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: Amerigo A. Anastasia
Chief School Administrator: MICHAEL SALVATORE	Address: 92 7th Avenue
Chief School Administrator's E-mail: msalvatore@longbranch.k12.nj.us	Grade Levels: K-5
Title I Contact: Kevin Carey	Principal: Francisco Rodriguez
Title I Contact E-mail: kcarey@longbranch.k12.nj.us	Principal's E-mail: frodriguez@longbranch.k12.nj.us
Title I Contact Phone Number: 732-571-2868	Principal's Phone Number: 732-571-3396

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.

Francisco Rodriguez	*Francisco E. Rodriguez*	**June 30, 2014**
Principal's Name	**Principal's Signature**	**Date**

SCHOOLWIDE SUMMARY INFORMATION

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 & 3 for Supplemental Services	Extended Learning Time and Extended Day	100-100 and 100-600	$12,000
Parent Involvement	Priority Problem 3	Family and Community engagement	200-800	$1814
NCLB Improvement Leaders	Priority Problems 1 & 2	Everyday Math and Treasures	200-100	$1200

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
Francisco Rodriguez	School Staff- Administrators	Yes	Yes	Yes	
Jessica Alonzo	School Staff- Reading Specialist	Yes	Yes	Yes	
Denise Woolley	School Staff – Math Specialist	Yes	Yes	Yes	
Lee Carey	Community Groups	Yes	Yes	Yes	
Erin Smith	Parent	Yes	Yes	Yes	
Judith Louis	School Staff – Classroom Teacher	Yes	Yes	Yes	
Michele LaPiana	School Staff- Classroom Teacher	Yes	Yes	Yes	
Melissa Christopher	School Staff- Classroom Teacher	Yes	Yes	Yes	
Kelly McOmber	Parent	Yes	Yes	Yes	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

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
October 24, 2013	Amerigo A. Anastasia	Plan Development: Reviewed the school wide goals, mission and vision; discussed implementation of new programs	Yes		Yes	
January 14, 2014	Amerigo A. Anastasia	Plan Development: Reviewed school data (benchmark data, attendance data, reading/math data, afterschool program data, & technology data); reviewed school wide goal with stakeholders	Yes		Yes	
February 26, 2014	Amerigo A. Anastasia	Plan Development: Discussed surveys to be distributed to all stakeholders. Discussed conducting focus groups of students to discuss pertinent issues related	Yes		Yes	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

		to Anastasia School.				
March 26, 2014	Amerigo A. Anastasia	Plan Development: Reviewed mid year ELA and Math data. Discussed upcoming NJASK administration.	Yes		Yes	
June 11, 2014	Amerigo A. Anastasia	Program Evaluation: Analyzed the results of the surveys from all stakeholders; reviewed data necessary to complete the 2014-2015 plan; based on the data collected over the year, the priority problems were selected and writing of the plan began.	Yes		Yes	

*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?	The singular aim and sole commitment of our school system is to equip every Long Branch student with the competence and confidence to shape his/her own life, participate productively in our community, and act in an informed manner in a culturally diverse global society. Our District Leadership Team diagnostically crafted an Instructional Focus, which will serve as a roadmap for making Long Branch Public Schools a benchmark of excellence among school districts in New Jersey. The roadmap is built on four foundations, or Four Pillars, namely: • Holding students and adults to high expectations of conduct and performance. • Ensuring that all students master the academic standards. • Working collaboratively and basing decisions on fact, not opinion. • Building strong partnerships with families and community. New and refined school wide programs in reading, writing and math are incorporated to raise student achievement. Parental involvement activities are offered to build a stronger community partnership to enhance the education of our students.

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? The school wide program was implemented as planned. The Long Branch Public School District continues to implement the research based literacy program, Treasures, to address the English Language Arts priority problem. The Everyday Math program continues to be implemented as the tool to address the mathematics priority problem. The initiation of the Treasures literacy program, provided teachers with more opportunities to differentiate their instruction to meet students reading needs. In order to effectively implement the program in the classroom, teachers were provided with Treasures training before and during the implementation of the program. Additional support was available online with Treasures and Everyday Math; Anastasia also offered technology based programs; Study Island and Kid Biz to personalize learning. Both of these programs are accessible from home and parents were given student log on information.
2. What were the strengths of the implementation process? The strength of the implementation process towards addressing the school's priority problems was professional development. Professional development was provided through weekly PLCs, Online PD360, second faculty meetings, peer coaching and demo lessons. All classroom teachers and support staff consistently engage in embedded training through Professional Learning Communities that support their individual and collective capacity to improve

upon professional practices aimed at increasing student achievement through implementation of online resources and standards based instruction. In addition, platooning was implemented this year for teachers in grades 3-5 which allowed teacher's to focus on a specific content area.

3. What implementation challenges and barriers did the school encounter? Implementation challenges consisted of teacher grade level changes and teacher's still learning curriculum to incorporate best practices.
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? Teachers were provided with time to collaborate on successful teaching strategies and to analyze and discuss student assessment data. PLCs would meet weekly and sometimes daily to provide opportunities to discuss lesson planning that would focus on specific grade level concerns. The next step was to use additional faculty meetings to analyze data and determine best strategies to effectively implement Everyday Math and Treasures. Another step was the addition of professional development days built into the 2013-2014 calendar to provide teachers with opportunities to improve their teaching techniques to differentiate instruction curriculum and to meet the needs of all students in the classroom. Teachers were then asked to use the data to identify students in need of additional support and refer them to After School Tutorials, RTI or homework club. The apparent strength of implementation is the process of identifying students with specific needs and then providing them with the additional resources and differentiating instruction to help meet their needs. The weaknesses included not having all materials for the start of school and technology malfunctions.

SCHOOLWIDE COMPONENT: EVALUATION

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? The buy in was not very difficult because most of the initiatives were district wide and being implemented throughout the school district and supported by central office administration. Having administrators, curriculum facilitators, and teachers collaborating together in creating the most effective way to apply the programs was beneficial. Also, meeting to reflect about what was working and what needed some adjustments helped to keep the programs aligned with the vision.
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? In reviewing the Staff Survey, 52% of the staff surveyed felt as though they belong this school and 42% felt that the instructional programs at this school are challenging. The Anastasia School uses Victoria Bernhardt's School Portfolio survey.
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? In reviewing the Parent Survey 24% of parents surveyed felt welcome at their child's school and 38% held the belief that the school is able to meet the academic needs of their children. The Anastasia School uses Victoria Bernhardt's School Portfolio survey.
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? The method of delivery for Language Arts, teachers followed the whole group, small group, centers techniques incorporated in Treasures. Treasures groupings are based in the Gradual Release of Responsibility model. Teachers used multiple methods including small group instruction, one-on-one instruction, and programs such as KidBiz, Study Island, and Lexia to address the individual needs of struggling student populations

In Mathematics, the online differentiated tool provided by Everyday Mathematics identified specific areas of need for students so that teachers could provide individualized small group and whole group differentiated activities to help reinforce weak concepts and skills in mathematics. Teachers were also encouraged to use the differentiated activates and programs such as Study Island to address the individual needs of struggling student populations.

