

**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.

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DISTRICT INFORMATION	SCHOOL INFORMATION
District: LONG BRANCH	School: Long Branch Middle School
Chief School Administrator: MICHAEL SALVATORE	Address: 350 Indiana Ave.
Chief School Administrator's E-mail: msalvatore@longbranch.k12.nj.us	Grade Levels: 6 - 8
Title I Contact: Kevin Carey	Principal: Michael Vitarello
Title I Contact E-mail: kcarey@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

<b>Principal's Certification</b>
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**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.

\_\_\_\_\_  
Michael Vitarello  
**Principal's Name**

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

\_\_\_\_\_  
**Date**

### Critical Overview Elements

- The School had   5   (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
Study Island Tutors	Priority Problems 1 & 2 ELA and Mathematics	Extended Learning Time and Extended Day	100-100 and 100-600	\$13,200
Parent Involvement	Priority Problem 3	Family and Community engagement	200-800	\$2,700
NCLB Improvement Leaders	Priority Problem 1 & 2	Job Embedded Professional Development – master teachers	200-100	\$1200

**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.

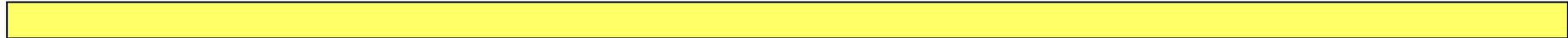
Name	Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Mr. Vitarello	School Staff-Administrator	X	X	X	
Ms. Cruz	School Staff-Administrator	X	X	X	
Mrs. Morgan	School Staff-Administrator	X	X	X	
Mrs. Vega	School Staff-Administrator	X	X	X	
Mrs. Alston	School Staff-Math Facilitator	X	X	X	
Mr. DeAngelis	School Staff-ELA Facilitator	X	X	X	
Mrs. Hoyle	School Staff-ELA Facilitator	X	X	X	
Mrs. Ortega	School Staff-Bilingual IEP	X	X	X	
Mrs. Benetsky	School Staff-Special Education	X	X	X	
Mrs. Barone-Simon	School Staff-Team Leader	X	X	X	
Mrs. Regan	School Staff-Team Leader	X	X	X	
Ms. Pearlman	School Staff-Guidance Counselor	X	X	X	
Mrs. Vanbeuren	Parent	X	X	X	

## 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	
			<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
11/20/13	Main Office Conference Room	<ul style="list-style-type: none"> <li>• Review school-wide goals</li> <li>• Discuss the type of Data you will need to collect this year to complete next year’s plan (parent involvement data, survey data, attendance data, discipline data, extended day/year data.</li> <li>• Discuss implementation of programs and initiatives related to goals. How are they doing?</li> <li>• Are you doing what you said you would do in the report?</li> <li>• Revisions needed? Do you want to modify something you wrote?</li> </ul>	X		X	
12/11/13	Main Office Conference Room	<ul style="list-style-type: none"> <li>• Data Check: How’s your attendance data? Parental Involvement Data?</li> <li>• Allocation of funds. Are programs properly funded to support implementation?</li> <li>• Discuss professional development opportunities. Invite a member of the school PD committee to attend and</li> </ul>	X		X	



		discuss PD initiatives.				
01/15/14	Main Office Conference Room	<ul style="list-style-type: none"><li>• Data Check: Review Assessment Results.</li><li>• Conduct a data walk (review benchmark data, attendance of students scoring below grade level, reading data, math data, afterschool program data, technology data, etc.)</li><li>• School-wide Awareness! Discuss how to emphasize school-wide goals to staff and students.</li></ul>	X		X	
02/12/14	Main Office Conference Room	<ul style="list-style-type: none"><li>• Focus Time! Discuss conducting focus groups of students to discuss pertinent issues related to your school.</li><li>• Discuss what's working and what is not.</li></ul>	X		X	
06/11/14	Main Office Conference Room	<ul style="list-style-type: none"><li>• Let's write! Begin 2014-15 report by evaluating goals and reporting results.</li><li>• Revisit the Vision &amp; Mission with staff. Need updating?</li><li>• Based on data collected over the year, begin selecting priority problems for 2014-15.</li></ul>	X		X	

## 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?

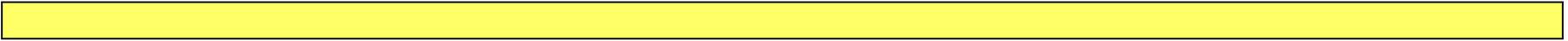
**What is the school's mission statement?**

The singular aim and sole commitment of our school system is to equip every Long Branch student with the competence and confidence to shape his/her own life, participate productively in our community, and act in an informed manner in a culturally diverse global society. Our District Leadership Team diagnostically crafted an Instructional Focus, which will serve as a roadmap for making Long Branch Public Schools a benchmark of excellence among school districts in New Jersey. The roadmap is built on four foundations, or Four Pillars, namely:

- Holding students and adults to high expectations of conduct and performance.
- Ensuring that all students master the academic standards.
- Working collaboratively and basing decisions on fact, not opinion.
- Building strong partnerships with families and community.

