

**NEW JERSEY DEPARTMENT OF EDUCATION**

OFFICE OF TITLE I



**2014-2015 TITLE I SCHOOLWIDE PLAN\***

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

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## SCHOOLWIDE SUMMARY INFORMATION

### Critical Overview Elements

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

| Item                     | Related to Priority Problem #                        | Related to Reform Strategy              | Budget Line Item (s) | Approximate Cost |
|--------------------------|--|---|----------------------|------------------|
| Tutors                   | Priority Problems 1, 2 & 3 for Supplemental Services | Extended Learning Time and Extended Day | 100-100 and 100-600  | \$29,200         |
| Parent Involvement       | Priority Problem 3                                   | Family and Community engagement         | 200-800              | \$3,630          |
| NCLB Improvement Leaders | Priority Problems 1 & 2                              | Everyday Math and Treasures             | 200-100              | \$3,600          |

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**SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT**

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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?

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| <p><b>What is the school's mission statement?</b></p> | <p>The singular aim and sole commitment of our school system is to equip every Long Branch student with the competence and confidence to shape his/her own life, participate productively in our community, and act in an informed manner in a culturally diverse global society. Our District Leadership Team diagnostically crafted an Instructional Focus, which will serve as a 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"> <li>• Holding students and adults to high expectations of conduct and performance.</li> <li>• Ensuring that all students master the academic standards.</li> <li>• Working collaboratively and basing decisions on fact, not opinion.</li> <li>• Building strong partnerships with families and community.</li> </ul> <p>New and refined school wide programs in reading, writing and math are incorporated to raise student achievement. Parental involvement activities are offered to build a stronger community partnership to enhance the education of our students.</p> <p>With an intense, rigorous Instructional Focus, Long Branch Public Schools will continue our collective journey to turn our good intentions into strong results for all students, without exception.</p> |
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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?** Programs were implemented as planned. Being in its second year of implementation, Treasures continued to provide ELA teachers with more opportunities to differentiate their instruction to meet students reading needs. Teachers not only continue to be provided with Treasures training but also Sheltered Instruction training to maximize best practices during small/whole group instruction. The mathematical program, Everyday Math was in its fourth year of implementation along with a district wide emphasis of basic facts mastery. Parent Involvement consisted of parental visitation days both in reading and math and a district wide math game night, open house, parent teacher conferences, special evening activities for parents and students. In addition, online PD resources were also available for teachers to view during PLC times. All online Treasures and Everyday Math, -Study Island and Kid Biz programs were accessible from home and parents were given student log on information to personalize student learning.
- 2. What were the strengths of the implementation process?** The strength of the implementation process was the provision of PLC time where teachers could gather, discuss, evaluate and analyze the new Treasures reading program and the common core state standards and standards based report cards. This focus on standards helped teachers become more aware of what concepts and skills that students would be held accountable to master.
- 3. What implementation challenges and barriers did the school encounter?** The barriers or challenges during the implementation process were refining the implementation of the Common Core Standards to their full potential. Due to the wealth of material offered in all of our programs, teachers expressed that they were struggling to decide of how to best select specific items from ELA/Math material which would offer differentiated instruction, but still meet the CCSS. Also, minimal support staff to assist in the school's day to day functions.
- 4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?** The strengths of the implementation were the collaborative leadership style of the school administration and the communication between all stakeholders in the new program. Also, as the ELA program was in the second year of implementation, there was time for more of a focus on differentiation and enhancement of small group instruction.
- 5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?** The buy in was not very difficult because most of the initiatives were district wide and being implemented throughout the school district and supported by central office administration. The school also distributed information regarding the programs and aligned standards based report cards through the student handbook and school webpage.

