

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2014-2015 TITLE I SCHOOLWIDE PLAN*

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

SCHOOLWIDE SUMMARY INFORMATION

DISTRICT INFORMATION	SCHOOL INFORMATION
District: LONG BRANCH	School: Long Branch High School
Chief School Administrator: MICHAEL SALVATORE	Address: 404 Indiana Avenue
Chief School Administrator's E-mail: msalvatore@longbranch.k12.nj.us	Grade Levels: 9-12
Title I Contact: Kevin Carey	Principal: Vincent Muscillo
Title I Contact E-mail: kcarey@longbranch.k12.nj.us	Principal's E-mail: vmuscillo@longbranch.k12.nj.us
Title I Contact Phone Number: (732) 571-2868 ext. 40310	Principal's Phone Number: (732) 229-7300 EXT. 41004

Principal's Certification

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

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

Vincent J. Muscillo

Principal's Name

Principal's Signature

Date

SCHOOLWIDE SUMMARY INFORMATION

Critical Overview Elements

- The School had 8 (number) of stakeholder engagement meetings.
- State/local funds comprised 99 % of the school’s budget in 2013-2014.
- State/local funds will comprise 99 % of the school’s budget in 2014-2015.
- Title I funded programs/interventions/strategies/activities in 2014-2015 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Apex Learning	Priority problem number 1 and 2	Read 180 extended time and supplemental	200-300	\$9,600
Essay Tagger	Priority problem number 1	ELA supplemental services	200-300	\$3,400
Math 180	Priority problem number 2	Extended day supplemental math program	100-600	\$15,000
Professional development	Priority problem 1,2 and 3	PD provided to create best practices for all intervention strategies	200-300	\$4,200
Parent involvement	Priority problem number 3	Parent and community workshops	200-800	\$2,650

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

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

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

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

Name	Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Vincent Muscillo	Lead Principal	Yes	Yes	Yes	
Kristin Curry	ELA Facilitator	Yes	Yes	Yes	
Nicole Esposito	Teacher	Yes	Yes	Yes	
Robin Reinhold-Canneto	Mathematics Facilitator	Yes	Yes	Yes	
Allyson Winter	ELA Facilitator	Yes	Yes	Yes	
Thomas Conlon	Parent	Yes	Yes	Yes	
Sheyenne Lewis	Student	Yes	Yes	Yes	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

Stakeholder/Schoolwide Committee Meetings

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

Stakeholder/Schoolwide Committee meetings should be held at different times of the year (e.g., fall and spring). List the dates of the meetings when the Stakeholder/Schoolwide Committee discussed the needs assessment, Schoolwide Plan development, and the program evaluation below.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
November 15, 2013	Long Branch High School	Review of school-wide goals	X		X	
December 20, 2013	Long Branch High School	Data check	X		X	
January 16, 2014	Long Branch High School	Review assessment results	X		X	
February 21, 2014	Long Branch High School	Conduct needs assessment	X		X	
March 20, 2014	Long Branch High School	Review results of needs assessment	X		X	
April 24, 2014	Long Branch High School	Plan development	X		X	
May 16, 2014	Long Branch High School	Data collection	X		X	
June 4, 2014	Long Branch High School	Program evaluation	X		X	

*Add rows as necessary.

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

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

What is the school's mission statement?

Long Branch High School's purpose is to strive to meet and exceed the standards set forth by the state of New Jersey. Our goal is to be recognized as the benchmark of excellence among the New Jersey school districts. Further, we seek to ensure that every Long Branch student achieves grade-level standards, graduates ready for college and career, and contributes positively to society. Therefore, our staff is committed to setting high expectations and inspiring all students to achieve academic excellence. Our school leadership and staff have identified data-driven instruction as one of the four pillars of professional practices necessary to promote higher levels of student achievement. As a result, the administration and staff will participate in and promote evidence-based dialogue among all stakeholders, and will engage teachers, staff, and leadership in year-round cycles of inquiry and timely assessments to monitor and adjust professional practices.

SCHOOLWIDE COMPONENT: EVALUATION

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

Evaluation of 2013-2014 Schoolwide Program (For schools approved to operate a schoolwide program prior to 2014-2015)

1. Did the school implement the program as planned? Overall, the 2013-14 plan was implemented as planned.
2. What were the strengths of the implementation process? English Language Arts and Mathematics data were reviewed consistently over the course of the school year by administrators, curriculum facilitators and teachers. These data were used to drive classroom instruction.
3. What implementation challenges and barriers did the school encounter? Parent involvement continues to be an area of concern. Although there were a variety of opportunities for parents to be involved in their child's education attendance fails to show any significant increase or meet our goal.
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? In regard to English Language Arts and Mathematics there are regularly scheduled meetings to review and analyze data and provide instructional support for teachers. The Student Advisory Program (SAP) was offered to provide all students with academic support beyond the school day, however with the exception of the English Language Learners there were no programs that targeted specific students or areas of need.

