

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 PUBLIC SCHOOLS	School: The Gregory School
Chief School Administrator: MICHAEL SALVATORE	Address: 201 Monmouth Ave, Long Branch, NJ 07740
Chief School Administrator's E-mail: msalvatore@longbranch.k12.nj.us	Grade Levels: 3-5
Title I Contact: Kevin Carey	Principal: Beth Behnken
Title I Contact E-mail: kcarey@longbranch.k12.nj.us	Principal's E-mail: bbehnken@longbranch.k12.nj.us
Title I Contact Phone Number: 732 571 2868	Principal's Phone Number: 732 222-7048

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.

_____ Beth Behnken _____
Principal's Name

Principal's Signature

_____ 6/30/2014 _____
Date

SCHOOLWIDE SUMMARY INFORMATION

Critical Overview Elements

- The School had _____6_____ (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	\$9,900
Parent Involvement	Priority Problem 3	Family and Community engagement	200-800	\$1,890
NCLB Improvement Leaders	Priority Problems 1 & 2	Everyday Math and Treasures	200-100	\$1200
Professional Development	Priority Problems 1, 2 and 3	PD provided to create best practices for all intervention strategies	200-300	\$3,000

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
Beth Behnken	School Staff- Administrators	X	X	X	
Chantal Gudzak	School Staff- Reading Specialist	X	X	X	
Melanie Harding	School Staff – Math Specialist	X	X	X	
Carlos Villacres	Student Advisor	X	X		
Nikolas Greenwood	Student Advisor	X	X		

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	
October 21, 2013	Gregory School	Review school wide goals; discussion of implementation of new programs; data collection discussion	X		X	
December 18, 2013	Gregory School	Professional Development opportunities; Allocation of Funds; Data collection discussion	X		X	
January 13, 2014	Gregory School	Review of benchmark results, reading and math data, afterschool and technology data; discussion of school wide goals	X		X	
March 1, 2014	Gregory School	Perception Surveys to stakeholders; Focus groups for students	X		X	
February 19, 2014	Gregory School	Analysis of Survey Results, Data	X		X	
April 9, 2014	Gregory School	Analysis of Survey Results, Data	X		X	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

*Add rows as necessary.

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?

<p>What is the school's mission statement?</p>	<p>Our vision at the Gregory School is to inspire all students to succeed and grow to their highest potential by providing a safe, nurturing, and challenging learning environment.</p> <p>The singular aim and sole commitment of our school system is to equip every Long Branch student with the competence and confidence to shape his/her own life, participate productively in our community, and act in an informed manner in a culturally diverse global society. Our District Leadership Team diagnostically crafted an Instructional Focus, which will serve as a 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:</p> <ul style="list-style-type: none"> • 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. <p>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.</p>
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SCHOOLWIDE COMPONENT: EVALUATION

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

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

1. Did the school implement the program as planned?

Yes, the program was implemented as planned.

2. What were the strengths of the implementation process?

The team met monthly and discussed specific benchmarks and goals set within the plan. Data was shared and strategies were implemented to assist our school in addressing our priority problems. The frequent meetings of the NCLB committee and sufficient amount of data sources presented and discussed helped guide the team in a successful implementation of the plan.

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

The introduction of nine new teachers, along with the implementation of platooning that designated teachers as either specifically teachers of math or ELA. This was a new practice employed by the district. Teacher past performance was utilized in identifying if teachers would be best suited to teach math or ELA. In some cases teacher placement was not accurate.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

Strengths of the program stemmed from on-going contact between the NCLB team and staff members. Data was continually analyzed and strategies were implemented to meet the deficiencies identified through review and discussion of the data.

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

Information was gathered during commons planning periods, PLCs and monthly meetings held by the team.

SCHOOLWIDE COMPONENT: EVALUATION

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

An anonymous staff perception survey was distributed to all staff members.

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 92% of parents surveyed felt welcome at their child's school and that held the belief that the school is able to meet the academic needs of their children.

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

Delivery was established using multiple methods. One on one sessions were put in place to address specific concerns. Monthly meetings were scheduled to address general plan targets and discussions were held concerning goals and the collection of data to indicate the goal has been met.

9. How did the school structure the interventions?

Interventions were implemented using daily, weekly and unit data gathered from all educational disciplines. Educators met with administrators, facilitators and peer teachers to set goals and implement interventions to meet student needs. Specific plans were implemented that utilized best practices and strategies which would assist in student meeting targeted goals. Follow up meetings dates were held between the educators and administration to monitor if the strategies implemented were effective.

10. How frequently did students receive instructional interventions?

Instructional interventions were implemented daily.

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

All students and staff in grades three through five used tablets to increase their access to online curriculum support. Students and staff were able to access Kidbiz 3000, Study Island, Link-it online resources. Everyday math on-line tools such as the Assessment Differentiation System and Treasures on-line tools. Staff was also supplied with the use of a smart slate to enhance and support the curriculum.

SCHOOLWIDE COMPONENT: EVALUATION

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 the 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 <i>did or did not</i> result in proficiency.
Grade 4	56	Data pending results of 2012-2013 NJ ASK Standardized assessment data.	<ul style="list-style-type: none"> • Platooning in grades 3-5. Teachers taught only reading and writing. This allowed them to be immersed in Professional Development and planning for these areas of study only. • Kidbiz 3000 • Link it online resources • Study Island online resources • 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 	<ul style="list-style-type: none"> • 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. The curriculum facilitators could have offered more trainings and support. • Link it online benchmarks and tools were introduced in January of 2014. Though there were trainings and support, this program is still new and teachers and coaches are still discovering its many resources and uses for intervention.