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## SCHOOLWIDE COMPONENT: EVALUATION

- 6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?** The staff was very excited about the newly implemented ELA Core reading program. A new program aligned to the Common Core was needed to help in student mastery of the standards. With the new program came a large amount of planning time needed. This was a challenge for staff members. The staff also faced challenges with PLC's being more teacher driven. They perceived PLCs as adding even more to their work load and dedicated little of their time to the planning of what needed to be addressed, discussed, and planned during this time. In its fourth year of implementation the math program have a positive perception from majority of the staff. Although there continues to be challenges with the amount of time needed for planning, familiarity with the standards and mathematics goals and objectives increased as well as the alignment to the CCCS. Staff surveys were used throughout the district to determine their perceptions.
- 7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?** Perceptions of the community were collected through an online parent survey during parent conference week and back to school night. The survey suggested overall positive results in school leadership, school climate, and academic performance. Overall the community was pleased with the teaching staff and their efforts to provide positive student achievement. They were pleased with the availability of spanish materials aligned with the Common Core State Standards, and the availability of bilingual tutorials.
- 8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)** ————— In order to prepare teachers for the new Treasures Literacy Program, Professional Development opportunities were made available to teachers during summer workshops and PD days throughout the school year. Professional Learning Communities were used to continue teacher growth in research based literacy strategies that improve student literacy. Feedback was provided to staff through administration data walks and through written feedback from the reading and math coaches. The Treasure's Reading program utilizes whole group instruction, small group instruction, and center activities. For our ELL population, the Spanish version of Treasure's was piloted. The Everyday Math program utilizes whole group instruction, mental math, partner and team work, center activities and independent work. KidBiz technology is used during computer lab time and also at home for students who have internet compatibility at home. Students read current event stories and answer various comprehension questions. The Study Island computer program is used during computer lab time and also as print out questions for do know math problems. It is also used as an after school tutoring program and students work on various common core state standards that they need extra help with.
- 9. How were the interventions structured?** Instructional intervention took place on a daily basis during ELA and math instruction. These programs are structured in such a way to provide intervention at small group and centers every day. At risk students were provided with tutoring, extended-day and extended-year learning opportunities, mentoring, and support from the I&RS team. Students are placed in Study Island after-school tutorial program, which provides extra help in the areas of reading and math that are tailored to the student's needs. English Language Learners took part in the Spanish Fraternity after-school program, which provided ELLs with additional assistance in language acquisition and phonics skills using Lexia. Students who were referred to the I&RS team during the school year, took part in the RTI After School Program, where individual academic goals were established and measured every 2/4 weeks for effectiveness. At the beginning of the school year, oot risk" students were also identified and tutors pushed in during instruction to provide small group instruction on identified ELA or Math skills. In addition, all parents were given students' user names and passwords for ConnectEd, Everyday Mathematics, Study Island, and Kidbiz3000 to practice targeted weaker academic areas at home.

## SCHOOLWIDE COMPONENT: EVALUATION

**10. How frequently did students receive instructional interventions?** Instructional interventions are received by students daily through teacher led differentiation activities and instruction. Students needing a higher level of interventions would be brought to the attention of the I&RS team and or would be entered in the RTI or Study Island after school tutorial. Students would receive this intervention four times a week for an hour and a half after school. All students had access to this extra help through their online log in that they could use at home as well.

**11. What technologies were utilized to support the program?** The researched based program, Study Island and Kid Biz allowed all students access at home and at school on practice of the common core state standards for reading and mathematics. Teacher web pages also provided the community and parents with homework and other activities that students were doing in class based on the common core curriculum standards. A standards-based report card also helped identify students' strengths and weaknesses pertaining to the common core standards mastery level. Tablets were also available to students in third through fifth grade to use for Study Island, Kid Biz program and other educational apps. The Everyday Math program has e-presentations for each lesson. This software enables students to see visual manipulatives, algorithm, and gain visual instructional support. The program also has a differentiation system which tracks student's proficiency on summative and formative assessments. Teachers can then gather more activities to help remediate weak areas. The Treasures program also offered online support in way of leveled books for students.

**12. Did the technology contribute to the success of the program, and if so, how?** Technology did contribute to the success of the program. Technology provided additional resources to customize student learning in Reading and Math. The Study Island and KidBiz programs gave students more practice on the common core standard skills and concepts in both subject areas. In Treasures, the online Progress Reporter feature allows teachers to assess, grade, generate reports and receive enhancement and remediation suggestions, which can be used for the entire group or for each student, individually based upon proficiency of content or skill. Everyday Math also utilizes technology to customize student learning with an online e-suite assessment management feature. This feature allows teachers to assess, grade, generate reports and receive enhancement and remediation suggestions aimed at targeting student learning preferences including but, not limited to language translation for students with language differences. The study island and kid biz programs gave students more practice on the common core standard skills and concepts in both reading and math. These technology programs helped supply extra practice for common core state standards. The visuals from both the Treasures and Everyday Math program supported best teaching practices. These programs were used through student computers and tablets. Students were enthusiastic to complete assignments on their tablets. Often at times, students would be willing to continue classroom assignments on their own personal computers at home.