SCHOOLWIDE COMPONENT: EVALUATION

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? Professional development was offered throughout the year to the entire school community. Additionally, parent involvement workshops were offered throughout the course of the year.
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? The staff feels strongly that student achievement can increase through integrating instruction across the curriculum, cooperative learning and thematic instruction. Additionally, the staff expressed a need for student self-assessment as well as authentic assessment and sees that close personal student relationships as well as effective parent involvement also support student achievement.
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? Although there was not a large response rate, those that responded felt that the school expects quality work from its students and that the school succeeds in preparing the students for future work. They also feel that parent volunteers are vital to the school community.
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc?) Professional development opportunities as well as parent involvement opportunities were offered in small group settings. Additionally, one on one conferences were held between teachers and facilitators as well as whole school faculty and department meetings throughout the course of the year.
9. How did the school structure the interventions? Instructional interventions were offered to students who were performing below grade level as identified through multiple measures. Read 180, English 9 lab, Algebra I lab, Geometry lab and Algebra II lab were offered as elective courses during the school day.

SCHOOLWIDE COMPONENT: EVALUATION

10. How frequently did students receive instructional interventions? Students identified to receive instructional interventions during the school day, received an additional 88 minutes of instruction every other day.
11. What technologies did the school use to support the program? Study Island and Read 180 were utilized to support programs in both English Language Arts and Mathematics. Students utilized laptops during both of these programs and teachers utilized SMART Slates during their lessons.
12. Did the technology contribute to the success of the program, and if so, how? The technology used in Read 180 offered students individualized instruction on their reading level which contributed to an increase in reading achievement.

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2013-2014 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	2012-2013	2013-2014	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency.
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12	7	7	<p>Summer Scholars was offered to all students that did not demonstrate proficiency. This intensive six-week program provided students with targeted reading and writing instruction driven by the data collected throughout the course of the school year and during the summer program as well.</p> <p>Students in grade 12 who did not demonstrate proficiency were enrolled in an additional English class, AHSA. Students met with their teacher and Language Arts Literacy Facilitator throughout the course of the school year to review reading and writing product and discuss strengths and weaknesses. Students would receive</p>	<p>In the 2012-2013 cohort, there were seven students that did not demonstrate proficiency. Four of the seven students were ELL students and one was a former ELL student. These students encountered difficulties in both reading and writing and as a result of their language difficulties struggled to demonstrate proficiency on HSPA.</p> <p>In the 2013-2014 cohort, there were seven students that did not demonstrate proficiency. Three of the seven were ELL students. These students encountered difficulties in both reading and writing and as a result of their language difficulties struggled to demonstrate proficiency on HSPA.</p> <p>The remaining four students demonstrated proficiency through the AHSA or appeal process.</p>

SCHOOLWIDE COMPONENT: EVALUATION

			<p>feedback on reading and writing product to revise until student earned a proficient score as measured by the NJ Holistic Scoring Rubric. Literacy center-based learning activities were created in all AHSA classes to address specific reading and writing tasks as seen on HSPA. There were two teacher led centers that focused on test taking strategies in addition to an independent center that was product driven.</p>	
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Mathematics	2012-2013	2013-2014	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency.
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12	40	34	<p>Summer Scholars was offered to all students that did not demonstrate proficiency in the area of mathematics during the March 2012 HSPA administration. This intensive six-week program provided students with targeted instruction on two of the four strands identified by the data collected throughout the course of the school year and during the March 2012 HSPA administration.</p> <p>Students in grade 12 who did not demonstrate proficiency were enrolled in a</p>	<p>In the 2012-2013 cohort, there were 40 students that did not demonstrate proficiency on the HSPA. 5 of the 40 students were ELL students and encountered difficulties in understanding the mathematics portion of the assessment. Two of the remaining students are classified as students with disabilities. All of the students that failed to demonstrate proficiency on the HSPA have historically low math data.</p> <p>In the 2013-2014 cohort, there were 34 students that did not demonstrate proficiency. Five of which were ELL students. These students encountered difficulties as a</p>

SCHOOLWIDE COMPONENT: EVALUATION

			<p>Senior Math class. Students met with their teachers and Math Facilitators throughout the course of the school year to review assessment results and open-ended product and discuss strengths and weaknesses. Students received feedback on open-ended product and were able to revise their work until a proficient score was earned as measured by a task specific or NJ Holistic Scoring Rubric.</p> <p>Center based learning activities were created in all Senior Math classes to address specific math strands as seen on HSPA. There were two teacher led centers that focused on test taking strategies in addition to an independent center that was product driven.</p>	<p>result of their language difficulties struggled to demonstrate proficiency on HSPA.</p> <p>The remaining students demonstrated proficiency through the AHSA or appeal process.</p>
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SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2013-2014 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

