            |                    |                    |                               |  |
| Grade 2            |                    |                    |                               |  |
| Grade 9            |                    |                    |                               |  |
| Grade 10           |                    |                    |                               |  |

**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<br>Content | 2<br>Group                 | 3<br>Intervention                                | 4<br>Effective<br>Yes-No | 5<br>Documentation of<br>Effectiveness                                       | 6<br>Measurable Outcomes<br>(Outcomes must be quantifiable)  |
|--------------|----------------------------|--|--------------------------|--|--|
| ELA          | Students with Disabilities | N/A  |                          |  |  |
| Math         | Students with Disabilities | N/A  |                          |  |  |
|              |                            |  |                          |  |  |
| ELA          | Homeless                   | N/A  |                          |  |  |
| Math         | Homeless                   | N/A  |                          |  |  |
|              |                            |  |                          |  |  |
| ELA          | Migrant                    | N/A  |                          |  |  |
| Math         | Migrant                    | N/A  |                          |  |  |
|              |                            |  |                          |  |  |
| ELA          | ELLs                       | Inside Geographic A, B, C; Basic English Version | Yes                      | <ul style="list-style-type: none"> <li>Data from Linkit Benchmark</li> </ul> | <ul style="list-style-type: none"> <li>Grade 6 : 25% of students were proficient on the grade 6 benchmark at the end of the 2014-15 school year.</li> <li>Grade 7: 50% of students were proficient on the grade 7 benchmark at the end of the 2014</li> <li>Grade 8: 33% of students were proficient on the grade 8 benchmark</li> </ul> |

|      |                            |   |     |   |   |
|------|----------------------------|---|-----|---|---|
|      |                            |   |     |   | at the end of the 2014-15 school year.  |
| Math | ELLs                       | <ul style="list-style-type: none"> <li>• Connected Mathematics 3 (Spanish version)</li> </ul> | Yes | <ul style="list-style-type: none"> <li>• Data from Linkit Benchmarks</li> <li>• Unit Assessment Data</li> </ul> | <ul style="list-style-type: none"> <li>• Grade 6: 45% of students were proficient on the grade 6 benchmark at the end of the 2014-15 school year. This is a 22% increase from the September 2014 baseline.</li> <li>• Grade 7: 53% of students were proficient on the grade 7 benchmark at the end of the 2014-15 school year. This is a 29% increase from the September 2014 baseline.</li> <li>• Grade 8: 47% of students were proficient on the grade 8 benchmark at the end of the 2014-15 school year. This is a 24% increase from the September 2014 baseline.</li> </ul> |
|      |                            |   |     |   |   |
| ELA  | Economically Disadvantaged | N/A   |     |   |   |
| Math | Economically Disadvantaged | N/A   |     |   |   |
| ELA  | ELA Students, Grade 6      | Treasures   | Yes | <ul style="list-style-type: none"> <li>• Data from Linkit</li> <li>• SRI</li> </ul>                             | <ul style="list-style-type: none"> <li>• Grade 6: 40% of the 6th grade students were proficient on the SRI at the end of the 2014-15 school year. This is a 4% increase from the September 2014 baseline score of 36% proficient.</li> </ul>  |
| ELA  | ELA Students Grade 7       | National Geographic Inside, Glencoe   | Yes | <ul style="list-style-type: none"> <li>• Data from Linkit</li> <li>• SRI</li> </ul>                             | <ul style="list-style-type: none"> <li>• Grade 7: 44% of the 7th grade students were proficient on the SRI at the end of the 2014-15 school year. This is a 3% increase from the</li> </ul>   |

|      |  |   |            |   |  |
|------|--|---|------------|---|--|
|      |  |   |            |   | September 2014 baseline score of 41% proficient.   |
| ELA  | ELA Students<br>Grade 8                                | Read 180, National Geographic Inside, Glencoe, Reading Fundamentals | Yes        | <ul style="list-style-type: none"> <li>• Data from Linkit</li> <li>• SRI</li> </ul>   | <ul style="list-style-type: none"> <li>• Grade 8: 56% of the 8th graders were proficient on the SRI at the end of the 2014-15 school year. This is a 3% increase from the September 2014 baseline score of 53% increase.</li> </ul>  |
| Math | All students, grades 6-8, except students in Algebra 1 | Connected Mathematics 3   | Yes and No | <ul style="list-style-type: none"> <li>• Data from Linkit Benchmarks (once per marking period)</li> <li>• Unit Assessment Data</li> </ul> | <ul style="list-style-type: none"> <li>• Grade 6: 50% of students were proficient on the grade 6 benchmark at the end of the 2014-15 school year. This is a 45% increase from the September 2014 baseline. 3 out of 7 sixth grade math teachers completed all seven Connected Mathematics units. 42.85% of the classes were able to complete the seven units which did not meet the goal of 100% from the 2014-15 plan.</li> <li>• Grade 7: 44% of students were proficient on the grade 7 benchmark at the end of the 2014-15 school year. This is a 41% increase from the September 2014 baseline. 0 out of 8 seventh grade math teachers completed all eight Connected Mathematics units. This did not meet the goal of 100% from the 2014-15 plan.</li> <li>• Grade 8: 30% of students were proficient on the grade 8 benchmark at the end of the 2014-15 school year. This is a 30% increase from the September 2014 baseline. 1 out of 8 eighth grade math teachers</li> </ul> |

|      |   |                       |    |   |   |
|------|---|-----------------------|----|---|---|
|      |   |                       |    |   | completed all six Connected Mathematics units. 12.5% of the classes were able to complete the eight units which did not meet the goal of 100% from the 2014-15 plan.  |
| Math | 8th grade students who met criteria to take Algebra 1                 | Discovering Algebra 1 | No | <ul style="list-style-type: none"> <li>• Readiness assessment results</li> <li>• Algebra 1 grades</li> <li>• Teacher recommendations</li> </ul> | 75% of student enrolled in Algebra 1 qualified for placement in Honors Geometry for their freshmen year of high school. This was 5% below our goal of 80% from the 2014-15 plan. However, there was an increase of 19.8% from last year.  |
| Math | Added course in addition to Connected Mathematics 3 - Grades 6, 7 & 8 | Math 180              | No | SMI Quantile Score  | <ul style="list-style-type: none"> <li>• 12 out of 31 grade 6 students scored proficient on the SMI from the final assessment in April 2015. This represents a 38.7% increase from the September 2014 baseline.</li> <li>• 2 out of 30 grade 7 students scored proficient on the SMI from the final assessment in April 2015. This represents a 6.66 % increase from the September 2014 baseline.</li> <li>• 1 out of 10 grade 8 students scored proficient on the SMI from the final assessment in April 2015. This represents a 10% increase from the September 2014 baseline.</li> </ul> |