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## 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               | 83        | TBD       | <ul style="list-style-type: none"> <li>-Study Island After School Tutoring</li> <li>-Scientifically research based Language Arts program: Treasures</li> <li>- In class support using support staff for small group reading instruction with NCLB tutor</li> <li>-Reading &amp; Homework incentives</li> <li>-Job embedded professional development in ELA through component and PLC meetings, lesson studies, Learning Walks, demo lessons, and 8-week Data Chats</li> <li>-Common planning periods for all grade level reading/writing teachers</li> <li>- Monthly professional development in best practices related to ELA content area</li> <li>-Treasure Chest used for small group instruction to better meet <del>students'</del> students' needs</li> <li>-Kidbiz 3000</li> <li>-Study Island</li> <li>-Lexia for ELLs and Special Ed. Population</li> <li>-Homework incentives</li> </ul> | <p>Though students demonstrated growth, standard of achievement was below proficiency.</p> <ul style="list-style-type: none"> <li>Specific professional development focusing on literacy best practices and differentiated instruction</li> <li>Professional development is required to refine and improve teaching strategies so teachers can master the delivery of the Treasures program</li> <li>Further differentiation of instruction-</li> <li>Professional development to support staff in the areas of data analysis and using data to drive instruction-</li> <li>Expanding the integration of technology and making tablets more accessible to engage students as well as extend the learning day/year</li> </ul> |

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## SCHOOLWIDE COMPONENT: EVALUATION

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|----------|-----|-----|---|--|
| Grade 5  | 70  | TBD | <p>-Study Island After School Tutoring</p> <p>-Scientific research based Language Arts program: Treasures</p> <p>- In class support using support staff for small group reading instruction with NCLB tutor</p> <p>-Reading &amp; Homework incentives</p> <p>-Job embedded professional development in ELA through component and PLC meetings, lesson studies, Learning Walks, demo lessons, and 8-week Data Chats</p> <p>-Common planning periods for all grade level reading/writing teachers</p> <p>- Monthly professional development in best practices related to ELA content area</p> <p>-Treasure Chest used for small group instruction to better meet <del>students</del> students' needs</p> <p>-Kidbiz 3000</p> <p>-Study Island</p> <p>-Lexia for ELLs and Special Ed. Population</p> <p>-Homework incentives</p> | <p>Though students demonstrated growth, standard of achievement was below proficiency.</p> <ul style="list-style-type: none"> <li>Specific professional development focusing on literacy best practices and differentiated instruction</li> <li>Professional development is required to refine and improve teaching strategies so teachers can master the delivery of the Treasures program</li> <li>Further differentiation of instruction</li> <li>Professional development to support staff in the areas of data analysis and using data to drive instruction</li> <li>Expanding the integration of technology and making tablets more accessible to engage students as well as extend the learning day/year</li> </ul> |
| Grade 6  | N/A | N/A |   |  |
| Grade 7  | N/A | N/A |   |  |
| Grade 8  | N/A | N/A |   |  |
| Grade 11 | N/A | N/A |   |  |
| Grade 12 | N/A | N/A |   |  |

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**SCHOOLWIDE COMPONENT: EVALUATION**

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| Grade 12 | N/A | N/A |  |  |
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**Evaluation of 2013-2014 Student Performance  
 Non-Tested Grades – Alternative Assessments (Below Level)**

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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.