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

English Language Arts	2012- 2013	2013- 2014	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency.
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9				
Grade 10				

Mathematics	2012- 2013	2013- 2014	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency.
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2013-2014 Interventions and Strategies

Professional Development Implemented in 2013-2014

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Read 180	ELA	Yes	Quarterly Scholastic Reading Inventory Reports	<p>The following are the data for the students that were enrolled in the Read 180 program</p> <p><u>Grade 9:</u> 7% of the students grew between 5 and 49 points as measured by the Scholastic Reading Inventory (SRI)</p> <p>10% of the students grew between 50 and 99 points as measured by the Scholastic Reading Inventory (SRI)</p> <p>47% of the students grew over 100 points as measured by the Scholastic Reading Inventory (SRI)</p> <p><u>Grades 10 - 12:</u> 13% of the students grew between 5 and 49 points as measured by the Scholastic Reading Inventory (SRI)</p> <p>30% of the students grew between 50 and 99 points as measured by the Scholastic Reading Inventory (SRI)</p> <p>36% of the students grew over 100 points as measured by the Scholastic Reading Inventory (SRI)</p>
Targeted instruction for the seniors who scored partially proficient on HSPA	ELA and ELL's	Yes	HSPA Scores AHSA Scores Student product EPP Results	October 2013 and March 2014 HSPA data in addition to AHSA 2013-14 data indicate that 88.2% of the seniors who scored partially proficient on the March 2013 HSPA demonstrated proficiency as set forth by the state of New Jersey. This demonstrates a 5.1% decrease in proficiency from the previous year however, all of the remaining

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
				<p>students met the graduation requirement through the AHSA appeal process.</p> <p>In both June 2013 and June 2014, 100% of all ELL students met the standards set forth by the state of New Jersey by demonstrating proficiency on either the HSPA or AHSA.</p>
Targeted instruction for the seniors who scored partially proficient on HSPA	Mathematics and ELL's	Yes	HSPA Scores AHSA Scores Student product EPP Results	<p>October 2012 and March 2013 HSPA data in addition to AHSA 2012-13 data indicate that 85% of the seniors who scored partially proficient on the March 2012 HSPA demonstrated proficiency as set forth by the state of New Jersey. This demonstrates a 0.36% increase in proficiency from the previous year however, all of the remaining students met the graduation requirement through the AHSA appeal process.</p> <p>In both June 2013 and June 2014 100% of all ELL students met the standards set forth by the state of New Jersey by demonstrating proficiency on either the HSPA or AHSA.</p>
Algebra II Lab Classes	Mathematics	Yes	HSPA Scores	31.58% of students enrolled in the Algebra II Lab Class scored proficient during the 2013 HSPA administration.
Hampton-Brown Edge Reading, Writing and Language	ELL's	Yes	HSPA Scores	100% of student who participated in the Hampton-Brown Edge Reading, Writing and Language program scored proficient during the 2014 HSPA or AHSA administration. This number represents an increase of 133% from the previous year.

Extended Day/Year Interventions Implemented in 2013-2014 to Address Academic Deficiencies

Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
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SCHOOLWIDE COMPONENT: EVALUATION

	2	3	4	5
Summer Scholars	ELA, Mathematics and ELL	Yes	HSPA Scores AHSA Scores Student product	<p><u>English Language Arts:</u> Seven students attended the Summer Scholars Program during July and August of 2013 for ELA. Of these students six demonstrated proficiency on either the HSPA or AHSA.</p> <p><u>Mathematics:</u> October 2013 and March 2014 HSPA data in addition to AHSA 2012-13 data indicate that 85% of the seniors that scored partially proficient on the March 2013 HSPA demonstrated proficiency as set forth by the state of New Jersey.</p>
Homework Club	All Courses	Yes	Attendance Sheets, Interim Reports and Report Cards	Attendance sheets and class reports indicated that 97.8% of athletes who attended Homework Club passed all of their classes with a 77% or higher. This is a .8% increase from the 2012-2013 school year.
Bilingual After school Tutorial	ELL's	Yes	HSPA and AHSA scores	50% of ELL students regularly attended. Of those students who attended 100% met the graduation requirement as set forth by the state of New Jersey.