SCHOOLWIDE COMPONENT: EVALUATION

			<p>literacy goals.</p> <ul style="list-style-type: none"> • Treasures on line tools 	
Grade 5	73		<ul style="list-style-type: none"> • Platooning in grades 3-5. Teachers taught only reading and writing. This allowed them to be immersed in Professional Development and planning for these areas of study only. • Kidbiz 3000 • Link it online resources • Study Island online resources • 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 	<ul style="list-style-type: none"> • 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. The curriculum facilitators could have offered more trainings and support. • Link it online benchmarks and tools were introduced in January of 2014. Though there were trainings and support, this program is still new and teachers and coaches are still discovering its many resources and uses for intervention.

Mathematics	2012-2013	2013-2014	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency.
Grade 4	39	Data pending	<ul style="list-style-type: none"> • Platooning in grades 3-5. Teachers taught only reading and writing. 	<ul style="list-style-type: none"> • Professional development was provided to the

SCHOOLWIDE COMPONENT: EVALUATION

		<p>results of 2012-2013 NJ ASK Standardized assessment data.</p>	<p>This allowed them to be immersed in Professional Development and planning for these areas of study only.</p> <ul style="list-style-type: none"> • Study Island/Homework Afterschool Tutoring Club • Common planning periods for all grade level mathematics teachers. • Facts Mastery incentives • In class support using support staff • Job embedded professional development in mathematics through component meetings, lesson studies, and demo lessons. • Everyday Math online tools such as the Assessment Differentiation System. • Link it online resources 	<p>staff through data analysis, learning walks, component meetings and common planning time.</p> <ul style="list-style-type: none"> • Due to platooning, Math teachers’ professional development was targeted. • Individualized coaching was also offered. Professional development 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 in supporting staff to utilize the data to directly guide their instruction and support. • Study Island was implemented this year, but the staff did not utilize it to its fullest potential. The curriculum facilitators may need to offer more trainings and support. • In class support staff was not trained in mathematics best practices. They were placed as support, but perhaps should have been included in more PLC meetings with the grade level groups that they were working with.
<p>Grade 5</p>	<p>53</p>		<ul style="list-style-type: none"> • Platooning in grades 3-5. Teachers taught only reading and writing. This allowed them to be immersed in Professional Development and planning for these areas of study only. • Study Island/Homework Afterschool Tutoring Club • Common planning periods for all grade level mathematics teachers. • Facts Mastery incentives 	<ul style="list-style-type: none"> • Professional development was provided to the staff through data analysis, learning walks, component meetings and common planning time. • Due to platooning, Math teachers’ professional development was targeted. • Individualized coaching was also offered. Professional development 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 in supporting staff

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			<ul style="list-style-type: none"> In class support using support staff Job embedded professional development in mathematics through component meetings, lesson studies, and demo lessons. Everyday Math online tools such as the Assessment Differentiation System. Link it online resources 	<p>to utilize the data to directly guide their instruction and support.</p> <ul style="list-style-type: none"> Study Island was implemented this year, but the staff did not utilize it to its fullest potential. The curriculum facilitators may need to offer more trainings and support. In class support staff was not trained in mathematics best practices. They were placed as support, but perhaps should have been included in more PLC meetings with the grade level groups that they were working with.
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Evaluation of 2013-2014 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

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

English Language Arts	2012-2013	2013-2014	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency.
Kindergarten	n/a	78 (Based on the Scholastic Words Correct Per Minute Assessment)	<ul style="list-style-type: none"> 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 PD 360 Differentiated small group instruction Differentiated homework assignments content area coaching 	<ul style="list-style-type: none"> This is the baseline data provided for this assessment.

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Grade 1	43 (Based on the Scholastic Words Correct Per Minute Assessment)	77 (Based on the Scholastic Words Correct Per Minute Assessment)	<ul style="list-style-type: none"> • After administering the Treasures Unit Assessments, teachers were given opportunities during staff meetings and PLC meetings to analyze results and use the Treasures online and RTI resources to develop activities and guide small group instruction. Teachers used the data to create intervention groups for small group targeted instruction and support whole group lessons. • 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 PD 360 • Differentiated small group instruction • Differentiated homework assignments • content area coaching 	<ul style="list-style-type: none"> • End of year goal grade level targets were increased from 30 words correct per minute (WCPM) in 2012-2013 to 53 WCPM in 2013-2014. • Professional development needed to be more directly prescribed for specific classroom instruction and more closely connected to the standards. • Teachers required additional professional development and support in effectively analyzing student data, and developing small group/differentiated lessons to support both student strengths and weaknesses.
Grade 2	30 (Based on the Scholastic Words Correct Per Minute Assessment)	68 (Based on the Scholastic Words Correct Per Minute Assessment)	<p>After administering the Link it benchmark in February 2014, teachers were trained on how to analyze results and use the resources provided by Link it. Teachers used the tools to create intervention groups for small group targeted instruction. They also used class wide results to guide daily differentiated instruction and stations.</p>	<ul style="list-style-type: none"> • End of year goal grade level targets were increased from 70 words correct per minute (WCPM) in 2012-2013 to 89 WCPM in 2013-2014. • Professional development needed to be more directly prescribed for specific classroom instruction and more closely connected to the standards.

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				<ul style="list-style-type: none"> Teachers required additional professional development and support in effectively analyzing student data, and developing small group/differentiated lessons to support both student strengths and weaknesses.
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Mathematics	2012-2013	2013-2014	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency.
Kindergarten	50 (Based on the Everyday Math End of Year Assessment for Counting and Cardinality)	58 (Based on the Everyday Math End of Year Assessment for Counting and Cardinality)	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 be implemented this year but the staff did not utilize it to its full potential. Staff may benefit from more training and support.
Grade 1	45	77	<p>After administering the Everyday Math Mid-Year Assessment in February 2014, teachers were given opportunities during staff meetings and PLC meetings to analyze results and use the resources provided by Everyday Math’s Assessment Differentiation System. Teachers used the data to create intervention groups for small group targeted instruction. They also used class wide results to guide</p>	<ul style="list-style-type: none"> Professional development was provided to the staff through data analysis, learning walks, PLC meetings and common planning time. The PLC meetings had little accountability or teacher ownership. They were largely led by grade level head teachers, who received very little professional development regarding effective PLC’s and data analysis.