New and refined school wide programs in reading, writing and math are incorporated to raise student achievement. 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.

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.
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## 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?** 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 9.7 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 31% 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 – Mrs. Morgan. The leadership team allotted time for professional development and teacher

## SCHOOLWIDE COMPONENT: EVALUATION

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 two of this implementation, teachers are still fine tuning their practice. Barriers to this implementation process were teachers were still refining their practice in year two 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. Less than 100% of math classes were able to complete all eight 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 first year of implementation, 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 coaches 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 year of implementation. Teachers, facilitators and administrators 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

## SCHOOLWIDE COMPONENT: EVALUATION

perception of the staff throughout the year was by an ongoing dialogue between administrators, facilitators and teachers. In addition, teachers were given opportunities during PLC's, 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- back to school night, conferences and periodic teacher/parent phone calls and scheduled meetings leadership, 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>-55%, 7<sup>th</sup>-63%, 8<sup>th</sup>-31%) were placed in reading programs accordingly, in addition the RTI program, Triumphs as well as Lexia Reading, were earmarked for certain students who were identified with reading difficulties. Students scoring below proficient in Math (6<sup>th</sup>-34%, 7<sup>th</sup>-54%, 8<sup>th</sup>-45%) were candidates for our Study Island/Connected Mathematics 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 3 to 5 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 RTI Mathematics and Triumphs/Lexia Reading

## SCHOOLWIDE COMPONENT: EVALUATION

programs were offered three times per week for 70 minutes of instruction. The Study Island (Connected Mathematics) after-school tutorial program was 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 Study Island through the use of the Samsung Galaxy tablets and laptops were used to support the program, as well as the Smart Slates. 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 tablets/laptops for grades 6-8 allowed teachers to target the needs of each student by assigning specific lessons from Study Island 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

### 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 or did not</i> result in proficiency.
Grade 4				
Grade 5				
Grade 6	203/369	TBD	Triumphs, Homework Club, Summer Enrichment Camp	Attendance to those programs is not mandatory. Supplemental services went from state providers to our district using RTI program - Triumphs. After analyzing the pre and post-tests, student oral fluency increased as well as vocabulary comprehension and phonics.
Grade 7	194/308	TBD	Lexia Reading, Homework Club, Summer Enrichment Camp	Attendance to those programs is not mandatory. Supplemental services went from state providers to our district using RTI program – Lexia Reading.
Grade 8	99/320	TBD	Homework Club, Summer Enrichment Camp	Attendance to those programs is not mandatory. Supplemental services went from state providers to our district using Homework Club.
Grade 11				
Grade 12				

Mathematics	2012-2013	2013-2014	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency.
Grade 4				
Grade 5				

## SCHOOLWIDE COMPONENT: EVALUATION

Grade 6	125/369	TBD	Study Island/Connected Mathematics Tutoring, RTI Math, Homework Club, Summer Enrichment Camp	Attendance to those programs is not mandatory. Supplemental services went from state providers to our district of Study Island. At the end of the tutoring program, students increased their unit test scores by 16.5%.
Grade 7	166/308	TBD	Study Island/Connected Mathematics Tutoring, Homework Club, Summer Enrichment Camp	Attendance to those programs is not mandatory. Supplemental services went from state providers to our district of Study Island. At the end of the tutoring program, students increased their unit test scores by 14.4%.
Grade 8	144/320	TBD	Study Island/Connected Mathematics Tutoring, Homework Club, Summer Enrichment Camp	Attendance to those programs is not mandatory. Supplemental services went from state providers to our district of Study Island. At the end of the tutoring program, students increased their unit test scores by 19.63%.
Grade 11				
Grade 12				

### 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				

## SCHOOLWIDE COMPONENT: EVALUATION

Mathematics	2012-2013	2013-2014	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>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