**Below is the West End Elementary School's School-Wide Evaluation of 2013-2014 Student Performance Non-Tested Grade.**

| English Language Arts | 2012-2013 | 2013-2014 | Interventions Provided   | Describe why the interventions <i>did or did not</i> result in proficiency.  |
|-----------------------|-----------|-----------|--|--|
| Pre-Kindergarten      | N/A       | N/A       |  |  |
| Kindergarten          | N/A       | N/A       | The Treasures Literacy Program provides small group guided instruction which allows for more focus and interventions targeting the specific needs of at-risk students. | This program is in the second year of its implementation. Throughout the year, teachers received professional development and support in order to begin to master all elements of the program. While improvement was made, lack of professional development focusing on Literacy best practices and differentiated of instruction could improve. |
| Grade 1               | 13        | TBD       | The Treasures Literacy Program provides small group guided instruction which allows for more focus and interventions targeting the specific needs of at-risk students. | This program is in the second year of its implementation. Throughout the year, teachers received professional development and support in order to begin to master all elements of the program. While improvement was made, lack of professional development focusing on Literacy best practices and differentiated of instruction could improve. |

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### SCHOOLWIDE COMPONENT: EVALUATION

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| Grade 2  | 21  | TBD | The Treasures Literacy Program provides small group guided instruction which allows for more focus and interventions targeting the specific needs of at-risk students. | This program is in the second year of its implementation. Throughout the year, teachers received professional development and support in order to begin to master all elements of the program. While improvement was made, lack of professional development focusing on Literacy best practices and differentiated of instruction could improve. |
| Grade 9  | N/A | N/A |  |  |
| Grade 10 | N/A | N/A |  |  |

**Below is the Morris Avenue Elementary School's School-Wide Evaluation of 2013-2014 Student Performance Non-Tested Grade.**

| English Language Arts | 2012-2013 | 2013-2014 | Interventions Provided   | Describe why the interventions did or did not result in proficiency.   |
|-----------------------|-----------|-----------|--|--|
| Kindergarten          | 134       | 94        | Small Group Reading instruction<br><br>Alternate program intervention materials used for instruction<br><br>Pull out for small group reading instruction with NCLB tutor | By June of 2013, 64 kindergarten students (47%) were reading at least 20 words correct per minute or better.<br><br>By June of 2014, 52 kindergarten students (55.3%) were reading at least 20 words correct per minute or better.<br><br>This is a 8.3% increase From June 2013 to June 2014. |

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**SCHOOLWIDE COMPONENT: EVALUATION**

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|-----------|-------|-------|---|---|
| Grade 1 ▲ | 115 ▲ | 112 ▲ | <p>Alternate program intervention materials used for instruction</p> <p>Small group reading instruction</p> <p>Pull out for small group reading instruction with NCLB tutor ▲</p> | <p>81% (115 students) Total population of grade 1 students, were reading on Grade level based on the Words Correct Per Minute end of year assessment in June 2013.</p> <p>43.75% (49) Total population of grade 1 students, were reading on Grade level based on the Words Correct Per Minute end of year assessment in June 2014.</p> <p>This is a large decrease from June 2013 to June 2014. This result has a lot to do with the change is grade level expectancies for WCPM. ▲</p> |
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**SCHOOLWIDE COMPONENT: EVALUATION**

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| Grade 2 | 107 | 110 | <p>Small group reading instruction</p> <p>Alternate program intervention materials used for ELA instruction</p> | <p>Standard of achievement was below proficiency. This was the 2nd year of implementation and many teachers need to further develop their lesson planning for student intervention.</p> <p>69/110 (62.7%) of the Total population of grade 2 students were reading on Grade level based on the Words Correct Per Minute end of year assessment.</p> <p>This a decrease from June 2013 when 65.4% of students were reading on Grade level based on the Words Correct Per Minute end of year assessment.</p> <p>This is a 2.7% decrease from June 2013 to June 2014. Decrease has to do with the change is grade level expectancies for WCPM.</p> |
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## SCHOOLWIDE COMPONENT: EVALUATION

Below is the West End Elementary School's School-Wide Evaluation of 2013-2014 Student Performance Non-Tested Grade.

| Mathematics      | 2012-2013 | 2013-2014 | Interventions Provided   | Describe why the interventions provided <i>did or did not</i> result in proficiency.   |
|------------------|-----------|-----------|--|--|
| Pre-Kindergarten | N/A       | N/A       | N/A  | N/A  |
| Kindergarten     | N/A       | N/A       | Everyday Math Assessment Differentiation System, which provided teachers with interventions for individual students based on student weakness of mathematical content. | The system was introduced to the teachers effectively. However, additional support is needed in data interpretation and using the data to guide instruction. |
| Grade 1          | 9         |           | Everyday Math Assessment Differentiation System, which provided teachers with interventions for individual students based on student weakness of mathematical content. | The system was introduced to the teachers effectively. However, additional support is needed in data interpretation and using the data to guide instruction. |
| Grade 2          | 12        |           | Everyday Math Assessment Differentiation System, which provided teachers with interventions for individual students based on student weakness of mathematical content. | The system was introduced to the teachers effectively. However, additional support is needed in data interpretation and using the data to guide instruction. |
| Grade 9          | N/A       | N/A       |  |  |
| Grade 10         | N/A       | N/A       |  |  |