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			differentiated teaching days once a week.	<ul style="list-style-type: none"> • Individualized coaching was also offered. • Professional development 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 in supporting staff to utilize the data to directly guide their instruction and support.
Grade 2	N/A	46	<p>After administering the Link it benchmark in February 2014, teachers were trained on how to analyze results and use the resources provided by Link it. Teachers used the tools to create intervention groups for small group targeted instruction. They also used class wide results to guide differentiated teaching days once a week.</p>	<p>The students were administered the Link it benchmark once again in June 2014. In February, 63 students scored in the partially proficient range. In June, 46 students scored in the partially proficient range. The average score for the second grade students was 57% in February and 66% in June. Though there was an increase in proficient students, the growth was small. Only 65% of the students were considered proficient in the grade level mathematics CCSS. Some possible causes why the interventions did not result in proficiency may be:</p> <ul style="list-style-type: none"> • 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.

SCHOOLWIDE COMPONENT: EVALUATION

				<ul style="list-style-type: none">• Link it was implemented this year, but the staff did not utilize it to its fullest potential. The curriculum facilitators could have offered more trainings and support.
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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	<ul style="list-style-type: none"> • Scholastic Reading Inventory (SRI) • Words Correct Per Minute Fluency Assessments (WCPM) 	<ul style="list-style-type: none"> • Grade 1: 42.5% of students scored in the 50 percentile of the Scholastic WCPM assessment • Grade 1: 46.3% of students met their end of year grade level lexile goal of 100 points as measured by the SRI • Grade 2: 49.3% of students scored in the 50 percentile of the Scholastic WCPM assessment • Grade 2: 54.8% of students met their end of year grade level lexile goal of 400 points as measured by the SRI • Grade 3: 43.5% of students scored in the 50 percentile of the Scholastic WCPM assessment • Grade 3: 42.0% of students met their end of year grade level lexile goal of 590 points as measured by the SRI • Grade 4: 76% of students scored in the 50 percentile of the Scholastic WCPM assessment • Grade 4: 50.5% of students met their end of year grade level lexile goal of 700 points as measured by the SRI • Grade 5: 68.6% of students scored in the 50 percentile of the Scholastic WCPM assessment • Grade 5: 60.8% of students met their end of year grade level lexile goal of 810 points as measured by the SRI

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1	2	3	4	5
				<ul style="list-style-type: none"> These results cannot be compared to the 2012-2013 WCPM and SRI results due to the increase in the end of year targets established for each grade level. The current results will be established as baseline data.
Everyday Mathematics	Mathematics	yes	<ul style="list-style-type: none"> Unit Assessment Data Data from Fall and Winter Benchmarks Facts data 	<p>Mathematics Unit Assessment Data:</p> <ul style="list-style-type: none"> Grade 1: 80% of students scored an average of 85% or better (increase of 5% from 2013). Grade 2: 79% of students scored an average of 85% or better (increase of 5% from 2013) Grade 3: 78% of students scored an average of 85% or better (20% increase from 2013) Grade 4: 60% of students scored an average of 85% or better (8% increase from 2013) Grade 5: 75% of students scored an average of 85% or better (60% increase from 2013)
District Facts Routine	Mathematics	No	<ul style="list-style-type: none"> Facts Data 	<p>The following data show the percentage of students who met the facts fluency goal set based on the CCSS.</p> <ul style="list-style-type: none"> Grade 1 – 31% of students. This is a decrease from 2013 (48.5%) Grade 2- 30% of students. This is a decrease from 2013 (40%) Grade 3 – 70%. This is an increase from 2013 (57%). Grade 4- 80% of students. This is an increase from 2013 (75.2%) Grade 5 -92% of students. This is an increase from 2013 (70%).

SCHOOLWIDE COMPONENT: EVALUATION

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

Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
KidBiz300	ELA	Yes	<ul style="list-style-type: none"> • Kidbiz3000 report • Scholastic Reading Inventory Results (SRI) 	<ul style="list-style-type: none"> • 100% of students were able to access Kidbiz at home, after school throughout the year. The goal was achieved from the 2014 plan. • In June 2014, 54.8% of 2nd grade students were reading on grade level. This is a 17.4% increase from the September 2013 baseline of 37.4%. • In June 2014, 50.5% of 4th grade students were reading on grade level. This is a 4.3% increase from the September 2013 baseline of 46.2%. • In June 2014, 60.8% of 5th grade students were reading on grade level. This is a 2.4 % increase from the September 2013 baseline of 58.4%. • These results cannot be compared to the 2012-2013 SRI results due to the increase in the end of year targets established for each grade level. The current results will be established as baseline data.
Study Island	ELA and Math	No	<ul style="list-style-type: none"> • Study Island Report 	<ul style="list-style-type: none"> • 100% of students were able to access Study Island at home, after school throughout the year. The goal was achieved from the 2014 plan. • In June 2013, it was determined that 2 out of 30 math students enrolled in Study Island after school tutorial scored in the proficient range in the math based on the 2013 NJASK. In 2014, zero students enrolled in the afterschool Study Island tutorial scored 85% or better on their Everyday Math Unit Assessments. • In June 2013, it was determined that 1 out of 30 students enrolled in Study Island after school