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

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

| <b>1<br/>Content</b> | <b>2<br/>Group</b>         | <b>3<br/>Intervention</b>                                    | <b>4<br/>Effective<br/>Yes-No</b> | <b>5<br/>Documentation of<br/>Effectiveness</b> | <b>6<br/>Measurable Outcomes<br/>(Outcomes must be quantifiable)</b>                                  |
|----------------------|----------------------------|--|-----------------------------------|---|---|
| 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                       | Afterschool tutoring program with the math Bilingual teacher | Yes                               | Pre and Post Assessment from Linkit             | Students increased 100% from the pre to post assessment at the end of week 6 of the tutoring program. |
|                      |                            |  |                                   |   |   |
| ELA                  | Economically Disadvantaged | N/A  | N/A                               | N/A   | N/A   |

|      |                            |   |                  |  |   |
|------|----------------------------|---|------------------|--|---|
| Math | Economically Disadvantaged | N/A   | N/A              | N/A  | N/A   |
|      |                            |   |                  |  |   |
| ELA  | Grades 6-8                 | <ul style="list-style-type: none"> <li>• Summer Camp</li> <li>• Homework Club</li> <li>• After school Tutoring Program</li> </ul> | N/A<br>No<br>Yes | <ul style="list-style-type: none"> <li>• Pre and Post Assessment</li> <li>• Student Attendance</li> <li>• Increase in score from the pre to post assessment</li> </ul>                     | <ul style="list-style-type: none"> <li>• TBA</li> <li>• Insufficient data from Homework Club to show growth.</li> <li>• Students increased on their post assessment of the end of week 6 of the tutoring program.</li> </ul>        |
| Math | Grades 6-8                 | <ul style="list-style-type: none"> <li>• Summer Camp</li> <li>• Homework Club</li> <li>• After school Tutoring Program</li> </ul> | N/A<br>No<br>Yes | <ul style="list-style-type: none"> <li>• Pre and Post Assessment</li> <li>• Student Attendance</li> <li>• Receiving an increase in score from the pre to post Linkit assessment</li> </ul> | <ul style="list-style-type: none"> <li>• TBA</li> <li>• Insufficient data from Homework Club to show growth.</li> <li>• Students increased 15.16% on their post assessment at the end of week 6 of the tutoring program.</li> </ul> |

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

**Evaluation of 2014-2015 Interventions and Strategies**

***Professional Development*** – Implemented in 2014-2015

| 1<br>Content | 2<br>Group                 | 3<br>Intervention | 4<br>Effective<br>Yes-No | 5<br>Documentation of<br>Effectiveness | 6<br>Measurable Outcomes<br>(Outcomes must be quantifiable) |
|--------------|----------------------------|-------------------|--------------------------|--|---|
| ELA          | Students with Disabilities | N/A               |                          |  |   |
| Math         | Students with Disabilities | N/A               |                          |  |   |
|              |                            |                   |                          |  |   |
| ELA          | Homeless                   | N/A               |                          |  |   |
| Math         | Homeless                   | N/A               |                          |  |   |
|              |                            |                   |                          |  |   |
| ELA          | Migrant                    | N/A               |                          |  |   |
| Math         | Migrant                    | N/A               |                          |  |   |
|              |                            |                   |                          |  |   |
| ELA          | ELLs                       | N/A               |                          |  |   |
| Math         | ELLs                       | N/A               |                          |  |   |
|              |                            |                   |                          |  |   |
| ELA          | Economically Disadvantaged | N/A               |                          |  |   |
| Math         | Economically Disadvantaged | N/A               |                          |  |   |



| ELA      | ELA         | PLC'S (Job embedded professional development)<br>Peer-Colleague observations | Yes | <ul style="list-style-type: none"> <li>● Formal and informal observations/evaluations</li> <li>● Classroom walkthroughs</li> <li>● Development of Writing Portfolios</li> </ul> | <ul style="list-style-type: none"> <li>● 100% of new teachers' participated in PLC's, either as a presenter or observer. This percent stayed at its goal for the 2014-15 school year.</li> </ul>                      |
|----------|-------------|--|-----|---|---|
| Math     | Mathematics | Model Lessons (job embedded professional development)                        | Yes | <ul style="list-style-type: none"> <li>● Formal and informal observations/evaluations</li> <li>● Classroom walkthroughs</li> <li>● Student Data Conferences</li> </ul>          | <ul style="list-style-type: none"> <li>● 100% of new teachers participated in a minimum of 3 model lessons as either a presenter or observer. This percent stayed at its goal for the 2014-15 school year.</li> </ul> |
| Math 180 | Mathematics | Program Specific Staff Training  | Yes | Student Data  | <ul style="list-style-type: none"> <li>● Students, grades 6-8, increased 20.83% in proficiency from September 2014 baseline to April 2015 SMI baseline. This is a 9.83% increase from 2013-14.</li> </ul>             |
| ALL      | ALL         | New Teacher Monthly Professional Development                                 | Yes | <ul style="list-style-type: none"> <li>● Written Feedback</li> <li>● Goal Setting</li> </ul>  | <ul style="list-style-type: none"> <li>● 100% of new teachers attended monthly district and school level new teacher professional development sessions as stated in the 2014-15 plan.</li> </ul>                      |