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2013-2014 Interventions and Strategies

Professional Development Implemented in 2013-2014

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes
Book Study	All teachers	Yes	Sign in sheets	100% of teachers attended book study sessions
Research Simulation Task	ELA, Science & Social Studies teachers	Yes	Sign in sheets and PARCC planning sheets	100% of ELA teachers created instructional plans related to PARCC for the 2014-2015 school year.
Modifications for Struggling Students	ELA & Social Studies teachers	Yes	Attendance sheets and lesson plans	100% of ELA and Social Studies teachers attended and included modifications in their lesson plans.
Writing Across the Curriculum	ELA & Social Studies teachers	Yes	Sign in sheets and lesson plans	100% of ELA and Social Studies teachers attended and created cross curricular writing assignments
Text Complexity	ELA teachers	Yes	Sign in sheets & lesson plans	100% of ELA teachers attended and created reading and writing assignments
Essay Tagger	ELA Teachers	Yes	Sign in sheets and essay tagger reports	100% of ELA teachers attended 75% of ELA teachers utilized the program
Read 180 Data Collection	ELA	Yes	Sign in sheets, Read 180 reports and student products	100% of READ 180 teachers utilized growth reports. 100% of READ 180 teachers shared reports with students to set individual goals. 100% of READ 180 teachers who set individual goals showed growth as measured by the Scholastic Reading Inventory.
Professional Learning Community Meetings	ELA	Yes	Sign in sheets and student products	100% of teachers met on a weekly basis by grade level and monthly by department to discuss data and instructional practices
Professional Learning Community Meetings	Mathematics teachers	Yes	Sign in sheets and student products	100% of teachers met on a weekly basis by course and monthly by department to review student data and instructional practices.

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
Professional Learning Community Meetings	Social Studies teachers	Yes	Sign in sheets and student products	100% of teachers met on a weekly basis by course and monthly by department to review student data and instructional practices.
Using Linkit! to create standards based assessments	Mathematics teachers	Yes	Sign in sheets and standards based assessments created in Linkit!	100% of math teachers attended. 88% of math teachers utilized Linkit! to create assessments.
Analyzing assessment data and reporting in Linkit!	Mathematics teachers	Yes	Sign in sheets and data meetings that were held with administrators, teachers and facilitators	100% of math teachers attended. 88% of math teachers regularly utilized report functions and attended data meetings.
Getting to Know the PARCC	Mathematics teachers	Yes	Sign in sheet	100% of math teachers attended. 88% of teachers incorporated PARCC sample test items into class work and assessments.
Aligning Exams and Assignments with the Common Core State Standards	Mathematics teachers	Yes	Sign in sheets and student assessments.	100% of math teachers attended and participated in aligning exams and assignments with the Common Core State Standards.

SCHOOLWIDE COMPONENT: EVALUATION

Family and Community Engagement Implemented in 2013-2014

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Back to School Night (9-26-13)	All Parents	No	Sign-In Sheets	26% of parents attended Back to School Night. This is a 1% decrease from the 2012-2013 school year.
Parent Teacher Conferences (11-21-13 & 2-27-14)	All Courses	Yes	Sign-In Sheets	19% of parents attended the conferences. This is the same percentage from the previous school year.
Junior Class Parent Meetings	Junior Class	No	Sign-In Sheets Parent Feedback	1% of parents invited attended these meetings. (4 out of 299). This is a 10% decrease from the 2012-2013 school year.
FAFSA (2-18-14)	Guidance	No	Sign-In Sheets	Less than 4% of parents invited attended this meeting. (8 out of 236). This is a 5% decrease from the previous school year.
PGC Family Night (3-12-14)	8 th , 9 th , 11 th , and 12 th grade families	Yes	Sign-Sheets Student and Family Feedback	Less than 25% of families invited attended this event. (50 out of 200). This is a 15% increase from the previous school year.
Heroine Awareness Night (4-10-14)	All Parents	Yes	Sign-In Sheets Parent Feedback	50 adults attended this event. This is the first year this event was conducted.
“How to Save a Life” Senior Awareness Program (5-22-14)	Student Assistance Prevention Program	Yes	Sign-In Sheets Parent Feedback	42% of parents invited attended this meeting. (50 out of 236) This is a 34% increase from the 2012-2013 school year.
Scholarship Night (5-29-14)	Senior Class	Yes	Responses Parent Feedback	98% of parents invited attended this meeting. This is the same percentage as last the previous school year.

SCHOOLWIDE COMPONENT: EVALUATION

Principal's Certification

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

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

Vincent Muscillo

Principal's Name

Principal's Signature

Date

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

ESEA §1114(b)(1)(A): “A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children . . . that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards . . . ”

2014-2015 Needs Assessment Process *Data Collection and Analysis*

Multiple Measures Analyzed by the School in the Needs Assessment Process for 2013-2014 Interventions and Strategies

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	HSPA scores Scholastic Reading Inventory	<p><u>HSPA Scores</u> In the 2013 cohort of students who scored partially proficient on the HSPA, 12.15% met the Just Proficient Mean for reading as compared to the 18.1% who met the Just Proficient Mean in writing.</p> <p>HSPA data suggests that students scoring partially proficient on the language portion of the HSPA have greater difficulty in the area of reading. As a result, the structure of the READ 180 class continued to be an elective intervention class.</p> <p><u>Scholastic Reading Inventory</u> The following are the data for the students that were enrolled in the Read 180 program:</p> <p><u>Grade 9:</u> 7% of the students grew between 5 and 49 points as measured by the Scholastic Reading Inventory (SRI)</p> <p>10% of the students grew between 50 and 99 points as measured by the Scholastic Reading Inventory (SRI)</p>