SCHOOLWIDE COMPONENT: EVALUATION

	2	3	4	5
				tutorial for support in ELA scored in the proficient range in ELA based on the 2013 NJASK.
Everyday Math On-line	Mathematics	Yes	<ul style="list-style-type: none"> Everyday Math Report 	<ul style="list-style-type: none"> 100% of students were able to access Everyday Math Online after school and throughout the school year. The goal was achieved from the 2014 plan. Grade 1: 80% of students scored an average of 85% or better (increase of 5% from 2013). Grade 2: 79% of students scored an average of 85% or better (increase of 5% from 2013) Grade 3: 78% of students scored an average of 85% or better (20% increase from 2013) Grade 4: 60% of students scored an average of 85% or better (8% increase from 2013) Grade 5: 75% of students scored an average of 85% or better (60% increase from 2013)
Treasures On-line	ELA	Yes	<ul style="list-style-type: none"> Treasures on-line class roster Scholastic Reading Inventory Results (SRI) 	<ul style="list-style-type: none"> Throughout the school year 100% of students were able to access Treasures on-line at home, during small group and after school. The goal was achieved from the 2014 plan. As measured by the SRI in June 2014, 50.5% of 4th grade students were reading on grade level. This is a 4.3% increase from the September 2013 baseline of 46.2%. As measured by the SRI in June 2014, 60.8% of 5th grade students were reading on grade level. This is a 2.4 % increase from the September 2013 baseline of 58.4%.
Link it	Math	No	<ul style="list-style-type: none"> Link it Benchmark Report 	<ul style="list-style-type: none"> NJASK results last year revealed that Gregory School missed its target by 7%. Based on our final mathematics Link it Benchmark (June 2014),

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	2	3	4	5
				<p>Gregory School is currently predicted to exceed the target by 5%.</p> <ul style="list-style-type: none">• The strongest growth was in grade 3. The percentage of proficient students in this grade level went up 16%.• 100% of teachers utilized the Link it intervention system and resources to target student mathematics weaknesses based on benchmark results.

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 Staff Training	ELA	NO	<ul style="list-style-type: none"> • Sign-in Sheets • Scholastic Reading Inventory Results (SRI) 	<ul style="list-style-type: none"> • 100% of staff attended specific PD trainings during the summer and the school year in order to increase student test scores. This goal was achieved from the 2014 plan. • In June 2014, 42% of 3rd grade students were reading on grade level. This is a 5% decrease from the September 2013 baseline of 47%. • In June 2014, 50.5% of 4th grade students were reading on grade level. This is a 4.3% increase from the September 2013 baseline of 46.2%. • In June 2014, 60.8% of 5th grade students were reading on grade level. This is a 2.4 % increase from the September 2013 baseline of 58.4%.
Program Specific Staff Training	Mathematics	Yes	<ul style="list-style-type: none"> • Sign-in Sheets • Surveys 	<ul style="list-style-type: none"> • 100% of staff attended specific PD trainings during the summer and the school year in order to increase student test scores. This goal was achieved from the 2014 plan. • 100% of staff completed a survey, rating the trainings and offering suggestions.
Professional Technology Training	All	Yes	<ul style="list-style-type: none"> • Sign-in Sheets 	<ul style="list-style-type: none"> • 100% of teachers participated in specific Professional Technology trainings. This goal was achieved from the 2014 plan.
PD 360	All	Yes	<ul style="list-style-type: none"> • PD360 school usage report 	<ul style="list-style-type: none"> • 100% of staff utilized PD360 and received professional development hours through viewing and reflecting on best practices individually and in

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
				PLC's.
Professional Learning Communities	All	Yes	<ul style="list-style-type: none"> • Sign In sheets • Action Plans 	<ul style="list-style-type: none"> • 100% of staff was a member of a professional learning community.
Peer Coaching	ELA and Mathematics	No	<ul style="list-style-type: none"> • Sign in sheets • SRI Quarterly Assessments 	<ul style="list-style-type: none"> • In June 2014, 42% of 3rd grade students were reading on grade level. This is a 5% decrease from the September 2013 baseline of 47%. • In June 2014, 50.5% of 4th grade students were reading on grade level. This is a 4.3% increase from the September 2013 baseline of 46.2%. • In June 2014, 60.8% of 5th grade students were reading on grade level. This is a 2.4 % increase from the September 2013 baseline of 58.4%.

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	Yes	<ul style="list-style-type: none"> • Parent Sign-In Sheets 	<ul style="list-style-type: none"> • In September 2013, 90% of parents/guardians attended Back to School Night. The 2014 goal of 90% was met. • 97% of parents surveyed felt that they had a clear understanding of what their child's teacher expected of them.
Fall Parent/Teacher Conferences	All	Yes	<ul style="list-style-type: none"> • Parent Sign In Sheets 	<ul style="list-style-type: none"> • 100% of parents attended both the Fall and Spring Parent-Teacher Conferences or participated in a phone conference. The 2014 goal of 90% was met.
Spring/Parent/Teacher Conferences	All	Yes	<ul style="list-style-type: none"> • Parent Sign In Sheets • Perception Survey 	<ul style="list-style-type: none"> • 100% of families either attended the Spring Parent-Teacher Conferences or participated in a phone conference. The 2014 goal of 90% was met. • 96% of parents surveyed felt that they were

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
				informed regarding their child's progress.
Math Facts Family Night	All	Yes	<ul style="list-style-type: none"> • Parent Sign In Sheets • Perception Survey 	<ul style="list-style-type: none"> • 20% of families attended the school wide math parent visitation days.
Treasures Parent Visitation Day	All	Yes	<ul style="list-style-type: none"> • Parent Sign In Sheets • Perception Survey 	<ul style="list-style-type: none"> • 30% of parents visited classrooms during family visitation day gaining more understanding of how children learn to read through Treasures, the ELA program implemented last year.