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

***Family and Community Engagement* Implemented in 2014-2015**

| <b>1<br/>Content</b> | <b>2<br/>Group</b>         | <b>3<br/>Intervention</b> | <b>4<br/>Effective<br/>Yes-No</b> | <b>5<br/>Documentation of<br/>Effectiveness</b> | <b>6<br/>Measurable Outcomes<br/>(Outcomes must be quantifiable)</b> |
|----------------------|----------------------------|---------------------------|-----------------------------------|---|--|
| ELA                  | Students with Disabilities | N/A                       |                                   |   |  |
| Math                 | Students with Disabilities | N/A                       |                                   |   |  |
|                      |                            |                           |                                   |   |  |
| ELA                  | Homeless                   | N/A                       |                                   |   |  |
| Math                 | Homeless                   | N/A                       |                                   |   |  |
|                      |                            |                           |                                   |   |  |
| ELA                  | Migrant                    | N/A                       |                                   |   |  |
| Math                 | Migrant                    | N/A                       |                                   |   |  |
|                      |                            |                           |                                   |   |  |
| ELA                  | ELLs                       | N/A                       |                                   |   |  |
| Math                 | ELLs                       | N/A                       |                                   |   |  |
|                      |                            |                           |                                   |   |  |
| ELA                  | Economically Disadvantaged | N/A                       |                                   |   |  |
| Math                 | Economically Disadvantaged | N/A                       |                                   |   |  |

| ELA  |     |  |     |   |   |
|------|-----|--|-----|---|---|
| Math |     |  |     |   |   |
| ALL  | ALL | <p>Flexibility of scheduled events-scheduling events at various times and dates throughout the school year:</p> <ul style="list-style-type: none"> <li>● 6th Grade Orientation/Multi cultural Lunch</li> <li>● Back to School Night</li> <li>● Parent/Teacher Conferences (winter &amp; spring)</li> <li>● Holiday Baskets</li> <li>● District Holiday Brunch</li> <li>● School Fall and Spring Play</li> <li>● Read to Succeed</li> <li>● InnovateNJ</li> <li>● VPA Honor Roll Assembly</li> <li>● SCT Honor Roll Assembly</li> <li>● LDR Honor Roll Assembly</li> <li>● Multicultural Night</li> </ul> | Yes | <ul style="list-style-type: none"> <li>● Parent Sign-in Sheets</li> <li>● Parent Surveys</li> <li>● Parent Involvement</li> </ul> | <ul style="list-style-type: none"> <li>● Sign-in sheets were collected for 90% of the school/district events. In accordance with the 2014-15 plan, a minimum of two morning, two afternoon and two evening events were held. These events were held at various times throughout the school day to encourage parent attendance. The number of parent-involvement events exceeded the goal for the 2014-15 plan of having at minimum of two morning, afternoon and evening events. There were a total of 17 parent-involvement events with sign-in sheets for a majority of the events listed.</li> </ul> |

|     |     |   |     |  |  |
|-----|-----|---|-----|--|--|
|     |     | <ul style="list-style-type: none"> <li>● Spring Concert and Honors Chorus</li> <li>● District Art Show</li> <li>● District Anti-Bullying Night</li> <li>● National Junior Honor Society Induction</li> <li>● 8th Grade Awards Ceremony</li> <li>● 8th Grade Graduation</li> </ul> |     |  |  |
| ALL | ALL | Student Incentives based on parent-involvement.   | No  | <ul style="list-style-type: none"> <li>● Parent Sign-in Sheets</li> </ul>                          | <ul style="list-style-type: none"> <li>● By the end of the third marking period, 80% of all homerooms did not achieve having 100% of their parents attend an event. 60% of parents attended at least one event.</li> </ul> |
| ALL | ALL | Inviting families to parent events in a timely manner the use of various communication vehicles (district web site, auto dialer, letters home, flyers, and the digital marquee outside of school).  | Yes | <ul style="list-style-type: none"> <li>● Parent Sign-In Sheets</li> <li>● Parent Survey</li> </ul> | <ul style="list-style-type: none"> <li>● The goal of 100% for parental contact was met for the 2014-15 plan.</li> </ul>  |

### 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.

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**Principal's Name (Print)**

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**Principal's Signature**

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**Date**

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

*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<br>(Results and outcomes must be quantifiable)  |
|--------------------------------|---|---|
| Academic Achievement – Reading | <ul style="list-style-type: none"> <li>● SRI</li> <li>● NJASK 2014</li> </ul> | <p>The Middle School did not reach it progress targets in ELA school wide in 2014. 46.1% of total students scored in the proficient or advanced proficient range for SRI.</p> <ul style="list-style-type: none"> <li>● Grade 6 SRI 2014: 40% of students scored in the proficient or advanced proficient range.</li> <li>● Grade 7 SRI 2014: 44% of students scored in the proficient or advanced proficient range.</li> <li>● Grade 8 SRI 2014: 56% of students scored in the proficient or advanced proficient range.</li> </ul> <p>NJ ASK 2014: 46.4% of total students scored in the proficient or advanced proficient range.</p> <ul style="list-style-type: none"> <li>● Grade 6 NJASK 2014: 37.8% of students scored in the proficient or advanced proficient range.</li> <li>● Grade 7 NJASK 2014: 41% of students scored in the proficient or advanced proficient range.</li> <li>● Grade 8 NJASK 2014: 60.5% of students scored in the proficient or advance proficient range.</li> </ul> |

|                                    |  |   |
|------------------------------------|--|---|
|                                    |  | <ul style="list-style-type: none"> <li>100% (schoolwide and subgroups) met the statewide participation rate of 95% in 2014.</li> </ul>  |
| Academic Achievement - Mathematics | <ul style="list-style-type: none"> <li>NJASK 2014</li> <li>Benchmark Data</li> </ul>   | <p>The Middle School did not reach its progress targets in mathematics schoolwide in 2014. 51.7% of total students scored in the proficient or advanced proficient range.</p> <ul style="list-style-type: none"> <li>Grade 6 NJASK 2014: 58.1% of students scored in the proficient or advanced proficient range.</li> <li>Grade 7 NJASK 2014: 46.2% of students scored in the proficient or advanced proficient range.</li> <li>Grade 8: 50.5% of total students scored in the proficient or advanced proficient range.</li> <li>100% (schoolwide and subgroups) met the statewide participation rate of 95% in 2014.</li> </ul> <p>Mathematics Benchmarks: All grade levels had less than 80% of the students score in the proficient range.</p> <ul style="list-style-type: none"> <li>Grade 6: 5% proficient (September 2014) to 50% proficient (April 2015)</li> <li>Grade 7: 3% proficient (September 2014) to 44% proficient (April 2015)</li> <li>Grade 8: 0% proficient (September 2014) to 30% proficient (April 2015)</li> </ul> |
| Family and Community Engagement    | <ul style="list-style-type: none"> <li>Sign-in Sheets</li> <li>Parent Surveys</li> <li>Teacher Contact Logs</li> </ul>         | <ul style="list-style-type: none"> <li>There are approximately 1,114 sixth to eighth grade students enrolled in the Middle School. Based on the sign-in sheets from Back to School Night, October 2, 2014, there were a total of 950 signatures. The number of signatures represents the number of people that attended the Back to School night. This was consistent from the 2013-2014 school year.</li> <li>100% of 6<sup>th</sup>, 7<sup>th</sup> and 8th grade students had a family member attend the National Junior Honor Society Ceremony.</li> </ul>  |
| Professional Development           | <ul style="list-style-type: none"> <li>PLC Meetings</li> <li>Curriculum Department Meetings</li> <li>Learning Walks</li> </ul> | <p>Sign in sheets:</p> <ul style="list-style-type: none"> <li>100% of staff was offered daily Professional Learning Community time during common planning periods.</li> </ul>   |