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

		<p>47% of the students grew over 100 points as measured by the Scholastic Reading Inventory (SRI)</p> <p><u>Grades 10 - 12:</u></p> <p>13% of the students grew between 5 and 49 points as measured by the Scholastic Reading Inventory (SRI)</p> <p>30% of the students grew between 50 and 99 points as measured by the Scholastic Reading Inventory (SRI)</p> <p>36% of the students grew over 100 points as measured by the Scholastic Reading Inventory (SRI)</p> <p>In the 2014 cohort, 50% of the Read 180 students met the JPM for reading these data represent baseline data.</p> <p>Scholastic Inventory Data suggest an increase in all categories from the baseline data collected for the 2013-14 school year. This supports the structural changes made to the class.</p>
Academic Achievement - Writing	HSPA scores	<p><u>HSPA Scores</u></p> <p>March 2014 HSPA data indicates that 18.1% of the students who scored partially proficient met the Just Proficient Mean in Writing.</p> <p>March 2014 HSPA data indicates that 40% of students enrolled in Read 180 met the Just Proficient Mean for Writing.</p> <p>March 2014 data indicates that 85% of students demonstrated proficiency on the persuasive essay task</p>
Academic Achievement - Mathematics	HSPA scores	<p><u>HSPA Scores</u></p> <p>In the 2014 cohort of students who scored partially proficient on the HSPA, 14.29% met or exceeded the Just Proficient Mean (JPM) for Numbers and Numerical Operations, 24.68% for Geometry and Measurement, 24.68% for Patterns and Algebra and 11.69% on Data Analysis, Probability and Discrete</p>

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

<p>Family and Community Engagement</p>	<p>Conferences: Back To School Night (9-26-13) Parent Teacher Conferences (11-21-13 & 2-27-14)</p> <p>Guidance Activities: FAFSA Night (2-18-14) Scholarship Night (5-23-13)</p> <p>Course Activities: PGC Family Night (3-12-14) Advanced Placement Classes 2013-2014 Parent Meeting (6-3-14) Chemistry Carnival (6-8-13)</p>	<p>Mathematics.</p> <p>Conferences:</p> <ul style="list-style-type: none"> • 26% of parents attended Back to School Night. This is a 1% decrease from the 2012-2013 school year. • 19% of parents attended conferences. This is the same percentage from the previous school year. <p>These data indicate a low attendance rate for Back to School Night and Parent Teacher Conferences.</p> <p>Guidance Activities:</p> <ul style="list-style-type: none"> • Less than 4% of parents who were invited to attend the FAFSA Night attended. (8 out of 236) This is a 5% decrease from the previous school year. • 98% of parents invited to the Scholarship Night attended this event. This is the same percentage as the previous school year. <p>Although the attendance rate overall reflects a decrease in participation for the FAFSA night, the scholarship night continues to be successful. The percentage has stayed the same (at 98%) for the past two years.</p> <p>Course Activities:</p> <ul style="list-style-type: none"> • This the second year for these three activities. • Less than 25% of families invited attended the PGC event. (50 out of 200). This is a 15% increase from the previous school year. • 19% of parents invited attended this meeting. (37 out of 200). This is a 3% increase from the previous school year. • 6 families attended this event. This is 2 less families than the previous school year. <p>This is the second year for these activities and they prove to be successful with parent/community involvement increasing.</p>
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SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

	<p>First Time Activities: Heroin Awareness Night (4-10-14)</p>	<p>First Time Activities:</p> <ul style="list-style-type: none"> • This the first year for this activity. • 50 adults attended this event.
Students with Disabilities	HSPA scores	<p>In the 2014 cohort of students, 72.7% of Students with Disabilities demonstrated proficiency on the HSPA in Language Arts.</p> <p>Of the Students with Disabilities that were Partially Proficient in ELA no student met or exceeded the Just Proficient Mean in Reading and three students met or exceeded the Just Proficient Mean in Writing.</p> <p>In the 2014 cohort of students, 13.51% of Students with Disabilities demonstrated proficiency on the HSPA in Mathematics.</p> <p>Of the Students with Disabilities that were Partially Proficient in Mathematics 3 students met or exceeded the Just Proficient Mean (JPM) in Numbers and Numerical Operations, 1 student met or exceeded the JPM in Geometry and Measurement, 3 student met or exceeded the JPM in Patterns and Algebra and 1 student met or exceeded the JPM in Data Analysis, Probability and Discrete Mathematics.</p>
English Language Learners		<p>In the 2014 cohort of students, 81.3% of English Language Learners demonstrated proficiency on the HSPA in Language Arts.</p> <p>Of the students that were Partially Proficient in ELA two students met or exceeded the Just Proficient Mean in Reading. None of the students met the Just Proficient Mean in Writing.</p> <p>In the 2014 cohort of students, 30% of English Language Learners demonstrated proficiency on the HSPA in Mathematics.</p> <p>Of the students that were partially proficient in Mathematics no students met or exceeded the Just Proficient Mean (JPM) in Numbers and Numerical Operations, two students met or exceeded the JPM in Geometry and Measurement, 3 students met or exceeded the JPM in Patterns and Algebra</p>