9. How did the school structure the interventions? Teachers were required to differentiate their teaching as per the program's lay out and tutors provided additional intervention to specific students. Students performing below grade level were provided with tutoring, extended-day and extended-year learning opportunities, mentoring, and support from the I&RS team. Students were placed in Study Island after-school tutorial program, which provided extra help in the areas of reading and math that are tailored to the student's needs. Additionally, Hispanic students in grades 1 and 2 who were identified as reading below grade level were placed in before school Lexia. All students received research-based instruction in the areas of reading, writing, math, science, and social studies, and their parents are invited to the building throughout the year to see classroom instruction and ways to enable them to better help their students at home. Furthermore, all parents were given students' user names and passwords for Treasures, Everyday Mathematics, Study Island, and Kidbiz3000 to practice targeted weaker academic areas at home.
10. How frequently did students receive instructional interventions? Students needing a higher level of interventions would be brought to the attention of the I&RS team and/or would be entered in the Study Island after school tutorial or the RTI afterschool program. Students would receive these intervention four times a week for an hour and a half after school. All students had access to Study

Island help through their online log in that they could use at home as well. In addition, before school Lexia was provided to students reading below grade level. Students would receive this intervention 5 times a week for 20 minutes a day before school.

11. What technologies did the school use to support the program? Technology utilized to support the program were Treasures online, Everyday Math online, Study Island, Kid Biz, teacher web pages, and the use of tablets. The researched based program, Study Island allowed all students access at home and at school on practice of the common core curriculum standards for reading and mathematics. Teacher web pages also provided the community and parents with homework and other activities that students were doing in class based on the common core curriculum standards. The school houses a student computer lab with 24 workstations to support these programs. Tablets were also available to all students in the school to use for Study Island and KidBiz programs. Teachers are able to use smart boards with their instruction.
12. Did the technology contribute to the success of the program, and if so, how? Technology offered students the opportunity to access tools which reinforced concepts and skills presented throughout the school day. The technology component needs to be more supported by staff and monitored more closely for it to yield greater success.

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 ***did*** or ***did not*** result in proficiency.
Grade 4	62	TBD pending NJASK results	• Kidbiz 3000 • Study Island • Lexia • Common planning periods for all grade level ELA teachers. • Homework incentives • In class support using support staff • Daily push-in out tutoring • Job embedded professional development in ELA through component meetings, lesson studies, and demo lessons. • Professional development in best practices related to ELA content area. • Incorporation of literacy centers which are designed to provide appropriate materials to help students work independently or collaboratively to meet targeted literacy goals. • Treasures on line tools	
Grade 5	54	TBD pending NJASK	• Kidbiz 3000 • Study Island	

SCHOOLWIDE COMPONENT: EVALUATION

		results	• Lexia • Common planning periods for all grade level ELA teachers. • Homework incentives • In class support using support staff • Daily push-in out tutoring • Job embedded professional development in ELA through component meetings, lesson studies, and demo lessons. • Professional development in best practices related to ELA content area. • Incorporation of literacy centers which are designed to provide appropriate materials to help students work independently or collaboratively to meet targeted literacy goals. • Treasures on line tools	

Mathematics	**2012-2013**	**2013-2014**	**Interventions Provided**	**Describe why the interventions *did* or *did not* result in proficiency.**
Grade 4	44	TBD pending NJASK results	• Common planning time for all 4th grade teachers • Weekly small group tutoring sessions • Weekly PLC meetings to analyze student products and student data and plan interventions for weak skills • Push in tutors • Quarterly goal setting/action planning • Job embedded professional development in mathematics	• Professional development was provided to the staff through data analysis, learning walks, professional learning community meetings, and common planning time. • Individualized coaching was also offered. Professional development needed to be more directly prescribed for specific classroom instruction and more closely connected to the standards. • Study Island continued to be implemented this year

SCHOOLWIDE COMPONENT: EVALUATION

			through PLC meetings • Online professional development through the Virtual Learning Community of the University of Chicago • Differentiated small group instruction • Differentiated homework assignments • content area coaching • Afterschool StudyIsland & RTI Tutoring • Weekly small group tutoring sessions	• Everyday Math Online Differentiation System continued to implemented this year but the staff did not utilize it to its full potential. Staff may benefit from more training and support. • Individualized coaching was offered to all teachers.
Grade 5	22	TBD pending NJASK results	• Common planning time for all 5th grade teachers • Push in tutors • Weekly PLC meetings to analyze student products and student data and plan interventions for weak skills • Quarterly goal setting/action planning • Job embedded professional development in mathematics through PLC meetings • Online professional development through the Virtual Learning Community of the University of Chicago • Differentiated small group instruction • Differentiated homework assignments • content area coaching • Afterschool StudyIsland & RTi Tutoring	• Professional development was provided to the staff through data analysis, learning walks, professional learning community meetings, and common planning time. • Individualized coaching was also offered. Professional development needed to be more directly prescribed for specific classroom instruction and more closely connected to the standards. • Study Island continued to implemented this year, but the staff did not utilize it to its full potential. • Everyday Math Online Differentiation System continued to implemented this year but the staff did not utilize it to its full potential. Staff may benefit from more training and support. • Individualized coaching was offered to all teachers. •

Evaluation of 2013-2014 Student Performance

SCHOOLWIDE COMPONENT: EVALUATION

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 *did* or *did not* result in proficiency.
Kindergarten	**N/A**	**41 Based on EOY K Assessments**	• Common planning periods for all grade level ELA teachers. • Lexia • Homework incentives • In class support using support staff • Daily push-in out tutoring • Job embedded professional development in ELA through component meetings, lesson studies, and demo lessons. • Professional development in best practices related to ELA content area. • Incorporation of literacy centers which are designed to provide appropriate materials to help students work independently or collaboratively to meet targeted literacy goals. Treasures on line tools	• Professional development was provided, but needed to be more directly prescribed for specific classroom instruction and more closely connected to the standards. • Professional development should have also been more targeted to support staff in the areas of data analysis and using data to drive their instruction. • Professional development in the area of differentiation needed to be more prescriptive and an effective follow up plan was not in place supporting the implementation of this practice. • Instruction in writing and reading was also inconsistent from classroom to classroom. • Study Island was implemented this year, but the staff did not utilize it to its fullest potential. • Lexia was implemented this year, but the staff did not buy-in until halfway through the year. • The proficiency expectation increased from the 2012-2013 school year to the 2014-2015.
Grade 1	25 Based on NJPass	45 Based on SRI	• Common planning periods for all grade level ELA teachers. • Lexia • Homework incentives • In class support using support staff	• Professional development was provided, but needed to be more directly prescribed for specific classroom instruction and more closely connected to the standards. • Professional development should have also been more targeted to support staff in the