***Interventions to Increase Student Achievement*** Implemented in 2013-2014

1 Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Read 180	ELA	Yes	SRI Lexile Score	<ul style="list-style-type: none"> <li>• 75.8% of 7<sup>th</sup> grade students showed 100+ points of lexile growth on the SRI from September 2013 to June 2014.</li> <li>• 90% of 8<sup>th</sup> grade students showed 100+ points of lexile growth on the SRI from September 2013 to June 2014.</li> </ul>
National Geographic Inside	ELA	Yes	SRI Lexile Score	<ul style="list-style-type: none"> <li>• 65.2% of 7<sup>th</sup> grade students showed 100+ points of lexile growth on the SRI from September 2013 to June 2014.</li> <li>• 68.7% of 8<sup>th</sup> grade students showed 100+ points of lexile growth on the SRI from September 2013 to June 2014.</li> </ul>
Glencoe	ELA	Yes	SRI Lexile Score	<ul style="list-style-type: none"> <li>• 100% of grade 6<sup>th</sup> students scored on grade level on the SRI. This represents 21.96% increase from the September 2013 baseline.</li> <li>• 96.37% of 7<sup>th</sup> grade students scored on grade level on the SRI. This represents a 7.17% increase from the September 2013 baseline.</li> <li>• 76.12% of 8<sup>th</sup> grade students scored on grade level on the SRI. This represents a 19.42% increase from the September 2013 baseline.</li> </ul>
Treasures	ELA	Yes	SRI Lexile Score	51.21% of grade 6 <sup>th</sup> students scored on grade level on the SRI. This represents a 21.1% increase from the September 2013 baseline.

## SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
Reading Fundamentals (8th)	ELA	Yes		100% of students were proficient (53 students) based on the 2013 baseline. In June, 100% of the students remained proficient.
Triumphs (6th)	ELA	Yes		<ul style="list-style-type: none"> <li>10 students were enrolled in Triumphs RTI program, 8 students or 80% showed growth from their baseline SRI to their June 2014 SRI.</li> </ul>
Connected Mathematics 3	Mathematics	No	<p>Implementation of uniform assessments</p> <p>End of unit data</p>	<ul style="list-style-type: none"> <li>2 out of 7 sixth grade math classes completed all seven Connected Mathematics units. 28.57% of the classes were able to complete the seven units which did not meet the goal of 100% from the 2013-14 plan.</li> <li>0 out of 6 seventh grade math classes completed all eight Connected Mathematics units. This did not meet the goal of 100% from the 2013-14 plan.</li> <li>1 out of 6 eighth grade math classes completed all six Connected Mathematics units. 16.6% of the classes were able to complete the eight units which did not meet the goal of 100% from the 2013-14 plan.</li> </ul>
Discovering Algebra 1	Mathematics/8 <sup>th</sup> grade students who met criteria to take Algebra 1	No	<p>Readiness assessment results</p> <p>Algebra 1 grades</p> <p>Teacher recommendations</p>	55.2% of students enrolled in Algebra 1 qualified for placement in Honors Geometry for their freshman year of high school. This was below our goal of 80% from the 2013 - 2014 plan. However, there was an increase of 10.2% from last year.
Math 180	Mathematics	Yes	SMI Quantile Score	<ul style="list-style-type: none"> <li>56.6% of grade 6 students scored proficient on the SMI. This represents an 8% increase from the January 2014 baseline.</li> </ul>

## SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
				<ul style="list-style-type: none"> <li>• 52.5% of grade 7 students scored proficient on the SMI. This represents a 15% increase from the January 2014 baseline.</li> <li>• 20% of grade 8 students scored proficient on the SMI. This represents an 8% increase from the January 2014 baseline.</li> </ul>
Block Scheduling	ELA and Math	Yes	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Administration observations and evaluations</li> </ul>	100% of LAL and mathematics teachers dedicated a minimum of 25 minutes daily to direct instruction skills and concepts and provided students with a minimum of 30 minutes of cooperative and independent work to check for student understanding. In addition, all ELA students were required to complete independent reading for 20 minutes each day. In addition, 20 minutes was dedicated to independent reading to all ELA classes each day.
N/A	Students with Disabilities			
N/A	Homeless/Migrant			
	ELLs			