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

		and 1 student met or exceeded the JPM in Data Analysis, Probability and Discrete Mathematics.
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2014-2015 Needs Assessment Process *Narrative*

1. What process did the school use to conduct its needs assessment?

Throughout the 2013-2014 school year, the NCLB committee met monthly to discuss progress toward the 2014 goals outlined in the school's Title I Schoolwide Plan. During the meetings data were analyzed and discussed in an effort to assess areas that required continued focus. Benchmark assessments, chapter assessments, standardized assessments and product review data in mathematics and language arts were reviewed to determine specific areas of academic strengths and weaknesses.

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

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

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

3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?¹ Data from standardized assessments administered by the state of New Jersey are valid and

¹ Definitions taken from Understanding Research Methods" by Mildred Patten

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reliable. Additionally, Long Branch High School uses Victoria Bernhardt's School Portfolio Survey, which is an established and reliable survey for school use. Standard protocols for reviewing data are established and utilized when analyzing school data.

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

During administrative data walks, formal observations, facilitator informal class visits, and data meetings, it was noted that teachers were using data collected through product reviews to set instructional goals and monitor growth. Additionally, teachers applied instructional strategies presented at professional development opportunities, which resulted in increased proficiency. Furthermore, these initiatives led to an increased level of rigor in the classroom that allowed students to engage in higher order thinking activities.

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

Student achievement along with consistent attendance at professional development opportunities suggests that the on-going professional development offered to the English and Mathematics Departments were successful. Professional development opportunities were organized by grade level and differed depending on the needs of the particular grade. 100% of English and Mathematics teachers attended all professional development opportunities.

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

A student list was created in September in an effort to identify students who may need extra help with math and language arts. In order to create a list of at-risk students, many factors were taken into consideration: historical test data, prior year course grades, attendance, and behavioral concerns that hinder student learning. Curriculum facilitators monitored student progress on unit assessments as well as on benchmark assessments and met with teachers regularly to create plans for at risk students.

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

The student advisory period (SAP) was new to the high school this year. This program ran daily and provided students with an opportunity to receive instructional support. Additionally, teachers were available for extra help before and after school. Homework Club was available before school and after school until 5:00 pm for students to receive extra help. Highly qualified teachers from every

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

discipline were available during Homework Club to provide assistance. The high school employs an athletic facilitator to academically monitor and assist athletes. Athletes were mandated to attend SAP daily. Students identified as reading below grade level are enrolled in either an English 9 lab or Read 180 course that provide instructional support for reading on grade level or. Students identified as being at-risk in mathematics, are enrolled in math lab classes.

8. How does the school address the needs of migrant students? N/A
9. How does the school address the needs of homeless students? N/A
10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

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

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

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

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

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

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2014-2015 Needs Assessment Process

Description of Priority Problems and Interventions to Address Them

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

	#1	#2
Name of priority problem	ELA	Mathematics
Describe the priority problem using at least two data sources	<p>In 2013, 12.1% of this cohort of students who scored partially proficient on the HSPA met the Just Proficient Mean in Reading as compared to 18.1% who met the Just Proficient Mean in Writing.</p> <p><u>Scholastic Reading Inventory</u> The following are the data for the students that were enrolled in the Read 180 program:</p> <p><u>Grade 9:</u> 7% of the students grew between 5 and 49 points as measured by the Scholastic Reading Inventory (SRI)</p> <p>10% of the students grew between 50 and 99 points as measured by the Scholastic Reading Inventory (SRI)</p> <p>47% of the students grew over 100 points as measured by the Scholastic Reading Inventory (SRI)</p> <p><u>Grades 10 - 12:</u> 13% of the students grew between 5 and 49 points as</p>	<p>In the 2014 cohort of students who scored partially proficient on the HSPA, 14.29% met or exceeded the Just Proficient Mean for Numbers and Numerical Operations, 24.68% for Geometry and Measurement, 24.68% for Patterns and Algebra and 11.69% on Data Analysis, Probability and Discrete Mathematics.</p>