SCHOOLWIDE COMPONENT: EVALUATION

			• Daily push-in out tutoring • Job embedded professional development in ELA through component meetings, lesson studies, and demo lessons. • Professional development in best practices related to ELA content area. • Incorporation of literacy centers which are designed to provide appropriate materials to help students work independently or collaboratively to meet targeted literacy goals. • Treasures on line tools	areas of data analysis and using data to drive their instruction. • Professional development in the area of differentiation needed to be more prescriptive and an effective follow up plan was not in place supporting the implementation of this practice. • Instruction in writing and reading was also inconsistent from classroom to classroom. • Study Island was implemented this year, but the staff did not utilize it to its fullest potential. • Lexia was implemented this year, but the staff did not buy-in until halfway through the year. • The proficiency expectation increased from the 2012-2013 school year to the 2014-2015.
Grade 2	41 Based on NJPass	78 Based on SRI	• Common planning time for all 4th grade teachers • Weekly small group tutoring sessions • Weekly PLC meetings to analyze student products and student data and plan interventions for weak skills • Push in tutors • Quarterly goal setting/action planning • Job embedded professional development in mathematics through PLC meetings • Online professional development • Differentiated small group instruction • Differentiated homework assignments • content area coaching • Afterschool Study Island & RTI Tutoring • Weekly small group tutoring sessions	• Professional development was provided, but needed to be more directly prescribed for specific classroom instruction and more closely connected to the standards. • Professional development should have also been more targeted to support staff in the areas of data analysis and using data to drive their instruction. • Professional development in the area of differentiation needed to be more prescriptive and an effective follow up plan was not in place supporting the implementation of this practice. • Instruction in writing and reading was also inconsistent from classroom to classroom. • Study Island was implemented this year, but the staff did not utilize it to its fullest potential.

SCHOOLWIDE COMPONENT: EVALUATION

				• Lexia was implemented this year, but the staff did not buy-in until halfway through the year. • The proficiency expectation increased from the 2012-2013 school year to the 2014-2015.

Mathematics	2012-2013	2013-2014	Interventions Provided	Describe why the interventions provided ***did*** **or** ***did not*** **result in proficiency.**
Kindergarten	N/A	18 *Based on Everyday Math End of Year Assessment	• Common planning time for all kindergarten teachers • Weekly PLC meetings to analyze student products and student data and plan interventions for weak skills • Quarterly goal setting/action planning • Job embedded professional development in mathematics through PLC meetings • Online professional development through the Virtual Learning Community of the University of Chicago • Differentiated small group instruction • Differentiated homework assignments • content area coaching	• Professional development was provided to the staff through data analysis, learning walks, professional learning community meetings, and common planning time. • Individualized coaching was also offered. • Professional development needed to be more directly prescribed for specific classroom instruction and more closely connected to the standards. • Everyday Math Online Differentiation System continued to implemented this year but the staff did not utilize it to its full potential. Staff may benefit from more training and support.
Grade 1	18 *Based on NJPASS	86 *Based on Everyday Math End of Year Assessment	• Common planning time for all 1st grade teachers • Weekly PLC meetings to analyze student products and student data and plan interventions for weak skills • Quarterly goal setting/action planning • Job embedded professional development in mathematics through PLC meetings • Online professional development through the Virtual Learning Community of the University of Chicago	• Professional development was provided to the staff through data analysis, learning walks, professional learning community meetings, and common planning time. • Individualized coaching was also offered. • Professional development needed to be more directly prescribed for specific classroom instruction and more closely connected to the standards. • Study Island continued to implemented this year, but the staff did not utilize it to its full

SCHOOLWIDE COMPONENT: EVALUATION

			• Differentiated small group instruction • Differentiated homework assignments • Content area coaching	potential. • Everyday Math Online Differentiation System continued to implemented this year but the staff did not utilize it to its full potential. Staff may benefit from more training and support.
Grade 2	38 * Based on NJPASS	19 *Based on Everyday Math End of Year Assessment	• Common planning time for all 2nd grade teachers • Weekly PLC meetings to analyze student products and student data and plan interventions for weak skills • Quarterly goal setting/action planning • Job embedded professional development in mathematics through PLC meetings • Online professional development through the Virtual Learning Community of the University of Chicago • Differentiated small group instruction • Differentiated homework assignments • Content area coaching	• Professional development was provided to the staff through data analysis, learning walks, professional learning community meetings, and common planning time. • Individualized coaching was also offered. • Professional development needed to be more directly prescribed for specific classroom instruction and more closely connected to the standards. • Study Island continued to be implemented this year • Everyday Math Online Differentiation System continued to be implemented this year but the staff did not utilize it to its full potential. Staff may benefit from more training and support.

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)
Treasures	ELA	No	• Scholastic Reading Inventory • Fluency Assessments	• In June 2014, 54.5% of the total students were proficient on the SRI assessment. This is a 21.6% decrease from the goal set in the 2013-2014 plan; however, this represents a 7.7% increase from the September baseline of 46.8%. It is important to note that the expectation increased from the 2012-2013 school year to the 2013-2014 school year and that the previously set goals were made using the old proficiency expectations. • In June 2014, 59.1% of the total students were proficient on the Fluency Assessment. This is an 18.28% decrease from the goal set in the 2013-2014 plan and a less than 1% decrease from the September baseline of 59.76%. It is important to note that the expectation increased from the 2012-2013 school year to the 2013-2014 school year and that the previously set goals were made using the old proficiency expectations.
Everyday Mathematics	Mathematics	No	• Unit Assessment Data	Everyday Math Unit Assessments: • 57.9% of total students in Grade 1-5 scored an average of 85% or better on unit assessments. This represents a 3.7% decrease from last year and the 2013 goal was not met.
District Facts Routine	Mathematics	Yes	• Facts Data	The following data show the percentage of students who met the facts fluency goal set based on the CCSS. Considering the facts test was new this year, these

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
				percentages represent the baseline and growth cannot be shown. • Grade 1 – 48.5% of students (65 out of 134) • Grade 2- 40.7% of students (42 out of 103) • Grade 3 – 57% of students (73 out of 128) • Grade 4- 75.2% of students (85 out of 113) • Grade 5 – 70.3% of students (64 out of 91)
Linkit	Mathematics	Yes	• Winter/Spring Benchmark Data	• 64.6% of Grade 2 students were proficient on the spring benchmark (A 10.2% increase from the winter benchmark) • 66.3% of Grade 3 students were proficient on the spring benchmark (A 15.7% increase from the winter benchmark) • 66.8% of Grade 4 students were proficient on the spring benchmark (A 14.3% increase from the winter benchmark) • 67.1% of Grade 5 students were proficient on the spring benchmark (A 8% increase from the winter benchmark)
Everyday Math	Students with Disabilities	No	• Math Unit Assessment Data	• 29% of students with disabilities scored 85% or better on math unit assessments.
Treasures	Students with Disabilities	No	• ELA Scholastic Reading Inventory • Fluency Assessment	• 29.33% of students with disabilities were proficient on the SRI. This is a 9.08% increase from the baseline in September. • 37.33% of students with disabilities were proficient on the end-of-year Fluency Assessment. This is a 4.45% increase from the

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
				baseline in September.
Lexia	ELA	No	• Lexia Report	• Grade 2 was the only grade that had a 4% increase in data out of the Grade 1-5 grades due to lack of continuous usage throughout the school year.
Treasures	ELLs	No	• ELA Scholastic Reading Inventory • Fluency Assessment	• 34.21% of ELL students were proficient on the SRI. This is an 18.83% increase from the baseline in September. • 35.29% of ELL students were proficient on the end-of-year Fluency Assessment. This is a 12.21% increase from the baseline in September.
Treasures	Hispanic	No	• ELA Scholastic Reading Inventory • Fluency Assessment	• 46.92% of Hispanic students were proficient on the SRI. This is a 5.74% increase since the September baseline. • 50.96% of Hispanic students were proficient on the end-of-year Fluency Assessment. This is a decrease of 5.77% since the baseline in September.
Everyday Math	ELLs	No	• Math Unit Assessment Data	• 46.5% off ELL students scored 85% or better on math unit assessments.