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## SCHOOLWIDE COMPONENT: EVALUATION

Below is the Morris Avenue Elementary School's School-Wide Evaluation of 2013-2014 Student Performance Non-Tested Grade.

| Mathematics | 2012-2013 | 2013-2014 | Interventions Provided                        | Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency.   |
|-------------|-----------|-----------|---|---|
| Grade 1     | 133       | 112       | Small group / differentiated math instruction | 90/112 or 80.3% First grades performed on or above grade level on Part A of the Everyday Math Unit Assessments. 101/112 or 90% of 1 <sup>st</sup> grades were on or above grade level on the Everyday math Mid Year Assessment while 69/112 or 61% were proficient on the End of the Year Assessment. |
|             |           |           | Individual math tutoring                      | 100% of students demonstrated growth from pre assessment data to the Unit Assessment Data in Math Unit Assessments  |

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**SCHOOLWIDE COMPONENT: EVALUATION**

| Mathematics | 2012-2013 | 2013-2014 | Interventions Provided   | Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency.  |
|-------------|-----------|-----------|--|--|
| Grade 2     | 107       | 110       | <p>Small group / differentiated math instruction</p> <p>After school tutoring Study Island</p> | <p>64/110 or 58% of Second Graders perform on or above grade level on Part A of the Everyday Math Unit Assessments. 42/110 or 38% scored on or above grade level on the Everyday Math Mid Year Assessment while 25/110 or 22.7% of students scored on or above grade level on the Everyday Math End of the Year Assessment</p> <p>100% of students demonstrated growth from pre assessment data to the Unit Assessment Data in Math Unit Assessments</p> |

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**SCHOOLWIDE COMPONENT: EVALUATION**

| 1<br>Interventions | 2<br>Content/Group<br>Focus | 3<br>Effective<br>Yes-No | 4<br>Documentation of<br>Effectiveness | 5<br>Measurable Outcomes<br>(outcomes must be quantifiable)  |
|--------------------|-----------------------------|--------------------------|--|--|
|                    |                             |                          |  | <ul style="list-style-type: none"> <li>- (H) 59.4 proficient</li> <li>- (B) 57.1 proficient</li> </ul> |

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**SCHOOLWIDE COMPONENT: EVALUATION**

| 1<br>Interventions  | 2<br>Content/Group<br>Focus | 3<br>Effective<br>Yes-No | 4<br>Documentation of<br>Effectiveness  | 5<br>Measurable Outcomes<br>(outcomes must be quantifiable)  |
|---|-----------------------------|--------------------------|---|--|
| <p>Continued Implementation of Treasures and Triumphs Reading Program</p> <p>Differentiation of Treasures and Triumphs programs</p> | <p>ELA</p>                  | <p>NO</p>                | <ul style="list-style-type: none"> <li>• SRI Data</li> <li>• WCPM Data</li> <li>• Linkit Benchmark</li> </ul> | <p><b>Morris Avenue School:</b></p> <p>81% (115 students) Total population of grade 1 students, were reading on Grade level based on the Words Correct Per Minute end of year assessment in June 2013.</p> <p>43.75% (49) Total population of grade 1 students, were reading on Grade level based on the Words Correct Per Minute end of year assessment in June 2014.</p> <p>This is a large decrease from June 2013 to June 2014.</p> <p>This result has a lot to do with the change is grade level expectancies for WCPM.</p> <p>Standard of achievement was below proficiency.</p> <p>This was the 2nd year of implementation and many teachers need to further develop their lesson planning for student intervention.</p> <p>69/110 (62.7%) of the Total population of grade 2 students were reading on Grade level based on the Words Correct Per Minute end of year assessment.</p> <p>This a decrease from June 2013 when 65.4% of students were reading on Grade level based on the Words Correct Per Minute end of year assessment.</p> |