|                             |  |   |
|-----------------------------|--|---|
|                             | <ul style="list-style-type: none"> <li>● Sign-in sheets</li> </ul> | <ul style="list-style-type: none"> <li>● 100% of staff was offered monthly curriculum department meetings. The goal was met from the 2014-2015 plan.</li> <li>● 98% of staff attended one or more curriculum department meetings monthly</li> <li>● 100% of teachers were offered specific PD trainings in order to increase student test scores in both ELA and Math.</li> </ul> |
| Leadership                  | <ul style="list-style-type: none"> <li>● Survey Results</li> </ul> | <ul style="list-style-type: none"> <li>● 100% of teachers were asked to participate in a leadership survey</li> </ul>   |
| School Climate and Culture  | <ul style="list-style-type: none"> <li>● Survey Results</li> </ul> | <ul style="list-style-type: none"> <li>● 100% of teachers were asked to participate in a school and climate survey</li> </ul>   |
| School-Based Youth Services | N/A  |   |
| Students with Disabilities  | <ul style="list-style-type: none"> <li>● PARCC</li> </ul>          | At this time we do not know if the Middle School has reached its progress targets in Mathematics and ELA schoolwide on the 2014-15 PARCC assessment.  |
| Homeless Students           | N/A  |   |
| Migrant Students            | N/A  |   |
| English Language Learners   | <ul style="list-style-type: none"> <li>● PARCC</li> </ul>          | PARCC scores did not count for this subgroup due to the low enrollment.   |
| Economically Disadvantaged  | <ul style="list-style-type: none"> <li>● PARCC</li> </ul>          | At this time we do not know if the Middle School has reached its progress targets in Mathematics and ELA schoolwide on the 2014-15 PARCC assessment.  |



## 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?** The middle school will conduct a needs assessment using data, teacher surveys, and focus groups during department meetings. The NCLB committee analyzed data gathered throughout the 2014-2015 school year. All results were then analyzed and discussed at faculty and department meetings. This plan focuses on goals in the areas of English Language Arts and Mathematics.
- 2. What process did the school use to collect and compile data for student subgroups?** Long Branch Middle School collects both quantitative and qualitative data from all student subgroups. Quantitative student learning data is collected in ELA and Mathematics. ELA benchmark data is collected in the beginning of the years, as a baseline, followed by an SRI (reading comprehension assessment) benchmark assessment every eight to ten weeks. Lexile data gleaned from each SRI compiled in a schoolwide and demographic grade summary form to determine student growth and proficiency. In addition, students are assessed weekly in their reading program and at the end of each unit with a “cold” assessment to test for transferability of skills previously learned. Benchmark data for Mathematics includes quarterly assessments from Linkit for grades 6th-8th. The overall growth was viewed from the first benchmark (benchmark A) to the fourth benchmark (benchmark A-retake). Additional quantitative data includes demographic data (attendance) and school processes data (scheduling, policies, and lesson planning). Qualitative data reviewed includes teacher observations and evaluations, as well as curriculum supervisor findings from focused data walks.
- 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 members of the NCLB committee compiled all standardized and

local data. Benchmark and standardized assessment scores are gathered from the Mathematics and English Language Arts supervisors.

4. **What did the data analysis reveal regarding classroom instruction?** The data analysis revealed specific strands in Math and ELA that need to be further addressed in the curriculum by possibly adjusting district pacing guides to provide additional instruction and supplemental materials in identified areas.
5. **What did the data analysis reveal regarding professional development implemented in the previous year(s)?** The professional development offered supports student achievement; specifically job embedded professional development opportunities such as data analysis, peer coaching and demo lessons. However, to increase student proficiency and teacher mastery, additional training is needed.
6. **How does the school identify educationally at-risk students in a timely manner?** Students are identified through Standardized assessment data, diagnostic and mid-year assessments, quarterly benchmarks, unit assessments, interim reports, marking period grades, teacher recommendations, observations conducted by curriculum supervisors, weekly attendance data and discipline referrals. The combination of all the given data help curriculum supervisors to identify and place students in proper intervention programs, as well as, help to monitor their progress and length of participation in them.
7. **How does the school provide effective interventions to educationally at-risk students?** Educationally at-risk students are provided with several types of assistance including tutoring, extended day/year programs, homework club, mentoring programs and I&RS interventions. Weekly and quarterly data is reviewed to provide specific support. All students are instructed using research based programs.
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

**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?** Teachers are engaged in the decision making regarding academic assessment for the improvement of instructional programs by goal setting during department meetings, participation in data-analysis, attending Child Study Team meetings, teacher/tutor collaboration, feedback forms and perception surveys. All classroom teachers are a part of a monthly department meeting 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?** All eighth grade students are invited to attend various performances at the high school to help the eighth graders become acclimated with the high school programs. In addition, eighth graders are part of the high school scheduling meetings with counselors and soon after they are transitioned to the high school, all freshmen are included in our freshmen mentoring program where they receive ongoing support. **Lastly, a summer transition program is available for students to attend the high school which was also presented to all students.** To help students transition from elementary to middle school, 5th grade classes are partnered with a 6th grade class for a day. Prior to the start of the school year, a 6th grade orientation is provided for students and parents in August.

**12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?** The NCLB committee, the subject specific supervisors, and the administrators analyzed all relevant data to identify priority problems to be addressed for this plan.