SCHOOLWIDE COMPONENT: EVALUATION

Principal's Certification

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

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

_____ Beth Behnken _____
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	<ul style="list-style-type: none"> • Quarterly Reading Assessments - Scholastic Reading Inventory • NJ ASK 	<ul style="list-style-type: none"> • In June 2014, 42% of 3rd grade students were reading on grade level. This is a 5% decrease from the September 2013 baseline of 47%. • In June 2014, 50.5% of 4th grade students were reading on grade level. This is a 4.3% increase from the September 2013 baseline of 46.2%. • In June 2014, 60.8% of 5th grade students were reading on grade level. This is a 2.4 % increase from the September 2013 baseline of 58.4%. • In June 2014, 46% of African American students were reading on grade level. This is a 3% decrease from the September 2013 baseline of 49%. • In June 2014, 40% of Economically Disadvantaged students were reading on grade level. This shows no growth from the September 2013 baseline of 40%. • In June 2014, 27% of Special Education students were reading on grade level. This is a 6% increase from the September 2013 baseline of 21%. • In June 2014, 40% of Hispanic students were reading on grade level. This is a 2% decrease from the September 2013 baseline of 42%.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement - Writing	<ul style="list-style-type: none"> • NJ ASK • End of Unit Writing Assessment 	<ul style="list-style-type: none"> • By June 2015, 60% of total students will score proficient (using the Standards based Rubric score of 3 or higher) on the final unit writing assessment.
Academic Achievement - Mathematics	<ul style="list-style-type: none"> • Benchmark Assessments • NJ ASK 	<ul style="list-style-type: none"> • Gregory School did not reach its progress targets in mathematics in all subgroups in 2013. 46.6% of total students scored in the proficient or advanced proficient range. • Hispanic students did not meet their progress target with a total of 33.7% scoring proficient or advanced proficient. • Economically Disadvantaged did not meet their progress target with a total of 46.3% scoring proficient or advanced proficient. • African American students met their progress target with a total of 40.8% scoring proficient. • Of those subgroups, Special Education scored the lowest with 23.4% of students in grades three to five scoring in the proficient or advanced proficient range. These students did not meet their target.
Family and Community Engagement	<ul style="list-style-type: none"> • Sign in sheets • Teacher contact Logs 	<ul style="list-style-type: none"> • 100% of families had been contacted at least twice during the 2013-2014 school year as indicated through sign in sheets and parent contact logs. • 90% of families attended the Back to School night. 90% of families attended in 2013-2013. No increase or decrease. • 20% of families attended the school wide math parent visitation night. This was a 1% decrease from the 2012-2013 school year. • 100% of 5th grade students had a family member attend the 5th grade Moving Up Ceremony. • 30% of parents attended a family visitation day for Reading and Writing instruction.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Professional Development	<ul style="list-style-type: none"> • PLC Meetings • Learning Walks • Lesson Study • Sign-in sheets from • Professional Development Surveys 	Sign in sheets: <ul style="list-style-type: none"> • 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 both LAL and Math.
Homeless		
Students with Disabilities		
English Language Learners		
Economically Disadvantaged		
School Climate and Culture	<ul style="list-style-type: none"> • Survey results 	<ul style="list-style-type: none"> • %100 of teachers were asked to participate in a school and climate survey
Leadership		
School-Based Youth Services		

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2014-2015 Needs Assessment Process

Narrative

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

Gregory School conducted a needs assessment using data, teacher surveys, and focus groups during PLC meetings. The NCLB committee analyzed data gathered throughout the 2013-2014 school year. All results were then analyzed and discussed at faculty and component meetings.

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

The quantitative data from the collection methods is valid and reliable because the assessment tools measure what they intend to measure and the assessments will yield same results on repeated occasions as proven through research. The surveys used to collect qualitative data are both established and reliable (Victoria Bernhardt's School Portfolio Perception Surveys). For example, the Scholastic Reading inventory (SRI) has been the subject of many scientific validation studies. The SRI research ranges from a norming study with a sample of 512,224 students to an analysis of gender, race, and ethnic differences among 19,000 fourth through ninth grade students.

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

The quantitative data from the collection methods is valid and reliable because the assessment tools measure what they intend to measure and the assessments will yield same results on repeated occasions as proven through research. The surveys used to collect qualitative data are both established and reliable (Victoria Bernhardt's School Portfolio Perception Surveys). For example, the Scholastic Reading inventory (SRI) has been the subject of many scientific validation studies. The SRI research ranges from a norming study with a sample of 512,224 students to an analysis of gender, race, and ethnic differences among 19,000 fourth through ninth grade students.

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

¹ Definitions taken from Understanding Research Methods" by Mildred Patten

Patten, M. L. (2012). Understanding Research Methods. Glendale, California: Pycszak Publishing

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

In LAL, data gathered from Grade Summary Forms as well as benchmark assessments showed a high percentage of students reading below grade level and scoring below proficiency. Economically Disadvantaged, Hispanic, Special Education and African American students are among the subgroups with the lowest number of students performing on grade level. 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 Economically Disadvantaged, Hispanic, African American and Special Ed. 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. There is evidence of data analysis, lesson study, and demo lessons however unit and weekly assessments along with benchmark data show that implementation of learned strategies and conveyance of data analysis to the classroom is weak. Additional training paired with one on one feedback sessions is required increase student proficiency. Platooning and targeted professional learning in the area of mathematics in grades 3-5 revealed an increase in students scoring an average of 85% or better on the mathematics unit assessments in 2014.

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

Educationally at-risk students are identified using Standardized assessment data, fall and winter benchmark assessments, weekly and unit ELA assessments, math unit assessments, facts mastery data, marking period grades, observations by teachers, curriculum facilitators, weekly attendance data, and discipline referrals. These data help teachers, curriculum facilitators, student facilitators, and administrators to assess students and identify them for support.

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

A myriad of opportunities are available for academically at risk students such as daily push in classroom support in both reading and math, extended day/year programs such as Study Island tutoring. Weekly and quarterly data is reviewed to provide specific support. 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 either academic, attendance or behavior concerns.

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

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

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?

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

To assist in improving the instructional program 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?

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?

Data, from a variety of sources, was gathered and carefully analyzed by the school wide NCLB Committee. The team selected the priority problems for this plan after analyzing the data.