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

	<p>measured by the Scholastic Reading Inventory (SRI)</p> <p>30% of the students grew between 50 and 99 points as measured by the Scholastic Reading Inventory (SRI)</p> <p>36% of the students grew over 100 points as measured by the Scholastic Reading Inventory (SRI)</p> <p>In the 2014 cohort, 50% of the Read 180 students met the Just Proficient Mean for reading these data represent baseline data.</p>	
Describe the root causes of the problem	Students enter high school reading more than two years below grade level. This results in an increasing academic gap as the students continue through high school. This negatively impacts the students not only in ELA but in all academic content areas.	Students enter high school without command of foundational mathematic skills. These prerequisite skills are necessary to be successful in high school level math courses.
Subgroups or populations addressed	Students reading below grade level Special Education	Students scoring Partially Proficient on state assessments Special Education
Related content area missed		
Name of scientifically research based intervention to address priority problems	Read 180 Next Generation Continued implementation of common assessments followed by data analysis and goal setting	Inquiry Based Learning Differentiated Instruction through the creation of centers in the classroom
How does the intervention align with the Common Core State Standards?	Scholastic Read 180 Intervention Program is aligned to the Common Core State Standards.	Teachers aligned daily lesson plans to the Common Core State Standards.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2014-2015 Needs Assessment Process

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

	#3	#4
Name of priority problem	Parent/Community Involvement	
Describe the priority problem using at least two data sources	<p>26% of parents attended Back to School Night. This is a 1% decrease from the 2012-2013 school year.</p> <p>19% of parents attended the Parent Teacher Conferences. This is the same percentage from the previous school year.</p> <p>Only 1% of parents/guardians attended grade level meetings hosted by Class Advisors</p> <ul style="list-style-type: none"> • <u>Junior Class</u>: 1% of parents/guardians invited attended the yearly meetings • <u>Sophomore Class</u>: no meetings were conducted • <u>Freshmen Class</u>: no meetings were conducted 	
Describe the root causes of the problem	<p>Attendance rates for Back to School Night and Parent Teacher Conferences have remained consistent for the past three school years.</p> <p>Attendance rates were significantly lower for grade level class meetings hosted by Class Advisors because meetings were not regularly held. The Freshmen and Sophomore Class did not conduct parent meetings.</p>	
Subgroups or populations addressed	Total Population	

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

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

SCHOOLWIDE COMPONENT: Reform Strategies

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

2014-2015 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
Targeted small group reading instruction	ELA	Grades 9-12	Teachers Supervisor Administrators	By January 2015, there will be 10% less failures as compared to September 2014 as measured by standardized benchmark assessments.	Assisting Students Struggling with Reading , February 2009 (IEP Practice Guide)
READ 180	ELA	Grades 9-12	Teachers Supervisor Administrators	By June 2015, 92% of the students enrolled will demonstrate growth as measured by the Scholastic Reading Inventory.	Intervention Report: READ 180
ELA Lab	ELA	Grade 9	Teachers Supervisor Administrators	By January 2015, there will be 10% less failures as compared to September 2014 as measured by standardized benchmark assessments.	<u>Using Student Achievement Data to Support Instructional Decision Making, 2009</u>
Algebra I Lab Geometry Lab Algebra II Lab	Mathematics	Grades 9-12	Teachers Supervisor Administrators	June 2015 end of year data will reflect 10% less failures as compared to the end of year data from June 2014.	<u>Using Student Achievement Data to Support Instructional Decision Making, 2009</u> <u>Organizing Instruction and Study to Improve Student Learning, 2007</u>
Hampton-Brown Edge – Reading, Writing and Language	ELA	ELL’s Level 1 and 2 students	Teacher Supervisor Administrators Bilingual Head Teacher	WIDA scores Unit assessments	<u>Using Student Achievement Data to Support Instructional Decision Making, 2009</u>

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies

2014-2015 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;

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
Summer Scholars Program	ELA and Mathematics	Incoming twelfth grade students who scored Partially Proficient on HSPA	Administrators Supervisors Teachers	<ul style="list-style-type: none"> 100% of the students enrolled will produce a minimum of two proficient work samples in their areas of need. 	Dropout Prevention Interventions April, 2009
Homework Club	All	Athletes	Administrator Homework Club Advisor Athletic Facilitator Coaches	During the 2014-2015 school year, there will be an increase of 1% of student-athletes who attend Homework Club who pass their classes with a 77% or higher.	Title: <u>The Effects of an After School Tutoring Program on the Academic Performance of At Risk Students and Students with Learning Disabilities</u> May 2011
Student Advisory Period (SAP)	All	All students	Teachers	During the 2014-2015 school year, of students will attend the SAP period	Title: <u>The Effects of an After School Tutoring Program on the Academic Performance of At Risk Students and Students with Learning Disabilities</u> May 2011
Parent Workshop (Guidance)	Parent Involvement	Grades 9-12 Parents	Administrators Data Manager SAC Teachers Guidance Counselors	Attendance sign-in sheets at parent events and conferences will increase by 10%.	Center on School, Family, and Community Partnerships Joyce L. Epstein, Director , Johns Hopkins University School Counselor's Role in Developing Partnerships for Parents and Communities for