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**SCHOOLWIDE COMPONENT: EVALUATION**

| 1<br>Interventions | 2<br>Content/Group<br>Focus | 3<br>Effective<br>Yes-No | 4<br>Documentation of<br>Effectiveness | 5<br>Measurable Outcomes<br>(outcomes must be quantifiable)   |
|--------------------|-----------------------------|--------------------------|--|---|
|                    |                             |                          |  | <p>This is a 2.7% decrease from June 2013 to June 2014.</p> <p>Decrease has to do with the change in grade level expectancies for WCPM.</p> |

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**SCHOOLWIDE COMPONENT: EVALUATION**

|   |            |           |   |   |
|---|------------|-----------|---|---|
| <p>Continued Implementation of Treasures and Triumphs Reading Program</p> <p>Differentiation of Treasures and Triumphs programs</p> | <p>ELA</p> | <p>NO</p> | <ul style="list-style-type: none"> <li>• SRI Data</li> <li>• WCPM Data</li> <li>• Linkit Benchmark</li> </ul> | <p><b>Audrey Clark School:</b></p> <p>-In June 2014, 34% of total students were reading on grade level, a 14% decrease from June 2013. One of the reasons the percentages decreased was due to the new, more rigorous grade-level norms/expectations that were established during the 2013-2014 school year in order to prepare students for success in college, career, and life.</p> <p>- Subgroups highly impacted with students not reading on grade level:</p> <p>White (W) ----- 36% proficient</p> <p>Hispanic (H)----- 31% proficient</p> <p>African-American(B)----- 48 % proficient</p> <p>Economically Disadvantaged (ED) -----34% proficient</p> <p>Limited English Proficient (LEP)-----10% proficient</p> <p>Special Education (SE)----- 20% proficient</p> <p>- Subgroups broken down by grade level:</p> <p>Grade :3 Total Population----- 23 % proficient</p> <p>Grade :4 Total Population----- 33% proficient</p> <p>Grade :5 Total Population----- 45 % proficient</p> <p>-48% of students demonstrated designated Lexile growth</p> |
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**SCHOOLWIDE COMPONENT: EVALUATION**

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|  |  |  |  | <p>During the 2013-2014 school year.</p> <p>-In June 2014, 36 % of total students met grade-level WCPM norms , a 24% decrease from June 2013. One of the reasons the percentages decreased was due to the new, more rigorous grade-level norms/CCSS Standards that were established in order to prepare students for success in college, career, and life.</p> <p>- Subgroups highly impacted with students not reading on grade level:</p> <p>White (W) ----- 39 %<br/>proficient</p> <p>Hispanic (H)----- 34%<br/>proficient</p> <p>African-American(B)----- 32 %<br/>proficient</p> <p>Economically Disadvantaged (ED) -----36%<br/>proficient</p> <p>Limited English Proficient (LEP)-----16 %<br/>proficient</p> <p>Special Education (SE)----- 24 %<br/>proficient</p> <p>-Link It Benchmark Results by Grade-Level</p> <p>3<sup>rd</sup> Grade: 43.7% proficient</p> <p>4<sup>th</sup> Grade: 42.1% proficient</p> <p>5<sup>th</sup> Grade: 49.9% proficient</p> |
|--|--|--|--|---|

**SCHOOLWIDE COMPONENT: EVALUATION**

| 1<br>Interventions   | 2<br>Content/Group<br>Focus | 3<br>Effective<br>Yes-No | 4<br>Documentation of<br>Effectiveness   | 5<br>Measurable Outcomes<br>(outcomes must be quantifiable)   |
|--|-----------------------------|--------------------------|--|---|
| <p>Continued Implementation of Common Core Aligned Mathematics Program</p> <p>Differentiation component of the Everyday Math Program</p> <p>Harry Kerr Facts program</p> | <p>Mathematics</p>          | <p>YES</p>               | <p>Everyday Math Unit Grades</p> <p>Linkit Benchmarks</p> <p>Facts Mastery Assessments</p> | <p><b>West End School:</b><br/>26.16% of Students were proficient scoring 85% or higher on part A of the Unit Assessments of the EDM program.</p> <p><b>3<sup>rd</sup> Grade:</b><br/>Total: 21.4 % proficient<br/>White: 12.5% proficient<br/>Hispanic: 20% proficient<br/>African American: 0% proficient<br/>Asian: 33.3% proficient</p> <p><b>4<sup>th</sup> Grade:</b><br/>Total: 31.1% proficient<br/>White: 38.46% proficient<br/>Hispanic: 41.66% proficient<br/>African American: 12.5% proficient<br/>Asian: 100.0% proficient</p> <p><b>5<sup>th</sup> Grade:</b><br/>Total: 26% proficient<br/>White: 40% proficient<br/>Hispanic: 12.4% proficient<br/>African American: 18% proficient<br/>Asian: 0% proficient</p> |