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	English Language Arts	Mathematics
Describe the priority problem using at least two data sources	<p>Scholastic Reading Inventory:</p> <ul style="list-style-type: none"> • In June 2014, 42% of 3rd grade students were reading on grade level. This is a 5% decrease from the September 2013 baseline of 47%. • In June 2014, 50.5% of 4th grade students were reading on grade level. This is a 4.3% increase from the September 2013 baseline of 46.2%. • In June 2014, 60.8% of 5th grade students were reading on grade level. This is a 2.4 % increase from the September 2013 baseline of 58.4%. • In June 2014, 46% of African American students were reading on grade level. This is a 3% decrease from the September 2013 baseline of 49%. • In June 2014, 40% of Economically Disadvantaged students were reading on grade level. This shows no growth from the September 2013 baseline of 40%. • In June 2014, 27% of Special Education students were reading on grade level. This is a 6% increase from the September 2013 baseline of 21%. 	<p>Mathematics Unit Assessment Data:</p> <ul style="list-style-type: none"> • Grade 1: 80% of students scored an average of 85% or better. • Grade 2: 79% of students scored an average of 85% or better. • Grade 3: 78% of students scored an average of 85% or better. • Grade 4: 60% of students scored an average of 85% or better. • Grade 5: 75% of students scored an average of 85% or better. <p>Mathematics Benchmarks: All grade levels had less than 80% of the students score in the proficient range. There was stronger growth in G3 (16%), however G4 is an area of concern declining, relatively low proficiency</p> <ul style="list-style-type: none"> • Grade 3: 63% proficient (February 2013) to 79% proficient (June 2014) • Grade 4: 77% proficient (February 2013) to 65% proficient (June 2014) • Grade 5: 87% proficient (February 2013) to 79% proficient (June 2014)

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

	<ul style="list-style-type: none"> ● In June 2014, 40% of Hispanic students were reading on grade level. This is a 2% decrease from the September 2013 baseline of 42%. <p>NJASK:</p> <p>According to the NJ State report card progress Targets were not met on the ELA portion of the NJASK for the following subgroups: School wide, Hispanic and Economically Disadvantaged.</p> <p>The following subgroups met their targets when confidence interval was applied: Black, white and students with disabilities.</p> <ul style="list-style-type: none"> ● 46.6% of all grade 3-5 students scored proficient on the ELA portion of the 2012-2013 NJASK. This was 6.9% below the progress target of 53.5%. ● 40.8% of all grade 3-5 African American students scored proficient on the ELA portion of the 2012-2013 NJASK. This was 4.9% below the progress target of 45.7%. ● 65.3% of all grade 3-5 White students scored proficient on the ELA portion of the 2012-2013 NJASK. This was 5.3% below the progress target of 70.6%. ● 33.7% of all grade 3-5 Hispanic students scored proficient on the ELA portion of the 2012-2013 NJASK. This was 13.8% below the progress target of 47.5%. ● 23.4% of all grade 3-5 Special Education students scored proficient on the ELA portion of the 2012-2013 NJASK. This was 10% below the progress target of 33.4%. ● 35.7% of all grade 3-5 Economically Disadvantaged students scored proficient on the 	<p>NJASK:</p> <ul style="list-style-type: none"> ● Gregory School did not reach its progress targets in mathematics in all subgroups in 2013. 46.6% of total students scored in the proficient or advanced proficient range. ● Hispanic students did not meet their progress target with a total of 33.7% scoring proficient or advanced proficient. ● Economically Disadvantaged did not meet their progress target with a total of 46.3% scoring proficient or advanced proficient. ● African American students met their progress target with a total of 40.8% scoring proficient. ● Of those subgroups, Special Education scored the lowest with 23.4% of students in grades three to five scoring in the proficient or advanced proficient range. These students did not meet their target.
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SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

	<p>ELA portion of the 2012-2013 NJASK. This was 10.6% below the progress target of 46.3%.</p>	
<p>Describe the root causes of the problem</p>	<p>No consistent method in place for students to achieve assistance in completing missed homework. Teachers were not exposed to a large amount of professional development focused on addressing Special Education, Hispanic and Economically Disadvantaged students. Based on teacher observations there was an inconsistency with the implementation of the Core Reading strategies. Strategies were not fully incorporated across curriculum and supported across disciplines. No consistent method for implementing RTI services or tracking these services.</p>	<p>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 may have been needed. Though teachers received professional development and support to incorporate weak curriculum areas, such as geometry and measurement and patterns and algebra into their instruction, it was inconsistent from classroom to classroom.</p>
<p>Subgroups or populations addressed</p>	<p>ALL</p>	<p>ALL</p>
<p>Related content area missed</p>	<p>English Language Arts</p>	<p>Mathematics</p>
<p>Name of scientifically research based intervention to address priority problems</p>	<ul style="list-style-type: none"> • Treasures Reading/Writing Program incorporating Writer’s Workshop (Lucy Calkins) • Study Island • Kid Biz • Link It 	<p>Everyday Math Link It</p>
<p>How does the intervention align with the Common Core State Standards?</p>	<p>Treasures Reading and Writer’s Workshop 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</p>	<p>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.</p>

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

	<p>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</p>	<p>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.</p>
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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	
Describe the priority problem using at least two data sources	The Gregory School had a high percentage of parents attending Back to School Night, 100% of parents were involved in Parent Teacher conferences, and 100% attended the 5 th grade Moving up ceremony. However, curriculum events such as Curriculum Math and ELA Homework Nights and exploration visits for both ELA and Math maintained between 20% and 30% attendance. This needs to increase.	
Describe the root causes of the problem	Events with student performances are highly attended venues. Events such as curriculum visitation days are moderately attended by parents. Events which combine a breakfast/lunch/dinner with a school event may increase parental involvement and provide a meal while encouraging family time. Offering transportation during inclement weather could increase family attendance for families who walk. In addition, planning a rain date for events which occur during inclement weather. Lack of routine for teachers to make phone calls home for Back to School Night and Conferences inviting parents. Perhaps, more direct contact with the homes through calls, emails, or a parent classroom web page would yield higher results. With the increased use and contact with families through classroom web pages parents may feel more comfortable attending school functions.	
Subgroups or populations addressed	All	