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)
KidBiz 3000	ELA	Yes	• Kid Biz Reports	• 100% of students were able to access Kidbiz at home, after school throughout the year. The goal was achieved from the 2013 plan. • The Kidbiz3000 Lexile average increased 84Lexiles since July 1, 2013.

SCHOOLWIDE COMPONENT: EVALUATION

	2	3	4	5
Everyday Math Online	Mathematics	Yes	• Everyday Math Report	• 100% of students were able to access Everyday Math Online after school and throughout the school year. The goal was achieved from the 2013 plan.
Treasures Online	ELA	Yes	• Username/ Password Roster	• 100% of students were able to access Treasures on-line at home, after school throughout the year. The goal was achieved from the 2013 plan. • In June 2014, 54.5% of the total students were proficient on the SRI assessment. This is a 21.6% decrease from the goal set in the 2013-2014 plan; however, this represents a 7.7% increase from the September baseline of 46.8%. It is important to note that the expectation increased from the 2012-2013 school year to the 2013-2014 school year and that the previously set goals were made using the old proficiency expectations. • In June 2014, 59.1% of the total students were proficient on the Fluency Assessment. This is an 18.28% decrease from the goal set in the 2013-2014 plan and a less than 1% decrease from the September baseline of 59.76%. It is important to note that the expectation increased from the 2012-2013 school year to the 2013-2014 school year and that the previously set goals were made using the old proficiency expectations.
Lexia	ELA	No	• Lexia Report	• Grade 2 was the only grade that had a 4% increase in data out of the Grade 1-5 grades due to lack of continuous usage throughout the school year.
RTI Tutoring	ELA	Yes	• Fluency Assessment	• 100% of students were able to increase their

SCHOOLWIDE COMPONENT: EVALUATION

	2	3	4	5
				word correct per minute score on the fluency assessment from baseline to end of year
Study Island Tutoring	ELA and Math for at-risk students which included ELL & Special Education Students	Yes	• Study Island Reports	• 100% of students were able to access Study Island at home, after school throughout the year. The goal was achieved from the 2013 plan.
Summer Enrichment Camp	ELA and Math	Yes	• Summer Camp Roster	• 70.8 % of all K-5 students from Anastasia School attended Summer Enrichment Camp for both Math and LAL during the summer in an effort to bridge the achievement gap.
Enrichment	ELA	Yes	• Fluency Assessment • Scholastic Reading Inventory	• 100% of afterschool enrichment students are exceeding the grade level expectation for the fluency assessment and the Scholastic Reading Inventory assessment.

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)
Program Specific Training	ELA	Yes	• Sign in sheets • Ed Sol Log of PD hours	100% of staff attended specific PD trainings during the summer and/or the school year in order to increase student test scores.
Program Specific Training	Mathematics	Yes	• Sign in sheets • Ed Sol Log of PD hours	100% of staff attended specific PD trainings during the summer and/or the school year in order to increase student test scores.
PD360	All	Yes	• PD 360 usage reports	100% of staff utilized PD360 and received professional development hours through viewing and reflecting on best practices individually and in PLC's.
Component Meetings	ELA	Yes	• Sign In Sheets	100% of staff took part in 2 or more component meetings monthly in the area of ELA.
Component Meetings	Math	Yes	• Sign In Sheets	100% of staff took part in 2 or more component meetings monthly in the area of mathematics
Professional Learning Communities	All	Yes	• Sign In sheets • Action Plans	100% of staff was a member of a professional learning community

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	ALL	No	• Parent Survey	62% of families attended Back to School Night. This is a 3.8% decrease from the 2012-2013 and the goal was not met.
Parent/teacher conferences	ALL	No	• Parent Survey	90% of parents attended Fall conferences and 84% of parents attended Spring conferences. This is a 1.6% decrease for Fall conferences from 2013-2014 and a 5.6% decrease for Spring conferences from 2012-2013. The 2013-2014 goal was not met.
Parent Curriculum	ALL	Yes	• Parent Survey	100% of families invited attended at least one curriculum

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
Visits				visit during the school day.
Family Science Night	Science	No	• Parent Survey	38% of families attended Family Science Night. This is a 27.8% decrease from the 2013-2014 goal. The 2013-2014 goal was not met.
ELA and Math Night	ELA & Mathematics	No	• Parent Survey	14% of Anastasia School families attended ELA & Math Night.

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.

Francisco Rodriguez	*Francisco E. Rodriguez*	**June 30, 2014**
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	• Scholastic Reading Inventory • Fluency Assessment	• By June 2015, 59.95% of the total students will be proficient on the SRI assessment. This is a • In June 2015, 65.01% of the total students will be proficient on the Fluency Assessment.
Academic Achievement - Mathematics	• Benchmark Assessments • Unit Assessments • Math Facts Mastery	Math Benchmarks: • 64.6% of Grade 2 students were proficient on the spring benchmark (A 10.2% increase from the winter benchmark) • 66.4% of Grade 3 students were proficient on the spring benchmark (A 15.8% increase from the winter benchmark) • 66.9% of Grade 4 students were proficient on the spring benchmark (A 14.4% increase from the winter benchmark) • 67.1% of Grade 5 students were proficient on the spring benchmark (A 8% increase from the winter benchmark) Everyday Math Unit Assessments: • 57.9% of total students in Grade 1-5 scored an average of 85% or better on unit assessments. This represents a 3.7% decrease from last year and the 2013 goal was not met. Math Facts Mastery The following data show the percentage of students who met the facts

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		fluency goal set based on the CCSS. Considering the facts test was new this year, these percentages represent the baseline and growth cannot be shown. • Grade 1 – 48.5% of students (65 out of 134) • Grade 2- 40.7% of students (42 out of 103) • Grade 3 – 57% of students (73 out of 128) • Grade 4- 75.2% of students (85 out of 113) • Grade 5 – 70.3% of students (64 out of 91)
Family and Community Engagement	• Parent Surveys	• 62% of families attended Back to School Night. This is a 3.8% decrease from the 2012-2013 and the goal was not met. • 90% of parents attended Fall conferences and 84% of parents attended Spring conferences. This is a 1.6% decrease for Fall conferences from 2013-2014 and a 5.6% decrease for Spring conferences from 2012-2013. The 2013-2014 goal was not met. • 100% of 5th grade students had a family member attend the 5th grade moving up ceremony. • 24% of parents surveyed felt welcome at their child's school • 38% held the belief that the school is able to meet the academic needs of their children.
Professional Development	1. PLC Meetings 2. Learning Walks 3. Professional Development Surveys	Sign In Sheets: • 100% of staff was offered weekly Professional Learning Community Time during common planning periods • 100% of teachers were offered specific PD trainings in order to increase student test scores in ELA and Math • 100% of staff were asked to participate in Professional Development Surveys
Homeless *As of June 2014, the Anastasia School has one documented homeless student		