## SCHOOLWIDE COMPONENT: EVALUATION

### *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)
<ul style="list-style-type: none"> <li>• Summer Camp</li> <li>• Homework Club</li> <li>• Triumphs (RTI Program)</li> </ul>	ELA	Yes No Yes	<ul style="list-style-type: none"> <li>• Pre and Post Assessment for Triumphs</li> <li>• Student Attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Students increased 100% from the pre to post assessment at the end of week 6 of summer camp.</li> <li>• Insufficient data from Homework Club to show growth. However, there was an increase in attendance.</li> <li>• Based on the pre and post assessment, oral fluency vocabulary, reading comprehension and phonics increased.</li> </ul>
<ul style="list-style-type: none"> <li>• Summer Camp</li> <li>• Homework Club</li> <li>• Study Island/CMP3 Tutoring</li> </ul>	Mathematics	Yes No Yes	<ul style="list-style-type: none"> <li>• Pre and Post Assessment</li> <li>• Student Attendance</li> <li>• Receiving a score of 70 or above on CMP3 unit assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Students increased 100% from the pre to post assessment at the end of week 6 of summer camp.</li> <li>• Insufficient data from Homework Club to show growth.</li> <li>• Connected Mathematics Pre and Post Item Analysis. 100% growth was shown for grades 6-8 on the Item Analysis for each unit in Connected Mathematics 3.</li> <li>• Students increased 33.3% on their second unit assessment from their first unit assessment at the end of week 7 of the tutoring program.</li> </ul>
	Students with Disabilities	None	None	None
	Homeless/Migrant	None	None	None
	ELLs	None	None	None

## 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)
PLC's (Job-embedded professional development)	Math and ELA	Yes	<ul style="list-style-type: none"> <li>• Formal and informal observations</li> <li>• Classroom walkthroughs</li> <li>• 100% teacher participation</li> </ul>	<ul style="list-style-type: none"> <li>• 100% teacher participation in these meetings, which met the goal of 100% from the 2013-14 plan.</li> </ul>
Model Lessons (job-embedded professional development)	Mathematics	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 represents a 10% increase from the 2013-14 goal.</li> </ul>
Math 180	Mathematics	Yes	Student Data	<ul style="list-style-type: none"> <li>• Students, grades 6-8, increased 11% in proficiency from September 2013 SMI baseline to June 2014 SMI baseline.</li> <li>• Students, grades 6-8, increased 21% from proficient to advance proficient from September 2013 SMI baseline to June 2014 SMI baseline.</li> </ul>
New Teacher Monthly Professional Development	ALL	Yes	Written feedback Goal Setting	<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 2013-14 plan.</li> </ul>
N/A	Students with Disabilities	No	NJASK	<ul style="list-style-type: none"> <li>• ELA: Students did not meet the statewide performance goal of 90% for NJASK 2012-13 school year. The target was 34.9% and 26% were proficient.</li> <li>• Math: Students did not meet the statewide performance</li> </ul>

## SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
				goal of 90% for NJASK 2012-13 school
				<ul style="list-style-type: none"> <li>• year. The target was 39.6% and 26.9% were proficient.</li> </ul>
N/A	Homeless/Migrant	N/A	N/A	
N/A	ELLs	N/A	N/A	

### 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)
Hosted additional parent involvement events – these will be scheduled periodically throughout the year: 6 <sup>th</sup> Grade Orientation/LBMS Multicultural Lunch, MS PIC Meeting (2), Parent Back to School Night, Parent/Teacher Conferences (winter & spring), School Fall Play, Read to Succeed #1, SCT Honor Roll Assembly, VPA Honor Roll Assembly, LDR Honor Roll Assembly, Multicultural Night, Read to Succeed #2, Spring Play, Spring Concert, Science Department Night, National Junior Honor	ALL	Yes	Parent Involvement Parent Surveys Sign-In Sheets	Sign-in sheets were collected for all events. In accordance with the 2013-14 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 matched the goal of 20 for the 2012-13 plan. There were a total of 23 parent involvement events with sign-in sheets for a majority of the events listed in the first column.

## SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
Society, 8 <sup>th</sup> Grade Awards Night, District Anti-Bullying Night, and Athletic Awards dinners				
Advertise parent involvement events in timely manner- through the use of various communication vehicles (district web site, auto dialer, letters home, flyers, newsletters, digital marquee outside of school, and word of mouth)	ALL	Yes	Parent Involvement Sign-in Sheets	The goal of 100% of parent sign-in sheets was met for the 2013-14 plan. The goal was met from the previous school year.
Universal sign-in sheet for all school wide events such as Parent/teacher conferences	ALL	No	Sign-in Sheets	Sign-in sheets were not created nor present for all school wide events. The number of sign-in sheets was at 80%. This was less than the goal of 100% for the 2013-14 plan. All sign-in sheets were submitted to the three academy secretaries.
Flexibility of scheduled events- scheduling events at various times and dates throughout the school year.	ALL	Yes	Written scheduled events	The goal for the middle school to host a minimum of two morning events, two afternoon events, and a minimum of two evening events was met for the 2013-14 school year plan.
N/A	Students with			

## SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
	Disabilities			
N/A	Homeless/Migrant			
N/A	ELLs			

## 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.

\_\_\_\_ Michael Vitarello \_\_\_\_\_  
**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	NJASK SRI	<p>In June 2014, 57.50% of African American students were reading on grade level. This is a 11.35% increase from the September 2013 baseline of 46.16%.</p> <p>In June 2014, 54.98% of Economically Disadvantaged students were reading on grade level. This is a 7.76% increase from the September 2013 baseline of 47.22%.</p> <p>In June 2014, 29.76% of Special Education students were reading on grade level. This is a 4.99% increase from the September 2013 baseline of 24.77%.</p> <p>In June 2014, 52.50% of Hispanic students were reading on grade level. This is a 6.28% increase from the September 2013 baseline of 46.22%.</p> <p>In June 2014 63.91% of all students were fluent readers. This is a 8.09% increase from the September 2013 baseline of 55.82%.</p> <p>SRI data expectations changed mid-year moving steps to gradually graduate students to the next grade level. In addition, in order to meet the rigor of the Common Core State Standards, the proficiency bands were adjusted for all three grade levels.</p>
Academic Achievement - Writing		No data collected.
Academic Achievement - Mathematics		<ul style="list-style-type: none"> <li>The Middle School did not reach its progress targets in mathematics schoolwide in 2013. 56.5% of total students scored in the proficient</li> </ul>

## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		<p>or advanced proficient range.</p> <ul style="list-style-type: none"> <li>The Caucasian subgroup is the only subgroup in 2013 that met their progress target, with a total of 72.8% scoring proficient or advanced proficient.</li> <li>100% (schoolwide and all subgroups) met the statewide participation rate of 95% in 2013.</li> <li>All 3 grades (6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>) increased in their SMI score from their baseline scores in January 2014. Grade 6: increased by 16% (57 total students) in their SMI quantile score in June 2014. Grade 7: increased by 30% (88 total students) in their SMI quantile score in June 2014. Grade 8: increased by 8% (18 total students) in their SMI quantile score in June 2014.</li> </ul>
Family and Community Engagement	<ul style="list-style-type: none"> <li>Parent surveys</li> <li>Sign in sheets</li> <li>Teacher contact Logs</li> </ul>	<ul style="list-style-type: none"> <li>There are approximately 1,004 6<sup>th</sup> – 8<sup>th</sup> grade students enrolled in the Middle School. Based on the sign-in sheets from Back to School Night, October 10, 2013, there were a total of 1,316 signatures. The number of signatures represents the number of people that attended the Back to School night. This was consistent from the 2012-2013 school year.</li> <li>100% of 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> 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> <li>Sign-in sheets</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> <li>100% of staff was offered monthly curriculum department meetings. The goal was met from the 2013-2014 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</li> </ul>

## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		student test scores in both ELA and Math.
Homeless	N/A	N/A
Students with Disabilities	<ul style="list-style-type: none"> <li>• NJASK</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 2013-14 NJASK. The target statewide performance goal for Mathematics was 45.7 and the statewide performance goal for ELA was 41.4.
English Language Learners	<ul style="list-style-type: none"> <li>• NJASK</li> </ul>	NJASK scores did not count for this subgroup due to the low enrollment. Only 3.88% of the student population were a part of this subgroup.
Economically Disadvantaged	<ul style="list-style-type: none"> <li>• NJASK</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 2013-14 NJASK. The target statewide performance goal for Mathematics was 66.1 and the statewide performance goal for ELA was 63.4.
School Climate and Culture		
Leadership		
School-Based Youth Services		

## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

### 2014-2015 Needs Assessment Process *Narrative*

- 1. What process did the school use to conduct its 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 2013-2014 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 year, as a baseline, followed by an SRI (reading comprehension assessment) benchmark assessment every eight to ten weeks. Lexile data gleaned from each SRI is compiled in a schoolwide and demographics 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 Mathematics Readiness Assessments using Math XL (diagnostic, mid-year and end of year), followed by an SMI (algebra readiness assessment) and standardized assessment data. 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 learning walks.
- 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)?** 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.

## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

- 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, 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 recommendation, observations conducted by curriculum supervisors, weekly attendance data and discipline referrals. These 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, Study Island tutoring, 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 and PLNs, participation in data-analysis, attending Child Study Team and I&RS meetings, teacher/tutor collaboration, feedback forms, perception surveys and teacher customized question selection provided by MathXL. 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 participate in the following transition events during their eighth grade year: High School Tour/Buddy Day, question and answer session with high school elective teachers, high school scheduling meetings with counselors and all freshmen are included in our freshmen mentor program where they receive ongoing support. In addition, 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, 5<sup>th</sup> grade classes

## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

are partnered with a 6<sup>th</sup> grade class for a day. Prior to the start of the school year, a 6<sup>th</sup> grade orientation is provided for students and parents in August.

**12. How did the school select the priority problems and root causes for the 2014-2015 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.

## 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	Core Curriculum Content Standards – English Language Arts	Core Curriculum Content Standards - Mathematics
Describe the priority problem using at least two data sources	The target (%P) for the 2013-2014 school year for English Language Arts was 67.4%. The total population proficiency target increased by 3.6%. Pending 2013-14 NJASK scores. The Hispanic subgroup did not meet their progress target of 56.8%, scoring 8.7% less at 48.1% proficiency. The Economically Disadvantaged subgroup did not meet their progress target of 56.2%, scoring 7.6% less at 48.6% proficiency.	The target (%P) for the 2013-2014 school year for Math was 69.2%. The total population proficiency increased by 3.5%. Pending 2013-14 NJASK scores. The African American subgroup did not meet their progress target of 54.4%, scoring 10% less at 44.4% proficiency. The Economically Disadvantaged subgroup did not meet their progress target of 58.5%, scoring 4.2% less at 54.3% proficiency.
Describe the root causes of the problem	Areas of concern include students not reading on grade level specifically, difficulty with comprehension and vocabulary. In addition, the core reading strategies are not incorporated in all content areas.	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	English Language Arts	Mathematics
Name of scientifically research based intervention to address	National Geographic Inside Read 180	Connected Mathematics 3 program Math 180

## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

priority problems	Treasures Writer's Workshop Lexia Reading Triumphs RTI	Study Island
How does the intervention align 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 and to persuade</li> <li>• Speaking and Listening</li> <li>• Language</li> <li>• Phonics Focused</li> </ul>	<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 (8<sup>th</sup> Grade only)</li> </ul>

## 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 Involvement	Response to Intervention - RTI Afterschool Tutorial and Study Island/Connected Math Tutorial
Describe the priority problem using at least two data sources	The Middle School had a high percentage of parents 79% that attended the sixth grade orientation and approximately 95% attended Back to School Night.	<ul style="list-style-type: none"> <li>Students selected for the RTI Afterschool Tutorial program scored Partially Proficient in both ELA and Math and are approved by the Special Service Coordinator. 2012 – 13 NJASK - ELA: (6<sup>th</sup>- 55%, 7<sup>th</sup>- 63%, 8<sup>th</sup>- 31%), Math: (6<sup>th</sup>- 34%, 7<sup>th</sup>- 54%, 8<sup>th</sup>- 45%).</li> <li>2013 – 14 NJASK – ELA and Math: TBD</li> </ul>
Describe the root causes of the problem	Events in general, are moderately attended by parents. Events which combine a breakfast/lunch/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 and using the auto-dialer more frequently. In addition, inviting parents who don't have access to a home computer, to use the school computers when signing up for parent conferences may increase attendance. Parent involvement activities need to be promoted with ample notification for parents and staff.	<ul style="list-style-type: none"> <li>ELA: Areas of concern include students not reading on grade level specifically, difficulty with comprehension and vocabulary. Top priority will be given to students reading one year or more below grade level.</li> <li>Math: Areas of concern include students who are not performing on grade level in basic skills. Top priority will be given to students who are far below proficient in math.</li> </ul>
Subgroups or populations addressed	ALL	ALL
Related content area missed	Parent Involvement	English Language Arts and Mathematics

## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

<p>Name of scientifically research based intervention to address priority problems</p>	<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>	<ul style="list-style-type: none"> <li>• ELA: Reading Triumphs Intervention Program</li> <li>• Math: Math 180 (additional math class for students below grade level)</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).            Teachers engage in activities to:            9.7 Identify and utilize family and community resources to foster student learning and provide opportunities for parents to share skills and talents that enrich learning experiences;            9.8 Establish respectful and productive relationships and to develop cooperative partnerships with diverse families, educators and others in the community in support of student learning and wellbeing; and            9.9 Institute parent/family involvement practices that support meaningful communication, parenting skills, enriched student learning, volunteer and decision-making opportunities at school and collaboration to strengthen the teaching and learning environment of the school.</p>	<ul style="list-style-type: none"> <li>• Reading: Literature, Informational Text and Comprehension</li> <li>• Math: The Number System</li> </ul>

## 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

<b><i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i></b>					
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)
Read 180	ELA	7 <sup>th</sup> and 8 <sup>th</sup> grade students who fall just below reading proficiency  Students with Disabilities	Administrators, ELA Supervisor, and Teachers	<ul style="list-style-type: none"> <li>• Online formative assessments included in Read 180 program</li> <li>• Word Correct per Minute</li> <li>• SRI</li> </ul> Summative Assessments	IES Practice Guide What Works Clearing House “Intervention: Read 180” October 2009
National Geographic - Inside	ELA	7 <sup>th</sup> & 8 <sup>th</sup> grade students scoring basic or below basic on MP SRI plus other measures  Students with Disabilities	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 What Works Clearing House “Improving Adolescent Literacy: Effecting Classroom and Intervention Practices” August 2008
Glencoe	ELA	7 <sup>th</sup> - 8 <sup>th</sup> grade students scoring on	Administrators, ELA Supervisor, and	<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 What Works Clearing House “Evidence Review Protocol For Adolescent Literacy Interventions”

## SCHOOLWIDE COMPONENT: Reform Strategies

<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)
		grade level	Teachers		April 2010
Glencoe	ELA	6 <sup>th</sup> grade – students scoring advance proficient	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 What Works Clearing House “Evidence Review Protocol For Adolescent Literacy Interventions” April 2010
Lexia	ELA	6 <sup>th</sup> – 8 <sup>th</sup> grade students basic or below basic who struggle with phonics  Students with Disabilities	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>• On-line reports</li> </ul>	IES Practice Guide What Works Clearing House “Evidence Review Protocol For Adolescent Literacy Interventions” April 2010
Treasures	ELA	6 <sup>th</sup> grade students reading below grade level  Students with Disabilities	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 Assessment</li> </ul>	IES Practice Guide What Works Clearing House “Student Team Reading and Writing” November 2011
Reading Fundamentals	ELA	Students who are advanced proficient	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 What Works Clearing House “Student Team Reading and Writing” November 2011

## SCHOOLWIDE COMPONENT: Reform Strategies

<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)
Writing Fundamentals	ELA	All students 6 <sup>th</sup> -8 <sup>th</sup>	Administrators, ELA Supervisor and Teachers	Timed and process writing pieces – Argument, Narrative, & Literary Essay	IES Practice Guide What Works Clearing House “Teaching Elementary School Students To Be Effective Writers” June 2012
Connected Mathematics 3	Mathematics	6th-8 <sup>th</sup> grade 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 from the Connected Math assessment book.	IES Practice Guide “Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle Schools”  April, 2009
Discovering Algebra 1	Mathematics	8 <sup>th</sup> grade students who met specific set of criteria	Administrators, Math Supervisor and Teachers	<ol style="list-style-type: none"> <li>1. A minimum of 80% of students' enrolled in Algebra 1 will qualify for enrollment in an Honors Geometry course Freshman year of high school.</li> <li>2. Specific criteria for Honors Geometry – geometry readiness assessment, unit test scores and NJASK scores from 2012, 2013 and 2014</li> <li>3. Algebra quarterly assessments, midterm and final assessment</li> </ol>	IES What Works Clearing House “WWC Quick Review: Effect of Teacher Professional Development on Middle School Math Students.” August 2010
Math 180 (year 2)	Mathematics	Selected 6th-8 <sup>th</sup> grade students working 2 years below	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 What Works Clearing House Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and

## SCHOOLWIDE COMPONENT: Reform Strategies

<b>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</b>					
<b>Name of Intervention</b>	<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)</b>
		grade level  Students with Disabilities			Middle Schools April 2009
Quarterly Data Chats with goal setting and target schedules	ELA and Math	ELA and Math Teachers	Administrators and Supervisors	During the 2014-2015 school year 100% of ELA and Math teachers will meet quarterly to analyze data and establish goals with specific target dates.	Patel, P., & Laud, L. E. (2009). Using goal-setting in "P(paw)LANS" to improve writing. <i>Teaching Exceptional Children PLUS</i> , 5(4). Hattie, J., & Timperley, H. (2007). The power of feedback. <i>Review of Educational Research</i> , 77(1): 81–112.