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Related content area missed		
Name of scientifically research based intervention to address priority problems	<ul style="list-style-type: none"> ● Parent Newsletters, outreach and communication programs ● Curriculum Nights ● Reliable and valid parent surveys. ● Ramapo for Children 	
How does the intervention align with the Common Core State Standards?	<p>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:</p> <p>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;</p> <p>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</p> <p>9.9 Institute parent/family involvement practices that support meaningful communication, parenting skills, enriched student learning, volunteer and decision-making opportunities at school and collaboration to strengthen the teaching and learning environment of the school.</p>	

SCHOOLWIDE COMPONENT: Reform Strategies

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

2014-2015 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
Program Specific Staff Training	All	Teachers, Facilitators, Administrators	<ul style="list-style-type: none"> • Curriculum Facilitators • Administrators 	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.	<p><i>The effects of teachers’ professional development on student achievement: Findings from a systematic review of evidence</i></p> <p>Kwang Suk Yoon (American Institutes for Research) Teresa Duncan (American Institutes for Research) Sylvia Lee (Taiwan National University) Kathy Shapley (Edvance Research)</p> <p>Paper presented at the Annual Meeting of the American Educational Research Association, March 24-28, 2008, New York</p>
Quarterly Feedback meeting	ALL	ALL	<ul style="list-style-type: none"> • Staff • Building Administrator • Curriculum Supervisor 	Quarterly feedback sessions will be held between the teacher teams and/or individual	<p>Patel, P., & Laud, L. E. (2009). Using goal-setting in "P(paw)LANS" to improve writing. <i>Teaching Exceptional Children PLUS</i>, 5(4).</p> <p>Hattie, J., & Timperley, H. (2007). The power of feedback. <i>Review of Educational Research</i>, 77(1): 81–112.</p>

SCHOOLWIDE COMPONENT: Reform Strategies

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
				teachers and administrators addressing student achievement with goal setting sessions as a focus.	
Professional Development to support proficient use of the new Standards based report card	ALL	ALL	<ul style="list-style-type: none"> Staff Administrator 	By June 2015 teachers will participate in on-going specific Professional Development Sessions targeting how to identify student proficiency using the Common Core Standards.	October 2008 Volume 66 Number 2 Expecting Excellence Pages 70-74 Seven Reasons for Standards-Based Grading <i>Patricia L. Scriffiny</i>
Learning Walks	Math and ELA	All staff	<ul style="list-style-type: none"> Staff Administrator 	By June 2015 100% of teachers will be involved in a minimum of	Educational Leadership December 2007/January 2008 Volume 65 Number 4 Informative Assessment Pages 81-82 Classroom Walk-Throughs <i>Jane L. David</i>

SCHOOLWIDE COMPONENT: Reform Strategies

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
				one math and one ELA learning walk	
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.	<p>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</p> <p>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</p>
Lexia	ELA	ELLs	ELA teachers ESL teachers	100% of students will reach their end of year targeted lexile goal by June 2015; as	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. <i>Journal of Research in Reading</i> , 29(2), 162-172.

SCHOOLWIDE COMPONENT: Reform Strategies

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
				indicated on the Scholastic Reading Inventory Growth expectation chart.	
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. <i>Journal of Research in Reading</i> , 29(2), 162-172.
Quarterly Data Chats with goal setting and target schedules	Math and ELA	All staff	<ul style="list-style-type: none"> • Administrators • Facilitators 	During the 2013-2014 school year 100% of teachers will meet quarterly to analyze data a establish goals with specific target dates.	Patel, P., & Laud, L. E. (2009). Using goal-setting in "P(paw)LANS" to improve writing. <i>Teaching Exceptional Children PLUS</i> , 5(4). Hattie, J., & Timperley, H. (2007). The power of feedback. <i>Review of Educational Research</i> , 77(1): 81–112.
Platooning	ELA & Math	All Regular Education and Special Education	3-5 ELA & Math Teachers	100% of regular education classes in	Hood,L (2009). "Platooning" Instruction. Harvard Education Letter, Volume 25(6) Retrieved from ://hepg.org

SCHOOLWIDE COMPONENT: Reform Strategies

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
		mainstreamed students		grades 3-5 will plateau ELA and Mathematics	
<p>*LinkIt</p> <p>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</p>	ELA & Math	All	Administrators Teachers	100% of teachers will participate in professional development in using the LinkIt Dashboard program in order to analyze data and utilize resources to increase student achievement.	Using Student Achievement Data to Support Instructional Decision Making. What Works Clearinghouse, September 2009 Practice Guide

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b)(1)(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)
disaggregate results by race, gender and special programs. Link it benchmarks are fully aligned to 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)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
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
School Based Youth	Math & ELA	At-Risk students sent	RTI Tutors I&RS Team	To decrease the amount of	Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, IES PRACTICE GUIDE, NCEE

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
Services- RTI		to I&RS Team		students being recommended for Special Education Services, 10% more students will be brought to the I&RS team for request for assistance (Interventions)	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 Enrichment Camp	ELA and Mathematics	Total Population	Camp Facilitator	Based on daily attendance records 50% of all students from the Gregory School will attend Summer Enrichment Camp during the summer of 2014 in an effort to bridge the achievement	Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). <i>Structuring out-of-school time to improve academic achievement: A practice guide</i> (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
				gap.	
Treasures Online	ELA	Total Population	<ul style="list-style-type: none"> • Curriculum Facilitators • Staff Administrator 	All students will be given a log in which will allow them access on line language arts practice from any computer with internet capabilities. 100% of all students will log onto Treasures online weekly for additional support in reading	Effectiveness of McGraw-Hill's Treasures Reading Program in Grades 3 – 5. August 4, 2010. Research Conducted by Empirical Education Inc www.mheresearch.com

*Use an asterisk to denote new programs.