*\*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.

|   | #1   | #2   |
|---|--|--|
| Name of priority problem                                      | Core Curriculum Content Standards - English Language Arts  | Core Curriculum Content Standards - Mathematics  |
| Describe the priority problem using at least two data sources | <p><b>SRI (Scholastic Reading Inventory)</b> All grade levels did not meet the target proficient range.</p> <ul style="list-style-type: none"> <li>● Grade 6: 36% proficient (September 2014) to 40% proficient (April 2015)</li> <li>● Grade 7: 41% proficient (September 2014) to 44% proficient (April 2015)</li> <li>● Grade 8: 53% proficient (September 2014) to 56% proficient (April 2015)</li> </ul> <ul style="list-style-type: none"> <li>● The Hispanic subgroup did not meet their progress target with a total of 41% scoring proficient or advanced proficient in the SRI.</li> <li>● The African American subgroup did not meet their progress target with a total of 48% scoring proficient or advanced proficient in the SRI.</li> <li>● The Special Education subgroup did not meet their progress target with a total of 14.2% scoring proficient or advanced proficient in the NJASK 2014.</li> </ul> | <p><b>Mathematics Benchmarks:</b> All grade levels had less than 80% of the students score in the proficient range.</p> <ul style="list-style-type: none"> <li>● Grade 6: 5% proficient (September 2014) to 50% proficient (April 2015)</li> <li>● Grade 7: 3% proficient (September 2014) to 44% proficient (April 2015)</li> <li>● Grade 8: 0% proficient (September 2014) to 30% proficient (April 2015)</li> </ul> <p><b>NJASK 2014:</b></p> <ul style="list-style-type: none"> <li>● The Hispanic subgroup did not meet their progress target with a total of 47.5% scoring proficient or advanced proficient.</li> <li>● The African American subgroup did not meet their progress target with a total of 43% scoring proficient or advanced proficient.</li> <li>● The White subgroup scored the highest at 67.3% scoring proficient or advanced proficient.</li> <li>● The Special Education subgroup did not meet their progress target with a total of 23.3% scoring proficient or advanced proficient.</li> </ul> |

|   |  |   |
|---|--|---|
|   | <ul style="list-style-type: none"> <li>The Economically Disadvantaged subgroup did not meet their progress target with a total of 42.5% scoring proficient or advanced proficient.</li> </ul>  | <ul style="list-style-type: none"> <li>The Economically Disadvantaged subgroup did not meet their progress target with a total of 48% scoring proficient or advanced proficient.</li> </ul>   |
| Describe the root causes of the problem   | Areas of concern include students not reading on grade level: specifically, difficulty with comprehension, vocabulary and fluency. In addition, the core reading strategies and not incorporated in all content areas. Teachers are not consistently infusing differentiated instruction in all areas of reading.                          | Areas of concern include students who are not performing on grade level in basic skills. The structure of the mathematics block needs to be used more effectively to ensure student mastery of the curriculum. In regards to instruction, teachers are not consistently infusing higher level questioning techniques and differentiated instruction within the daily lessons. |
| Subgroups or populations addressed  | ALL  | ALL   |
| Related content area missed (i.e., ELA, Mathematics)                            | English Language Arts  | Mathematics   |
| Name of scientifically research based intervention to address priority problems | Read 180-Scholastic<br>National Geographic Inside Treasures<br>Lexia Reading   | Connected Mathematics 3 (Pearson)<br>Math 180   |
| How does the intervention align with the Common Core State Standards?           | All reading programs are aligned with the Common Core State Standards: <ul style="list-style-type: none"> <li>Anchor Standards</li> <li>Reading-Literature</li> <li>Reading-Informational Text</li> <li>Writing-to entertain, to inform, to persuade</li> <li>Speaking and Listening</li> <li>Language</li> <li>Phonics Focused</li> </ul> | Connected Mathematics 3 and Math 180 are aligned with the Common Core State Standards: <ul style="list-style-type: none"> <li>Ratios and Proportional Relationships</li> <li>The Number System</li> <li>Expressions and Equations</li> <li>Geometry</li> <li>Statistics and Probability</li> <li>Functions (8th Grade only)</li> </ul>  |

**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  |    |
| Describe the priority problem using at least two data sources                   | The Middle School had a high percentage of parents 80% that attended the sixth grade orientation and approximately 88% attended Back to School Night.   |    |
| Describe the root causes of the problem   | Events in general, are moderately attended by parents. Events which combine a breakfast/lunch/or dinner with a school event may increase parental involvement and provide a meal while encouraging family time. Providing time for teachers to make phone calls home for Back to School Night and Conferences inviting parents may increase attendance, along with using the auto-dialer more frequently. In addition, inviting parents who don't have computers when signing up for parent conferences may increase attendance. Parent involvement activities need to be promoted with ample notification for parents and staff. |    |
| Subgroups or populations addressed  | ALL   |    |
| Related content area missed (i.e., ELA, Mathematics)                            | Parent Involvement  |    |
| Name of scientifically research based intervention to address priority problems | <ul style="list-style-type: none"> <li>● Intervention and Referral Services (I&amp;RS)</li> <li>● Curriculum Nights</li> <li>● Reliable and Valid Parent Surveys</li> </ul>   |    |

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

## 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

| <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  | Students with Disabilities | N/A                  |                    |  |   |
| Math   | Students with Disabilities | N/A                  |                    |  |   |
|  |                            |                      |                    |  |   |
| ELA  | Homeless                   | N/A                  |                    |  |   |
| Math   | Homeless                   | N/A                  |                    |  |   |
|  |                            |                      |                    |  |   |
| ELA  | Migrant                    | N/A                  |                    |  |   |
| Math   | Migrant                    | N/A                  |                    |  |   |
|  |                            |                      |                    |  |   |
| ELA  | ELLs                       | N/A                  |                    |  |   |
| Math   | ELLs                       | N/A                  |                    |  |   |
|  |                            |                      |                    |  |   |
| ELA  | Economically Disadvantaged | N/A                  |                    |  |   |