\*Use an asterisk to denote new programs.

### 2014-2015 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

<b>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>					
<b>Name of Intervention</b>	<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)</b>
Study Island/Connected Mathematics Tutoring	Mathematics	Students scoring below 80% on end of unit assessments and students who scored around a 200	Teachers, Administrators, Math Supervisor, students and parents	Pre/post assessment SMI (Scholastic Math Inventory) quantile score	<i>Study Island Scientific Research Base</i> iii Magnolia Consulting, LLC October 5, 2011

## 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)
		on the NJ ASK 2013			
Triumphs Tutoring	ELA	Students referred to IR&S	Guidance, Administrators and Teachers	8 Week Cycle Pre & Post Assessment	IES Practice Guide What Works Clearing House “Evidence Review Protocol For Adolescent Literacy Interventions” April 2010
Summer Enrichment Camp	ELA and Mathematics	Total Population	Camp Facilitator, 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 2014 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. Retrieved from <a href="http://ies.ed.gov/ncee/wwc/publications/practiceguides">http://ies.ed.gov/ncee/wwc/publications/practiceguides</a>

\*Use an asterisk to denote new programs.

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

## SCHOOLWIDE COMPONENT: Reform Strategies

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

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Perception Survey	All	All Staff	Administrators, Supervisors and staff	100% of staff will participate and complete the school perception survey online	IES Practice Guide What Works Clearing House "Dropout Prevention" September 2009
Department meetings (Job-embedded professional development)	Math/ELA	Math/ELA	Supervisors, Math and ELA 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 What Works Clearing House "Turning Around Chronically Low-Performing Schools"  May 2008
Math 180 (Year 2)	Math	Math	Math Supervisor and teachers	By June 2015, 70% of students participating in the program will show a significant gain in their math scores. Indicators of success will be their SMI quantile scores and summative assessments.	IES Practice Guide What Works Clearing House October 2009 Intervention: Math 180
New Teacher Monthly Professional Development	All	New Teachers	Administration and teachers	During the 2014-15 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? Research Note 15 Prepared for Texas Instruments by the Center for Technology in Learning, SRI International,

## SCHOOLWIDE COMPONENT: Reform Strategies

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

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
					July, 2009 <a href="http://www.education.ti.com">www.education.ti.com</a>
Quarterly Data Conferences with Goal Setting and Target Schedules	Math and ELA	All Staff	Administrators and Teachers	During the 2014-2015 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). Hattie, J., & Timperley, H. (2007). <i>The power of feedback. Review of Educational Research</i> , 77(1): 81–112.
		Students with Disabilities			

\*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?

***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**

<b>Name of Strategy</b>	<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)</b>
Flexibility of scheduled events-scheduling events at various time and dates throughout the school year	All	All	Parent Involvement Committee	During the 2014-15 school year the middle school will host a minimum of two morning events, two afternoon events and a minimum of two evening events.	Parental Involvement Strongly Impacts Student Achievement <i>Science Daily (May 28, 2008)</i> — New research from the University of New Hampshire
Incentives based on Parent Involvement-When each homeroom reaches 100% of their parents attending a school event the students in the homeroom will earn an incentive	All	All	Parent Involvement Committee	By the end of the third marking period, 80% of all homerooms will achieve having 100% of their parents attend an event.	Parental Involvement Strongly Impacts Student Achievement <i>Science Daily (May 28, 2008)</i> — New research from the University of New Hampshire
Inviting families to parent events	All	All	Administrators, Supervisors and Staff	During the 2014-2015 school year 100% of the parents will be invited by a phone call made by the classroom teacher or paraprofessional to attend scheduled family events, as well as using the auto dialer.	Parental Involvement Strongly Impacts Student Achievement <i>Science Daily (May 28, 2008)</i> — New research from the University of New Hampshire

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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)

\*Use an asterisk to denote new programs.

## 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 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 parent 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 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.

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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 objectives 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, 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 2013-2014 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, and an 8<sup>th</sup> Grade Awards Dinner Ceremony.



## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

### *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	92	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		
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)	12	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

## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

	Number & Percent	Description of Strategy to Retain HQ Staff
		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 ESEA (education, ParaPro test, portfolio assessment)*		[REDACTED]

\* 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 COMPONENT: NEEDS ASSESSMENT

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 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>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>