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
who is in a self-contained special education classroom.		
Students with Disabilities	• Math Unit Assessments	• 29% of students with disabilities scored 85% or better on math unit assessments. This represents an 11.7% decrease from 2012-2013.
Hispanic Students	• Math Unit Assessments	• 54.1% of Hispanic students scored 85% or better on math unit assessments.
English Language Learners	• Math Unit Assessments	46.5% of ELL students scored 85% or better on math unit assessments. This represents a 3.5% decrease from 2012-2013. • In Grade 1, 44% of ELL students (11 out of 25 students) • In Grade 2, 77.7% of ELL students (7 out of 9 students) • In Grade 3, 0% of ELL students (0 out of 4 students) • In Grade 4, 0% of ELL students (0 out of 2 students) • In Grade 5, 66.6% of ELL students (0 out of 2 students)
Economically Disadvantaged	• Math Unit Assessments	The following data show the percentage of Economically Disadvantaged students scoring 85% or better on the math unit assessments: • In Grade 1, 45.8% of students (33 out of 72 students) • In Grade 2, 67.4% of students (56 out of 83 students) • In Grade 3, 48.3% of students (45 out of 93 students) • In Grade 4, 42.3% of students (33 out of 78 students) • In Grade 5, 45.8% of students (33 out of 72 students)
School Climate and Culture	• Teacher Perception Survey	• 100% of staff was asked to participate in a school and climate survey. • 52% of the staff surveyed felt as though they belong this school • 42% felt that the instructional programs at this school are challenging.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2014-2015 Needs Assessment Process
Narrative

1. What process did the school use to conduct its needs assessment? The Anastasia School conducted a comprehensive needs assessment using teacher surveys, standardized assessment data, and local assessment data. The committee analyzed the data gathered. Results from the surveys along with standardized assessments and students' achievement on local assessments were analyzed and discussed at PLC and faculty meetings. This report focuses on goals in the area of English Language Arts and Mathematics. The report also addresses the needs of specialized populations as identified in the information gathered.

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

District administrators, building administrators, curriculum facilitators, and teachers analyze results from State Assessments, Benchmark Assessments, and curriculum based assessments. These data are disaggregated by all subgroups. Once disaggregated, data are used to create action plans with regards to professional development and curriculum revision 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 reliable; therefore, reports generated from Measurement Inc. are a result of a reliable collection method. The Anastasia School uses Victoria Bernhardt's School Portfolio survey. Established protocols were used when analyzing perception survey data.

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

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[1] Definitions taken from Understanding Research Methods" by Mildred Patten
Patten, M. L. (2012). Understanding Research Methods. Glendale, California: Pyrczak Publishing

In Math, data gathered from the Math LinkIt Benchmarks showed an average growth between 8-15% for all students. However, math unit assessment data show a slight decrease in the total number of students proficient from last year to this year. In ELA, data gathered from the Scholastic Reading Inventory show 54.5% of the total students proficient. This is a 21.6% decrease from the goal set in the 2013-2014 plan; however, this represents a 7.7% increase from the September baseline of 46.8%. It is important to note that the expectation increased from the 2012-2013 school year to the 2013-2014 school year and that the previously set goals were made using the old proficiency expectations. As a result, Teachers may benefit from additional professional development assisting them with differentiating their instruction to reach the needs of all students, with an increased focus on our Hispanic and Special Education populations.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? There has been an increased focus on job-embedded professional development opportunities. The data show that there is some evidence that implementation of learned strategies is carried over to the classroom. Additional training paired with one on one feedback sessions is required to help increase student proficiency.

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

Students identified through standardized assessment data, quarterly benchmarks, unit assessments, and/or local assessments, interim reports, teacher recommendation, observation conducted by curriculum facilitators, weekly attendance data, and discipline referrals. These data help curriculum facilitators and teachers 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 effective assistance by receiving push-in and pull-out tutoring support, as well as extended day and year programs, such as Study Island tutoring, Lexia, & RTI tutoring, focusing on areas in need of academic assistance. Weekly and quarterly data is reviewed to provide specific support. In addition, the ELA and Math programs have built in

differentiation activities, which in ELA include Tier 2 interventions. Students with attendance concerns are identified with on-going family contact and support given to assist these students in improving their attendance. All students are instructed using research based programs. Parents are invited to various workshops which offer information so that they can assist their children at home. The School I&RS team addresses all at risk students referred to the team for wither academic, attendance, or behavior concerns.

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? Grade level representatives and elected members of the teaching staff serve on the No Child Left Behind committee as well as the Professional Development committee. At these committee meetings, data is gathered, presented and utilized to determine school wide goals and implementation of new programs to reach these goals. All classroom teachers are a part of professional learning communities that analyze data and make informed instructional decisions based on their analysis.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high school? The school helps students' transition from preschool to kindergarten, elementary to middle school through articulation meetings with preschool and the middle school during entry and exit of students through Anastasia. The school makes sure to evaluate student's growth on the common core state standards along with the designed curricula spiral in both ELA and mathematics. On-going articulation between the pre-kindergarten and kindergarten teachers support seamless transition between the two programs. Professional Development for teachers in these grade levels provides insight of program components and how they are implemented. The Treasures program seamlessly creates a bridge from the kindergarten curriculum preparing students to transition to the upper grades with consistent language, strategies and exposure to literature. Students transitioning from elementary to middle school attend assemblies and visit the middle school to better understand what to expect in the upcoming year. A summer reading assignment is

also presented to students to complete which may assist in preparing them in completing a typical middle school assignment. These strategies may make the transition to the middle school less stressful.

12. How did the school select the priority problems and root causes for the 2014-2015 schoolwide plan? All available data was collected, shared and analyzed by the NCLB Committee. From this process we identified the top four priority problems and explored their possible root causes.

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	• In June 2014, 54.5% of the total students were proficient on the SRI assessment. This is a 21.6% decrease from the goal set in the 2013-2014 plan; however, this represents a 7.7% increase from the September baseline of 46.8%. It is important to note that the expectation increased from the 2012-2013 school year to the 2013-2014 school year and that the previously set goals were made using the old proficiency expectations. • In June 2014, 59.1% of the total students were proficient on the Fluency Assessment. This is an 18.28% decrease from the goal set in the 2013-2014 plan and a less than 1% decrease from the September baseline of 59.76%. It is important to note that the expectation increased from the 2012-2013 school year to the 2013-2014 school year and that the previously set goals were made using the old proficiency expectations.	Math Benchmarks: • 64.6% of Grade 2 students were proficient on the spring benchmark (A 10.2% increase from the winter benchmark) • 66.4% of Grade 3 students were proficient on the spring benchmark (A 15.8% increase from the winter benchmark) • 66.9% of Grade 4 students were proficient on the spring benchmark (A 14.4% increase from the winter benchmark) • 67.1% of Grade 5 students were proficient on the spring benchmark (A 8% increase from the winter benchmark) Everyday Math Unit Assessments: • In Grade 1, 69.1% of total students scored an average of 85% or better on unit assessments. • In Grade 2, 69.9% of total students scored an average of 85% or better on unit assessments. • In Grade 3, 55.4% of total students scored an average of 85% or better on unit assessments. • In Grade 4, 46.4% of total students scored an average of 85% or better on unit assessments.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