|      |   |                            |   |   |  |
|------|---|----------------------------|---|---|--|
| Math | Economically Disadvantaged  | N/A                        |   |   |  |
|      |   |                            |   |   |  |
| ELA  | 8th grade students who fall just below reading proficiency. Students with disabilities                            | Read 180                   | Administrators, ELA Supervisor and Teachers | <ul style="list-style-type: none"> <li>● Online formative assessments</li> <li>● Diagnostic Reports</li> <li>● Word Correct per Minute</li> <li>● SRI</li> <li>● Summative Assessments</li> </ul> | IES Practice Guide<br>What Works Clearing House<br>“Intervention, Read180”<br>October, 2009  |
| ELA  | 7th and 8th grade students scoring basic or below basic on MP SRI plus other measures. Students with disabilities | National Geographic Inside | Administrators, ELA Supervisor and Teachers | <ul style="list-style-type: none"> <li>● SRI</li> <li>● Word Correct Per Minute</li> <li>● Formative and Summative Assessments</li> </ul>   | IES Practice Guide<br>What Works Clearing House<br>“Improving Adolescent Literacy: Effecting Classroom and Intervention Practices”<br>August, 2008 |
| ELA  | 7th & 8th grade students scoring on grade level.  | Glencoe                    | Administrators, ELA Supervisor and Teachers | <ul style="list-style-type: none"> <li>● SRI</li> <li>● Word Correct per Minute</li> <li>● Formative and Summative Assessments</li> </ul>   | IES Practice Guide<br>What Works Clearing House<br>“Evidence Review Protocol For Adolescent Literacy Interventions”<br>April, 2010                 |
| ELA  | 6th-8th grade students basic or below basic who struggle with phonics   | Lexia                      | Administrators, ELA Supervisor and Teachers | <ul style="list-style-type: none"> <li>● SRI</li> <li>● Word Correct per Minute</li> <li>● Formative and Summative Assessments</li> </ul>   | IES Practice Guide<br>What Works Clearing House<br><br>Evidence Review Protocol For Adolescent Literacy Interventions”                             |

|      |   |   |  |   |  |
|------|---|---|--|---|--|
|      |   |   |  | <ul style="list-style-type: none"> <li>● Diagnostic Assessments</li> </ul>  | April, 2010  |
| ELA  | 6th grade students reading below grade level                  | Treasures   | Administrators, ELA Supervisor and Teachers  | <ul style="list-style-type: none"> <li>● SRI</li> <li>● Word Correct per Minute</li> <li>● Formative and Summative Assessments</li> <li>● Diagnostic Assessments</li> </ul>   | IES Practice Guide<br>What Works Clearing House<br>"Student Team Reading and Writing"<br>November, 2011  |
| ELA  | 6th-8th Grade students who are advanced proficient in reading | Reading Fundamentals  | Administrators, ELA Supervisor and Teachers  | <ul style="list-style-type: none"> <li>● SRI</li> <li>● Word Correct per Minute</li> <li>● Formative and Summative Assessments</li> <li>● Timed and process writing pieces- Argument, Narrative &amp; Literary Essay</li> </ul>   |  |
| Math | Math  | Connected Mathematics 3 - grades 6th-8th: all regular education and special education mainstreamed students | Administrators, Math Supervisor and Teachers | Students' ability to achieve mastery of the grade appropriate standards. 100% of math classes will successfully complete the assigned Connected Math units (following the LBMS curriculum), resulting in a minimum passing rate of 85%. Every summative assessments given will be | IES Practice Guide<br>"Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle Schools" (April, 2009) |

|              |   |  |  |   |  |
|--------------|---|--|--|---|--|
|              |   |  |  | from the Connected Math assessment book.  |  |
| Math         | Proficient to Advanced proficient students as identified by Math data | Discovering Algebra1-8th grade students who met specific set of criteria | Administrators, Math Supervisor and Teachers | <ul style="list-style-type: none"> <li>• A minimum of 80% of students' enrolled in Algebra 1 will qualify for enrollment in an Honors Geometry course Freshmen year of high school.</li> <li>• Specific criteria for Honors Geometry - unit test scores, mid term and final assessments, and Linkit Benchmark results.</li> </ul> | IES What Works Clearing House "WWW Quick Review: Effect of Teacher Professional Development on Middle School Math Students." (August 2010)   |
| Math         | Below proficient students as identified by Math data                  | Math 180   | Administrators, Math Supervisor and Teachers | <ul style="list-style-type: none"> <li>• Online formative assessments</li> <li>• Summative Assessments</li> <li>• SMI (Scholastic Math Inventory) - once per marking period</li> </ul>  | IES Practice Guide<br>What Works Clearing House Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools (April 2009)  |
| Math and ELA | Math and ELA Teachers   | Quarterly data chats with goal setting and target schedules              | Administrators and Curriculum Supervisors    | During the 2015-16 school year 100% of Math and ELA teachers will meet quarterly to analyze data and establish goals with specific target dates.  | Patel, P.; & Laud, L.E. (2009). Using goal-setting to "P(paw)LANS" to improve writing. Teaching Exceptional Children PLUS, 5(4).<br>Hattie, J., & Timperley, H (2007). The power of feedback. Review of Educational Research, 77(1): 81-112. |
| Math & ELA   | ALL   | Linkit:  | Administrators Supervisors Teachers          | 100% of teachers will participate in professional development in using the Linkit Dashboard program in  | Using Student Achievement Data to Support Instructional Decision   |

|  |  |  |  |   |  |
|--|--|--|--|---|--|
|  |  | <p>The Linkit Dashboard program is fully aligned to the common core state standards. The program tracks performance by school grade, level, subject, teacher, class and individual students. Linkit is able to disaggregate results by race, gender and special programs. Benchmarks from Linkit are fully aligned to grade level common core state standards.</p> |  | <p>order to analyze data and utilize resources to increase student achievement.</p> | <p>Making. What Works Clearinghouse, September 2009 Practice Guide</p> |
|--|--|--|--|---|--|

*\*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)(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;*

| <b>Content Area Focus</b> | <b>Target Population(s)</b> | <b>Name of Intervention</b>   | <b>Person Responsible</b>                                      | <b>Indicators of Success (Measurable Evaluation Outcomes)</b>  | <b>Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)</b>                                   |
|---------------------------|-----------------------------|-------------------------------|--|--|--|
| ELA                       | Students with Disabilities  | N/A                           |  |  |  |
| Math                      | Students with Disabilities  | N/A                           |  |  |  |
|                           |                             |                               |  |  |  |
| ELA                       | Homeless                    | N/A                           |  |  |  |
| Math                      | Homeless                    | N/A                           |  |  |  |
|                           |                             |                               |  |  |  |
| ELA                       | Migrant                     | N/A                           |  |  |  |
| Math                      | Migrant                     | N/A                           |  |  |  |
|                           |                             |                               |  |  |  |
| ELA                       | ELLs                        | After-school tutoring program | Teachers<br>Administrators<br>Supervisor<br>Students & Parents | <ul style="list-style-type: none"> <li>• Linkit Benchmark Assessments</li> <li>• SRI Data</li> </ul> | IES Practice Guide<br>What Works Clearing House<br>“Evidence Review Protocol For Adolescent Literacy Interventions” (April 2010) |
| Math                      | ELLs                        | After-school tutoring         | Teachers<br>Administrators<br>Supervisor                       | <ul style="list-style-type: none"> <li>• Linkit Benchmark Assessments</li> </ul>                     | IES Practice Guide<br>What Works Clearing House  |