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

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

SCHOOLWIDE COMPONENT: Reform Strategies

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	As measures by daily sign in sheets and Agendas, 100% of teachers will take part in weekly PLC meetings.	Magnuson, P., and Mota, R. (2011). Promoting professional learning from within. <i>International Schools Journal, Vol. 30, Issue 2.</i>
PD 360 Customized Professional Development Sessions	ELA & Math	All Math & ELA teachers	Staff Administrators	As measures by daily sign in sheets and Agendas, 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 (2 nd edition). Oxford, OH: National Staff Development Council. <i>The effects of teachers' professional development on student achievement: Findings from a systematic review of evidence.</i> 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 use data and self-reflection to determine their areas of weakness. Based on their analysis and reflection, they will go on a learning walk in a colleague's room during their targeted area of instruction.	Educational Leadership December 2007/January 2008/ Volume 65/ Number 4 Informative Assessment pages 81-82 Classroom Walk-Throughs
Quarterly Data Chats with goal	ELA & Math	All staff	Administrators	During the 2014-2015 school year, 100% of teachers will meet	US Department of Education, 2010,

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)
setting				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.	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

*Use an asterisk to denote new programs.

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.

SCHOOLWIDE COMPONENT: Reform Strategies

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?

The Title I School wide committee will be responsible for evaluating the school wide program and it will be conducted internally.

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

A lack of up to date technology for students in all grade levels; along with the alignment of instruction with common core standards might pose a challenge to schools.

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

To gain stakeholder support, the school will hold monthly meetings and provide professional development and/or informational sessions. In addition, continued support through data walks, PLC meetings, and professional development will be provided.

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

The Victoria Bernhardt's School Portfolio survey will be used to gauge the perceptions of the staff.

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

The Victoria Bernhardt's School Portfolio survey will be used to gauge the perceptions of the staff.

6. How will the school structure interventions?

7. How frequently will students receive instructional interventions?

Students will receive instruction interventions on a daily basis. Weekly assessments will be reviewed by the teacher and then shared at PLC meetings and common planning times to identify both class and grade level weaknesses and strengths.

SCHOOLWIDE COMPONENT: Reform Strategies

8. What resources/ technologies will the school use to support the schoolwide program?

Online tools supporting both ELA and math along with targeted RTI instruction will be implemented daily. In addition on line professional development and weekly PLC meeting supporting both curriculum and best practices will be utilized.

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

Weekly and unit assessments, along with standardized test scores and anecdotal notes from teacher observation during small group instruction will be used. Additionally, quarterly benchmarks and diagnostic assessments will be referenced.

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

Parent achievement data are reported to the public via the school report card, board meetings, and notifications sent home.

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)
Parent Teacher Conferences	All content areas	All families	Classroom teachers and student facilitator	100% of all families will either attend fall and spring Parent Teacher Conferences or be given a home visit or phone conference regarding their child's progress	Parental Involvement Strongly Impacts Student Achievement <i>Science Daily (May 28, 2008)</i> — New research from the University of New Hampshire
Parent-School Compact	LAL and Mathematics	All families	Student Facilitator	100% of parents will sign a parent-school compact.	Parental Involvement Strongly Impacts Student Achievement <i>Science Daily (May 28, 2008)</i> — New research from the University of New Hampshire
LAL, Mathematics, and Science Curriculum Nights	LAL and Mathematics	All families	Curriculum Facilitators	There will be a 10% increase in attendance of all curriculum nights from the 2012-2013 school year to the 2013-2014 school year.	Coleman, B, and McNeese, M. (2009). From home to school: the relationship among parental involvement, student motivation, and academic achievement. <i>International Journal of Learning, 2009, Vol. 16, Issue 7.</i>
NCLB Committee	School wide	All parents	Principal	There will be an additional parent	Parental Involvement Strongly

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)
	goals and Unified Plan			added to the NCLB Unified Plan Committee.	Impacts Student Achievement <i>Science Daily (May 28, 2008)</i> — New research from the University of New Hampshire
Back to School Night	All	All Students	Administrator, Facilitator and Staff	During the 2013-2014 school year 90% of the parents will attend Back to School Night as measured by sign-in sheets. The importance of attendance can be discussed during Back to School Night.	Parental Involvement Strongly Impacts Student Achievement <i>Science Daily (May 28, 2008)</i> — New research from the University of New Hampshire
Inviting families to parent events	ALL	All Students	Administrator, Facilitator and Staff	During the 2013-2014 school year 100% of the parents will be invited by a phone call made by the classroom teacher or paraprofessional to attend scheduled family events.	IMPROVING PARENT INVOLVEMENT IN SCHOOLS: A CULTURAL PERSPECTIVE Theresa Keane * Teacher, New Searles Elementary School, Nashua, NH RIVIER ACADEMIC JOURNAL, VOLUME 3, NUMBER 2, FALL 2007

*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, Home Links 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 School wide 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-parent compact will be 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?

This would be the result of having parents listed as stakeholders with the committee.

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?

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

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

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

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

Parents will be invited to attend meetings. There will also be a designated Parent Representative

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.

11. On what specific strategies will the school use its 2014-2015 parent involvement funds?

The Gregory School will use its 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	71	Teachers will be offered an abundance of professional development activities dealing with subject area content, technology, classroom guidance and management, family involvement and discipline.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)	19	Instructional Assistants will be offered an abundance of professional development activities dealing with subject area content, technology, classroom guidance and management, family involvement and supporting teachers within the classroom.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*		

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

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

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

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