		• In Grade 5, 47.2% of total students scored an average of 85% or better on unit assessments. Math Facts Mastery: The following data show the percentage of students who met the facts fluency goal set based on the CCSS. Considering the facts test was new this year, these percentages represent the baseline and growth cannot be shown. • Grade 1 – 48.5% of students (65 out of 134) • Grade 2- 40.7% of students (42 out of 103) • Grade 3 – 57% of students (73 out of 128) • Grade 4- 75.2% of students (85 out of 113) • Grade 5 – 70.3% of students (64 out of 91)
Describe the root causes of the problem	Teachers received ongoing professional development from outside providers as well as job embedded trainings. However, teachers are continuing to learn the components of the program and how to effectively use assessments to guide instruction. Teachers are continuing to work towards refining the implementation of the program. Though teachers received professional development and support to incorporate weak curriculum areas, there was a lack of consistency from classroom to classroom.	Teachers were not exposed to a large amount of Professional Development focused on addressing the Special Education and Hispanic students. Targeted PD to gain a stronger grasp of concepts and basic mathematical knowledge; stronger ability to differentiate instruction to students needs;
Subgroups or populations addressed	All	All
Related content area missed	English Language Arts	Mathematics
Name of scientifically research based intervention to address priority problems	• Treasures Reading/Writing Program • Study Island	• Everyday Math • LinkIt • Study Island

	• Kidbiz3000 • Lexia	
How does the intervention align with the Common Core State Standards?	Treasures Reading/Writing Program, Study Island, Kidbiz3000, and Lexia are aligned with the Common Core State Standards: Reading Standards for Literature K–5 Reading Standards for Informational Text K–5 Reading Standards: Foundational Skills K–5 15 College and Career Readiness Anchor Standards for Writing Writing Standards K–5 Speaking and Listening Standards K–5 Language Standards K–5 Standard 10: Range, Quality, and Complexity of Student Reading K–5 Staying on Topic Within a Grade and Across Grades	In the past, Everyday Mathematics has fully incorporated the skills and processes described in the Standards for Mathematical Practice. As a school using Everyday Mathematics, the transition from the NJCCCS to the CCSS has been easy since the practices required by the CCSS are fundamental features woven throughout the entire program. Everyday Mathematics and the CCSS have a shared origin in decades of research and authoritative opinion. Everyday Mathematics was built and is constantly revised using an ever-growing body of research in the learning sciences, authoritative recommendations such as those from the National Council of Teachers of Mathematics and the National Mathematics Advisory Panel, and the professional judgment of the authors. The CCSS are built on the same foundation. So, as a result, good alignment between CCSS and Everyday Mathematics is evident. Everyday Mathematics has produced grade level correlation charts for Kindergarten through Grade 6 to show how the lessons in Everyday Mathematics align to the Common Core State Standards for Mathematics.

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	Hispanic and Special Education Subgroups for ELA & Math
Describe the priority problem using at least two data sources	The Anastasia School had a high percentage of parents attend Parent-teacher conferences, 90% for Fall and 84% for Spring. 100% of parents attended at least one curriculum visit during the 2013-2014 school year. 66% of parents attended Back to School Night. Family Science Night had 38% of families attend and ELA & Math Night had 14% of families attend.	• 46.92% of Hispanic students were proficient on the SRI. This is a 5.74% increase since the September baseline. • 50.96% of Hispanic students were proficient on the end-of-year Fluency Assessment. This is a decrease of 5.77% since the baseline in September. • 29.33% of students with disabilities were proficient on the SRI. This is a 9.08% increase from the baseline in September. • 37.33% of students with disabilities were proficient on the end-of-year Fluency Assessment. This is a 4.45% increase from the baseline in September. • 29% of students with disabilities scored 85% or better on math unit assessments. • 53.9% of Hispanic students scored 85% or better on math unit assessments.
Describe the root causes of the problem	Events with student performances are highly attended venues. Events which combine a breakfast/lunch/dinner with a school event may increase parental involvement and provide a meal while encouraging family time. Offering transportation during inclement weather could increase family attendance for families that walk. Many of the Anastasia School	Teachers were not exposed to a large amount of Professional Development focused on addressing the Special Education and Hispanic students.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

	families speak a different language at home. Therefore, offering school wide events in different languages could help increase family attendance.	
Subgroups or populations addressed	All	Hispanic & Special Education
Related content area missed	n/a	ELA & Math
Name of scientifically research based intervention to address priority problems	Ramapo for Children Reliable and valid parent surveys Parent newsletters, outreach and communication programs	Everyday Math Treasures Lexia KidBiz Study Island
How does the intervention align with the Common Core State Standards?	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.	Treasures Reading/Writing Program, Study Island, Kidbiz3000, and Lexia are aligned with the Common Core State Standards: Reading Standards for Literature K–5 Reading Standards for Informational Text K–5 Reading Standards: Foundational Skills K–5 15 College and Career Readiness Anchor Standards for Writing Writing Standards K–5 Speaking and Listening Standards K–5 Language Standards K–5 Standard 10: Range, Quality, and Complexity of Student Reading K–5 Staying on Topic Within a Grade and Across Grades **Math:** Everyday Mathematics has fully incorporated the skills and processes described in the Standards for Mathematical Practice. As a school using Everyday Mathematics, the transition from the NJCCCS to the CCSS has been easy since the practices required by the CCSS are fundamental features woven throughout the entire program.

		Everyday Mathematics and the CCSS have a shared origin in decades of research and authoritative opinion. Everyday Mathematics was built and is constantly revised using an ever-growing body of research in the learning sciences, authoritative recommendations such as those from the National Council of Teachers of Mathematics and the National Mathematics Advisory Panel, and the professional judgment of the authors. The CCSS are built on the same foundation. So, as a result, good alignment between CCSS and Everyday Mathematics is evident. Everyday Mathematics has produced grade level correlation charts for Kindergarten through Grade 6 to show how the lessons in Everyday Mathematics align to the Common Core State Standards for Mathematics.