|              |   |                               |  |  |  |
|--------------|---|-------------------------------|--|--|--|
|              |   | program                       | Students & Parents   | <ul style="list-style-type: none"> <li>• Connected Math 3 unit assessments</li> </ul>  | Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools (April 2009)  |
| ELA          | Economically Disadvantaged  | N/A                           |  |  |  |
| Math         | Economically Disadvantaged  | N/A                           |  |  |  |
| ELA          | At risk students due to assessment data and teacher recommendations | After-school tutoring program | Teachers<br>Administrators<br>Supervisor<br>Students & Parents | <ul style="list-style-type: none"> <li>• Linkit Benchmark Assessments</li> <li>• SRI Data</li> </ul>   | IES Practice Guide<br>What Works Clearing House<br>“Evidence Review Protocol For Adolescent Literacy Interventions” (April 2010)   |
| Math         | At risk students due to assessment data and teacher recommendations | After-school tutoring program | Teachers<br>Administrators<br>Supervisor<br>Students & Parents | <ul style="list-style-type: none"> <li>• Linkit Benchmark Assessments</li> <li>• Connected Math 3 unit assessments</li> </ul>  | IES Practice Guide<br>What Works Clearing House<br>Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools (April 2009)   |
| ELA and Math | Total Population  | Summer Enrichment Camp        | Camp Facilitator,<br>Camp Teachers                             | Based on reports, that measure daily attendance, 40% of all students from the Middle School will attend Summer Enrichment Camp during the summer of 2015 in an effort to bridge the achievement gap. | Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). <i>Structuring out-of-school time to improve academic achievement: A practice guide</i> (NCEE #2009-012). Washington, DC: National Center for Education Evaluation |

|  |  |  |  |  |   |
|--|--|--|--|--|---|
|  |  |  |  |  | and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. |
|--|--|--|--|--|---|

*\*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              |                    |  |   |
| Math               | Students with Disabilities | N/A              |                    |  |   |
|                    |                            |                  |                    |  |   |
| ELA                | Homeless                   | N/A              |                    |  |   |
| Math               | Homeless                   | N/A              |                    |  |   |
|                    |                            |                  |                    |  |   |
| ELA                | Migrant                    | N/A              |                    |  |   |
| Math               | Migrant                    | N/A              |                    |  |   |
|                    |                            |                  |                    |  |   |
| ELA                | ELLs                       | N/A              |                    |  |   |
| Math               | ELLs                       | N/A              |                    |  |   |

|          |                            |   |  |  |  |
|----------|----------------------------|---|--|--|--|
|          |                            |   |  |  |  |
| ELA      | Economically Disadvantaged | N/A   |  |  |  |
| Math     | Economically Disadvantaged | N/A   |  |  |  |
|          |                            |   |  |  |  |
| ELA      |                            |   |  |  |  |
| Math/ELA | All Teachers               | Department Meetings (job-embedded professional development) | Administrators, Curriculum Supervisors, Teachers | 100% teacher participation in these meetings. These meetings will provide teachers with the opportunity to meet to discuss student achievement, lesson planning, pacing, goal setting, sample model lessons from other teachers and perform data analysis on assessments. These topics of discussion will be observed through formal and informal observations, as well as classroom walkthroughs. | IES Practice Guide<br>What Works Clearing House<br>"Turning Around Chronically Low-Performing Schools"<br><br>May 2008   |
| All      | New Teachers               | New Teacher Monthly Professional Development                | Administration and Teachers                      | During the 2015-16 school year, 100% of new teachers will attend monthly district and school level new teacher professional development sessions.  | Systemic vs. one-time teacher professional development: what does research say?<br>Research Note 15<br>Prepared for Texas Instruments by the Center for Technology in Learning, SRI International, July, 2009 <a href="http://www.education.ti.com">www.education.ti.com</a> |



|          |           |   |                             |  |  |
|----------|-----------|---|-----------------------------|--|--|
| Math/ELA | All Staff | Quarterly Data Conferences with Goal Setting and Target Schedules | Administration and Teachers | During the 2015-2016 school year 100% of teachers will meet quarterly to analyze data and set specific, attainable goals. At the end of each 8 week cycle of instruction, teachers will meet with their department and supervisor to share data, identify weak skill areas, identify weak students, determine root causes, and develop next steps and SMART goals. | Patel, P., & Laud, L. E. (2009). Using goal-setting in "P(paw)LANS" to improve writing. <i>Teaching Exceptional Children PLUS</i> , 5(4).<br>Hattie, J., & Timperley, H. (2007). <i>The power of feedback. Review of Educational Research</i> , 77(1): 81–112. |
|----------|-----------|---|-----------------------------|--|--|

***\*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 schoolwide committee and administration will be responsible for evaluating the schoolwide program. It will be conducted internally.
2. **What barriers or challenges does the school anticipate during the implementation process?** A lack of bilingual teachers for our growing population, and a lack of up to date technology for students grades 6-8.
3. **How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?** To gain stakeholder support, the middle school will hold monthly meetings and provide professional development and/or informational sessions. In addition, continued support is imperative for teachers through data walks, PLC meetings, and professional development.
4. **What measurement tool(s) will the school use to gauge the perceptions of the staff?** The Middle School will continue to use the Perception Survey to gather valuable feedback.
5. **What measurement tool(s) will the school use to gauge the perceptions of the community?** The Middle School will continue to use the Perception Survey to gather valuable feedback from the community. Parents will have access to the survey from the district website.
6. **How will the school structure interventions?** The school will structure interventions during school hours by incorporating peer tutoring sessions during lunchtime. In addition, afterschool interventions such as homework club, ELA and Math tutoring services, and academic based summer enrichment camp will be provided.

7. **How frequently will students receive instructional interventions?** Students will receive instructional interventions either on a daily basis or at a minimum of two times per week. Ongoing assessments will be reviewed by teachers and administration and shared at department meetings.
8. **What resources/technologies will the school use to support the schoolwide program?** Online tools supporting both ELA and math will be implemented daily. In conjunction, professional development and weekly component meetings will be designed to support both curriculum and best practices.
9. **What quantitative data will the school use to measure the effectiveness of each intervention provided?** Unit assessments, along with formative assessments and anecdotal notes, from teacher observations during small group instruction will be used. Additionally, quarterly Linkit and SRI benchmarks, and diagnostic assessments will be referenced.
10. **How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?** Parent achievement data will be reported to the public via the school report card, board meetings, and notifications sent home.