SCHOOLWIDE COMPONENT: Reform Strategies

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;

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
					Student Success © September 2012 Joyce L. Epstein, Ph.D., Frances L. Van Voorhis, Ph.D.
Community Workshops (Guidance)	Parent Involvement	Grades 9-12 Parents	Administrators Data Manager Guidance Teachers SAC	Attendance sign-in sheets at parent events and conferences will increase overall by 10%.	Teaching the Teachers: Preparing Educators to Engage Families for Student Achievement © May 2011 Margaret Caspe, M. Elena Lopez, Ashley Chu, & Heather B. Weiss School Counselor’s Role in Developing Partnerships for Parents and Communities for Student Success © September 2012 Joyce L. Epstein, Ph.D., Frances L. Van Voorhis, Ph.D.

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies

2014-2015 Professional Development to Address Student Achievement and Priority Problems

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

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Using data to drive instruction	ELA	Students reading below grade level	Administrators Supervisors Teachers Read180 Consultant	A minimum 50 point increase in Lexile score as measured by the Scholastic Reading Inventory (SRI).	<u>Using Student Achievement Data to Support Instructional Decision Making, 2009</u>
Genesis – Web Page and Parent Portal	Parent Involvement	Grades 9 -12	Teachers	Attendance sign-in sheets at parent events and conferences will increase by 5% from the previous school year records.	Center on School, Family, and Community Partnerships Joyce L. Epstein, Director , Johns Hopkins University

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies

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 2014-2015 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 2014-2015? Will the review be conducted internally (by school staff), or externally?
2. What barriers or challenges does the school anticipate during the implementation process?
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
4. What measurement tool(s) will the school use to gauge the perceptions of the staff?
5. What measurement tool(s) will the school use to gauge the perceptions of the community?
6. How will the school structure interventions?
7. How frequently will students receive instructional interventions?
8. What resources/ technologies will the school use to support the schoolwide program?
9. What quantitative data will the school use to measure the effectiveness of each intervention provided?
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

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

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

2014-2015 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
*Implementation of LBHS newsletter on website	Parent Involvement	Grades 9-12 Parents	Administrators Committee Leaders Student Newsletter Leader	Attendance sign-in sheets at parent events and conferences will increase by 2% from previous school year records.	Center on School, Family, and Community Partnerships Joyce L. Epstein, Director , Johns Hopkins University
Full Implementation of communication in native language	Parent Involvement	Grades 9-12 Parents	Administrators Data Manager Guidance Teachers	Attendance sign-in sheets at parent events and conferences will increase by 2% from previous school year records.	Center on School, Family, and Community Partnerships Joyce L. Epstein, Director , Johns Hopkins University
Implementation of Parent Survey	Parent Involvement	Grades 9 -12 Parents	Administrators Data Manager Guidance Teachers	10% increase in parent participation of the parent perception survey.	Center on School, Family, and Community Partnerships Joyce L. Epstein, Director , Johns Hopkins University
Guidance Parent Workshops	Parent Involvement	Grades 9-12 Parents	Guidance	Attendance sign-in sheets at parent events and conferences will increase by 2% from previous school records.	Center on School, Family, and Community Partnerships Joyce L. Epstein, Director , Johns Hopkins University

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Course Informational Nights (PGC, AP, Chemistry Carnival)	Parent Involvement	Grades 9-12 Parents	Administrators Guidance Teachers Student Leaders	Attendance sign-in sheets at parent/community events will increase by 2% from previous school records.	Center on School, Family, and Community Partnerships Joyce L. Epstein, Director , Johns Hopkins University
		ELL			
		Students with Disabilities			

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

2014-2015 Family and Community Engagement Narrative

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

The priority problem is the lack of effective communication between the school and community involvement. The LBHS parent survey resulted in the parents identifying the need for multi forms of communication. Administrators, Guidance Counselors, and Teachers are working to increase parental involvement, in an effort to increase overall student achievement.

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

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

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

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

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

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

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

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

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

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

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

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

If the district had not measured objects parents are notified by letter.

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

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

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

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

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

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

11. On what specific strategies will the school use its 2013-2014 parent involvement funds?

Parental involvement activities including meetings, workshops, conferences, celebrations, adult literacy and light refreshments were implemented through the year.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

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

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

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	110	Teachers will be offered an abundance of professional development activities dealing with subject area content, technology, classroom guidance and management, family involvement and discipline.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)	10	Instructional Assistants will be offered an abundance of professional development activities dealing with subject area content, technology, classroom guidance and management, family involvement and supporting teachers within the classroom.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*		

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

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

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

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