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

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
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)
Program Specific Staff Training	ALL	Teachers, Administrators	Administrators, Math & ELA Supervisors	By June 2015, 100% of teachers will participate in specific PD trainings in order to increase student test scores in both ELA and Math. Trainings will be offered throughout the school year and during the summer. All subgroups will meet the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver in Math and ELA on the 2014 NJASK	*The effects of teachers' professional development on student achievement:* *Findings from a systematic review of evidence* Kwang Suk Yoon (American Institutes for Research) Teresa Duncan (American Institutes for Research) Sylvia Lee (Taiwan National University) Kathy Shapley (Edvance Research) Paper presented at the Annual Meeting of the American Educational Research Association, March 24-28, 2008, New York
RTI Tutoring	ELA & Math	RTI Teachers	Administrators, Supervisor	By June 2015, 100% of RTI teachers will participate in specific trainings in order to increase student achievement and improve test scores. Trainings will be offered throughout the school year and during the summer.	Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, IES PRACTICE GUIDE, NCEE 2009-4045,U.S. DEPARTMENT OF EDUCATION, WHAT WORKS CLEARINGHOUSE, February 2009 http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle School (IES Practice Guide, April 2009) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=2
Summer	Math &	All staff	District	During the 2014-2015 school	Systemic vs. one-time teacher professional development:

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
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)
Learning Institutes	ELA		Administrators	year all teachers will be offered the opportunity to participate in the Summer Learning Institute focusing on curriculum, strategies, and programs.	what does research say? Research Note 15 Prepared for Texas Instruments by the Center for Technology in Learning, SRI International, July, 2009 www.*education.ti.com*
Quarterly Data Chats with goal setting	Math & ELA	All Staff	Administrators	During the 2014-2015 school year 100% of teacher will meet quarterly to analyze data and to establish goals with specific target dates.	US Department of Education, 2010, Use of Education Data at the Local Level : From Accountability to Instructional Improvement http://www2.ed.gov/rschstat/eval/tech/use-of-education-data/use-of-education-data.pdf
		Homeless * We have one documented homeless student in the Anastasia School. The student is in a self-contained MCI class. Migrant			
Professional Development to staff of ELL students	ALL	ELLs	Administrators, Bilingual Supervisor	By June 2015, 100% of teachers of ELL students will participate in specific PD trainings in order to increase student achievement and test scores. Trainings will be offered throughout the school year and during the summer.	What Works Clearinghouse: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, Practice Guide, April 2014

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
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)
Professional Development to staff of students with disabilities	ALL	Students with Disabilities	Administrators, Special Education Supervisor	By June 2015, 100% of special education teachers will participate in specific PD trainings in order to increase student achievement and test scores. Trainings will be offered throughout the school year and during the summer.	U.S Department of Education, Institute of Education Sciences, What Works Clearinghouse (2012, March) Children classified as having an Emotional Disturbance Intervention Report. Retrieved from http://whatworks.ed.gov http://ies.ed.gov/ncee/wwd/pdf/intervention
Lexia in Reading Centers	ELA	Below proficient students as identified by ELA data	ELA teacher	100% of targeted students will utilize Lexia daily for a minimum of 15 minutes.	Meets WWC evidence standards: Macaruso, P., Hook, P.E., & McCabe, R. (2006). The efficacy of computer-based supplementary phonics programs for advancing reading in at-risk elementary students. *Journal of Research in Reading, 29*(2), 162-172.
Everyday Math	Math	All	Math Teachers	By June 2015, 62.1 % of total students will score proficient (85% or higher) as measured by math unit assessments. This represents 10% less failure from the previous year.	IES Practice Guide: "Using Student Achievement Data to Support Instructional Decision Making" http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf "New Math Curriculum Formula For Success", Curriculum Review, v47 n3 p7 November 2007.
Platooning	ELA & Math	All students expect students in self-contained special education classes	3-5 ELA & Math Teachers	100% of regular education classes grades 3-5 will platoon ELA and Mathematics	Hood, L. (2009). "Platooning" Instruction. Harvard Education Letter, Volume 25(6) Retrieved from ://hepg.org
*LinkIt	ELA & Math	All	Administrators Teachers	100% of teachers will participate in professional	Using Student Achievement Data to Support Instructional Decision Making. What Works Clearinghouse, September

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
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)
The Link it Dashboard program is fully aligned to the common core state standards. The program gives detailed item analysis, from the district level to the individual student, longitude data tracking, intervention grouping, and a pacing guide. It tracks performance by school, grade, level, subject, teacher, class and is able to disaggregate results by race, gender and special programs. Link it benchmarks are fully aligned to				development on the LinkIt Dashboard program in order to help increase student achievement.	2009 Practice Guide

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
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 common core state standards.					

*Use an asterisk to denote new programs.

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

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
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)
Kidbiz3000	ELA	All	Teachers	ELA Scholastic Reading Inventory	Achieve3000: National Elementary School, Lexile Study http://www.achieve3000.com/research/gated/2 Achieve3000: State of New Jersey, Lexile Study http://www.achieve3000.com/research/gated/30
Summer Enrichment Camp	ELA & Math	Total Population & Homeless	Camp Facilitator	Based on reports that measure daily attendance, 67.9% of all Anastasia School students will attend Summer Enrichment Camp during the summer of 2015 in an effort to bridge the achievement gap.	Frazier, J. A., & Morrison, F. J. (1998). The Influence of Extended-Year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School. *Child Development, 69* (2), 495-517. S., Schirm, A., & Taylor, J. (2009). *Structuring out-of-school time to improve academic achievement: A practice guide* (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides
Lexia Tutoring	ELA	All underperforming	Lexia Teacher	ELA Scholastic Reading Inventory	Macaruso, P., Hook, P.E., & McCabe, R. (2006). The efficacy of computer-based supplementary phonics programs for

SCHOOLWIDE COMPONENT: Reform Strategies

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

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)
		students (with ELL and Students with Disability as the priority)		Fluency Assessment	advancing reading skills in at-risk elementary students. *Journal of Research in Reading, 29,* 162–172. Macaruso, P., & Rodman, A. (2011). Benefits of computer-assisted instruction to support reading acquisition in English Language Learners. *Bilingual Research Journal*, *34,* 301–315 What Works Clearinghouse: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, Practice Guide, April 2014
*School Based Youth Services- RTI	Math & ELA	At-Risk students sent to I&RS Team	RTI Tutors I&RS Team	10% more students will be brought to the I&RS team for request for assistance (Interventions)	Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, IES PRACTICE GUIDE, NCEE 2009-4045,U.S. DEPARTMENT OF EDUCATION, WHAT WORKS CLEARINGHOUSE, February 2009 http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle School (IES Practice Guide, April 2009) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=2

*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)
Professional Learning Communities Meetings	ELA & Mathematics	All Teachers	Teachers	100% of teachers will take part in weekly PLC meetings	Magnuson, P., and Mota, R. (2011). Promoting professional learning from within. *International Schools Journal, Vol. 30, Issue 2.*
PD 360 Customized Professional Development Sessions	ELA & Math	All Math & ELA teachers	Staff Administrators	By June 2015, 100% of teachers will be exposed to a minimum of 2 Customized Professional Development Sessions assigned by their principal following walk-through or observations.	Easton, L.B. (Ed.), 2008. Powerful designs for professional learning (2nd edition). Oxford, OH: National Staff Development Council. *The effects of teachers' professional development on student achievement: Findings from a systematic review of evidence.* Kwang Suk Yoon (American Institutes for Research) Teresa Duncan (American Institutes for Research) Sylvia Lee (Taiwan National University) Kathy Shapley (Edvance Research) Paper presented at the Annual Meeting of the American Educational Research Association, March 24-28, 2008, New York
Learning Walks	ELA & Math	All teachers	Staff Administrators	By June 2015, 100% of teachers will be involved in a minimum of one math and one ELA learning walk. Teachers will self reflect and self analyze to determine their areas of weakness. Based on their reflection, they will go on a learning walk in a colleague's room during their	Educational Leadership December 2007/January 2008/ Volume 65/ Number 4 Informative Assessment pages 81-82 Classroom Walk-Throughs