*\*Provide a separate response for each question.*

## 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 | N/A              |                    |  |   |
| Math               | Students with Disabilities | N/A              |                    |  |   |
|                    |                            |                  |                    |  |   |
| ELA                | Homeless                   | N/A              |                    |  |   |
| Math               | Homeless                   | N/A              |                    |  |   |
|                    |                            |                  |                    |  |   |
| ELA                | Migrant                    | N/A              |                    |  |   |
| Math               | Migrant                    | N/A              |                    |  |   |
|                    |                            |                  |                    |  |   |
| ELA                | ELLs                       | N/A              |                    |  |   |
| Math               | ELLs                       | N/A              |                    |  |   |
|                    |                            |                  |                    |  |   |
| ELA                | Economically Disadvantaged | N/A              |                    |  |   |

|                                   |                            |   |   |   |   |
|-----------------------------------|----------------------------|---|---|---|---|
| Math                              | Economically Disadvantaged | N/A   |   |   |   |
|                                   |                            |   |   |   |   |
| ELA                               |                            |   |   |   |   |
| All Content Areas                 | All Families               | Flexibility of scheduled events- scheduling events at various time and dates throughout the school year | Administration & Parent Involvement Committee | During the 2015-16 school year the middle school will host a minimum of two morning events, two afternoon events and a minimum of two evening events.                   | <b>Parental Involvement Strongly Impacts Student Achievement</b><br><i>Science Daily (May 28, 2008)</i> —<br><b>New research from the University of New Hampshire</b>                                       |
| All Content Areas                 | All Families               | Parent Teacher Conferences  | Classroom Teachers                            | 100% of all families will either attend fall and spring Parent Teacher Conferences or be given a phone conference or a progress report regarding their child's progress | <b>Parental Involvement Strongly Impacts Student Achievement</b><br><i>Science Daily (May 28, 2008)</i> —<br><b>New research from the University of New Hampshire</b>                                       |
| ELA/Math                          | All Families               | ELA, Mathematics, and Science Curriculum Nights   | Curriculum Supervisors                        | There will be a 20% increase in attendance of all curriculum nights from the 2014-15 school year to the 2015-16 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 |
| Schoolwide Goals and Unified Plan | All Parents                | NCLB Committee  | Administrator                                 | There will be an additional parent added to the NCLB Unified Plan Committee   | <b>Parental Involvement Strongly Impacts Student Achievement</b><br><i>Science Daily (May 28, 2008)</i> —<br><b>New research from the University of New Hampshire</b>                                       |

***\*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?** The parent involvement goal is to increase from last year. The guidance department, teachers, supervisors, along with administrators, will work to increase parent involvement, in an effort to increase overall student achievement. Low parental involvement impacts student performance and ultimately standardized test scores.
- 2. How will the school engage parents in the development of the written parent involvement policy?** Parent representatives that serve on the committee will work to develop and revise the written parent involvement policy through scheduled meetings.
- 3. How will the school distribute its written parent involvement policy?** The parent involvement policy will be distributed to all students. Parents are to sign that they have received and read this document. Signed forms will then be checked in by each academy secretary and kept on file in the office.
- 4. How will the school engage parents in the development of the school-parent compact?** Parent representatives that serve on the committee will be asked to work with the middle school committee to develop and revise the written school-parent compact. This includes Parent NCLB Committee meetings held throughout the school year, to discuss concerns contributed to the format of the parent compact. In addition, parents have an opportunity to voice their concerns.

- 5. How will the school ensure that parents receive and review the school-parent compact?** The school-parent compact will be distributed to all students as well as a voice message from the middle school to be on the look out for the school-parent compact. Parents are to sign that they have received and read this document. Signed forms will then be checked in by each academy secretary and kept on file in the office.
- 6. How will the school report its student achievement data to families and the community?** School achievement data will be reported to the public via the school report card (School Web Homepage), parent involvement activities (Parent/Teacher Conferences), Board of Education meetings (Monthly Board Minutes) and through the district website (Family Portals of Genesis).
- 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?** Parents will be notified by a letter from the district if the district had not met its annual measurable objectives.
- 8. How will the school inform families and the community of the school's disaggregated assessment results?** Disaggregated assessment results are reported via the school report card. Additionally, a public presentation is given at a designated board meeting.
- 9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?** Our parent representatives are members of the Schoolwide Plan committee. Parent representatives are encouraged to attend each monthly meeting, contribute valuable feedback and ideas which are infused in our schoolwide plan.



**10. How will the school inform families about the academic achievement of their child/children?** Upon receipt from the testing company for PARCC, Individual Student Score Reports are mailed home. In addition, quarterly interim reports, student report cards, and teacher progress reports are sent home to monitor students' progress. Lastly, parents have access to the parent portal on Genesis.

**11. On what specific strategies will the school use its 2015-2016 parent involvement funds?** Parent involvement activities include: schoolwide Read to Succeed Contest (2 times per year), Scholastic Reading Inventory Incentive, NCLB Committee Meetings, Conference Night (2 times per year), Multi-Cultural Celebration Dinner, National Junior Honor Society Ceremony, and an 8th Grade Awards Dinner Ceremony.

***\*Provide a separate response for each question.***

## 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        | 94               | The Personnel Director and District Administrators attend college and university fairs to recruit highly qualified teachers. Job openings are also posed 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 outside of the district. Through the negotiated contract teachers also receive 85% of the state tuition rate if they decide to further their studies at accredited institutions of higher learning. |
|   | 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    | Paraprofessionals who meet the qualifications required by NCLB (education, ParaPro test, portfolio assessment)  |
|   | 100% | Every paraprofessional 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 ParaPro test. Portfolio assessment was not an option in Long Branch. Retention rate of paraprofessionals is high in the Long Branch School District. |
| Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)* |      |   |
|   |      |   |

\* 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 posed 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 outside of the district. Through the negotiated contract teachers also receive 85% of the state tuition rate if they decide to further their studies at accredited institutions of higher learning.</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 enables 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, Principals, and Supervisors.</p> |