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)
				targeted area of instruction.	
Quarterly Data Chats with goal setting	ELA & Math	All staff	Administrators	During the 2014-2015 school year, 100% of teachers will meet quarterly to analyze data and establish goals. At the end of each 8 week cycle of instruction, teachers will meet in their PLC's to share data, identify weak students, determine root causes, and develop next steps and SMART goals.	US Department of Education, 2010, Use of Education Data at the Local Level : From Accountability to Instructional Improvement http://www2.ed.gov/rschstat/eval/tech/use-of-education-data/use-of-education-data.pdf
*Article Study	ELA & Mathematics	All Staff	Grade level chairperson, teachers, and Principal	100% of teachers in the school will complete an article study during PLCs or professional development days Articles will be selected on specific needs of our target student populations (Hispanic & Special Education)	Rose, S., 2009. Personal professional development through coaching. *CEDER Yearbook, p199-214.*
Peer Coaching	All	All Staff	Principal, Curriculum Supervisors, Teachers	Meeting annual progress targets	Huston, T. (2008) Peer coaching and professional development for experienced faculty. *Innovative Higher Education, 2008, Vol. 33* Issue 1.
		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? The Anastasia School will use the Victoria Bernhardt's School Portfolio survey 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: Reform Strategies

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)
Back to School Night	All	All students	Administrator and Staff	During the 2014-2015 school year 10% more families will attend Back to School Night as measured by sign in sheets and surveys.	IES Practice Guide: "Structuring Out-Of-School Time to Improve Academic Achievement" http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf
Parent Teacher Conferences	All content areas	All Families	Classroom teachers; student advisors	Based on data collected 100% of families will either attend fall or spring Parent Teacher Conferences or be given a home visit or phone conference regarding their child's progress. Conferences will be	IES Practice Guide: "Structuring Out-Of-School Time to Improve Academic Achievement" http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf

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)
				offered in the families native language to help increase attendance.	
Parent-School Compact	ELA & Math	All families	Student advisors	100% of parents will sign a parent-school compact	Finn, J., (1998). Parental engagement that makes a difference. *Educational Leadership, Volume 55.*
ELA, Math, & Science Parent Nights	ELA Math Science	All Families	Staff	Based on data collected from 2013-2014, there will be a 10% increase in attendance of all curriculum nights from the 2013-2014 school year to the 2014-2015 school year.	IES Practice Guide: "Structuring Out-Of-School Time to Improve Academic Achievement" http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf
NCLB Committee	School Wide Goals and Title I Plan	All parents	Principal	There will be an additional parent added to NCLB Unified Plan.	Minke, K., and Anderson, K., (2005). Family school collaboration and positive behavior support. *Journal of Positive Behavior Interventions, Vol. 7 Issue 3,* p181-185.
Curriculum day visits followed up by a question and answer session	Mathematics & ELA	Total population	Principal, classroom teachers	During the 2014-2015 school year, at least 4 to 5 parents per classroom will attend curriculum visits.	Parental Involvement Strongly Impacts Student Achievement ScienceDaily (May 28, 2008) — New research from the University of New Hampshire shows that students do much better in school when their parents are actively involved in their education.

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)
*Encouraging Positive Parenting	ELA & Math	Students with Disabilities All Students	Student Facilitators	There will be two parenting workshops offered for parents during the 2014-2014 school year	U.S Department of Education, Institute of Education Sciences, What Works Clearinghouse (2012, March) Children classified as having an Emotional Disturbance Intervention Report. Retrieved from http://whatworks.ed.gov http://ies.ed.gov/ncee/wwd/pdf/intervention
Create incentive/rewards programs for homerooms that have a large percentage of parents that attend functions ELA, Mathematics, and Science Curriculum Nights	ELA & Mathematics	All Families	PTO/A, Student Advisory Committee Curriculum Supervisors	There will be a 10% increase in attendance of all curriculum nights from the 2013-2014 school year to the 2014-2015 school year.	Coleman, B, and McNeese, M. (2009). From home to school: the relationship among parental involvement, student motivation, and academic achievement. *International Journal of Learning, 2009, Vol. 16, Issue 7.*

*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? To increase parental involvement in the school and to strengthen the home-school connection, parental involvement activities in Math and English Language Arts will be implemented. To seek and encourage parental involvement further, teachers will continue to create and maintain web pages to remain in daily contact with all families to encourage positive participation in their child's education. In addition, HomeLinks and Home Connection newsletters provided by the ELA and Mathematics programs to inform parents of the content being learned during that time period in school will be send home.
2. How will the school engage parents in the development of the written parent involvement policy? Parents will serve on the Schoolwide committee. In addition, parents may be given surveys or questionnaires or may attend meeting to discuss the development of the policy.
3. How will the school distribute its written parent involvement policy? The school will distribute its written parent involvement policy through the school-parent compact being sent home with students and posted on the school's website.
4. How will the school engage parents in the development of the school-parent compact? The school will engage parents in the development of the school-parent compact as a result of parents involved as stakeholders on the Advisory Committee.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

5. How will the school ensure that parents receive and review the school-parent compact? Parents are asked to sign the document and return it to school. Teachers and Student Advisors follow up, by way of phone calls, and if necessary, home visits, to ensure a compact is returned by every student.

6. How will the school report its student achievement data to families and the community? Parent achievement data are reported to the public via the school report card, board meetings, and notifications sent home.

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 has not met their annual measurable objectives for Title III, parents are notified by letter.

8. How will the school inform families and the community of the school's disaggregated assessment results? The school will inform families and the community of the school's disaggregated assessment results via the school report card. Additionally, central office presents a public agenda meeting to address these results.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? The school involves families and community in the development of the Title I Schoolwide plan by having parent representatives attend NCLB monthly meetings and through yearly parent surveys.

10. How will the school inform families about the academic achievement of their child/children? When received from the testing company, individual student assessment reports are sent home via the U.S. mail from the school. Parents of students at risk or failing are contacted through phone calls and permission letters home to invite students to attend extended day tutorial services.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

11. On what specific strategies will the school use its 2014-2015 parent involvement funds? The Anastasia School will use it 2014-2015 parental involvement funds in multitude of ways. First the funds will be allocated to hold several events that are intended to promote a positive school culture and climate that includes the learning of social skills and study habits that promote student achievement. One example of this is the Open House/Back to School Night in which the building principal will introduce and inform the parents of school wide initiatives. Second the school funds will be allocated to promote the awareness of curriculum and common core state standards. Third allocations will be set aside for the recognition of student achievement.

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	69 100%	Teachers will be offered an abundance of professional development activities dealing with subject area content, technology, classroom guidance and management, family involvement and discipline.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0 0	
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)	23 100%	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.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*	n/a n/a	

* 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
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. 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.	Primarily the District Manager of Personnel and Special Projects in collaboration with the Board of Education, Superintendent of Schools, Central Office Staff and Principals.