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**SCHOOLWIDE COMPONENT: EVALUATION**

| 1<br>Interventions   | 2<br>Content/Group<br>Focus | 3<br>Effective<br>Yes-No | 4<br>Documentation of<br>Effectiveness   | 5<br>Measurable Outcomes<br>(outcomes must be quantifiable)  |
|--|-----------------------------|--------------------------|--|--|
| <p>Continued Implementation of Common Core Aligned Mathematics Program</p> <p>Differentiation component of the Everyday Math Program</p> <p>Harry Kerr Facts program</p> | <p>Mathematics</p>          | <p>YES</p>               | <p>Everyday Math Unit Grades</p> <p>Linkit Benchmarks</p> <p>Facts Mastery Assessments</p> | <p><b><u>Morris Avenue School:</u></b></p> <p>90/112 or 80.3% First grades performed on or above grade level on Part A of the Everyday Math Unit Assessments. 101/112 or 90% of 1<sup>st</sup> grades were on or above grade level on the Everyday math Mid Year Assessment while 69/112 or 61% were proficient on the End of the Year Assessment.</p> <p>100% of students demonstrated growth from pre assessment data to the Unit Assessment Data in Math Unit Assessments</p><br><p>64/110 or 58% of Second Graders perform on or above grade level on Part A of the Everyday Math Unit Assessments. 42/110 or 38% scored on or above grade level on the Everyday Math Mid Year Assessment while 25/110 or 22.7% of students scored on or above grade level on the Everyday Math End of the Year Assessment</p> <p>100% of students demonstrated growth from pre assessment data to the Unit Assessment Data in Math Unit Assessments</p> |

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**SCHOOLWIDE COMPONENT: EVALUATION**

| 1<br>Interventions   | 2<br>Content/Group<br>Focus | 3<br>Effective<br>Yes-No | 4<br>Documentation of<br>Effectiveness   | 5<br>Measurable Outcomes<br>(outcomes must be quantifiable)   |
|--|-----------------------------|--------------------------|--|---|
| <p>Continued Implementation of Common Core Aligned Mathematics Program</p> <p>Differentiation component of the Everyday Math Program</p> <p>Harry Kerr Facts program</p> | <p>Mathematics</p>          | <p>YES</p>               | <p>Everyday Math Unit Grades</p> <p>Linkit Benchmarks</p> <p>Facts Mastery Assessments</p> | <p><b><u>Audrey Clark School:</u></b></p> <p><u>UGS</u></p> <ul style="list-style-type: none"> <li>In 3<sup>rd</sup> grade, the average unit score was 78% in Math Units 1 through 9. However, the average score only reached proficiency levels for the whole school in 1 out of the 9 units, scoring 75% or higher. The lowest unit average were Measurement (14%), Geometry (35%) and Fraction(44%) Units.</li> <li>45% of 3<sup>rd</sup> grade students were proficient on the average unit grade, scoring 85% or better.</li> </ul> <ul style="list-style-type: none"> <li>In 4<sup>th</sup> -grade, the average unit score was 78% in Math Units 1 through 10. The lowest unit average were Multiplication and Number Sense (36 %), Measurement (37%), Fractions(37%), ad Perimeter and Area (23%) Units.</li> <li>37% of 4<sup>th</sup> grade students were proficient on the average unit grade, scoring 85% or better.</li> <li>In 5<sup>th</sup> -grade, the average unit score was 73% in Math Units 1 through 10. The lowest unit average were estimation and computation (27%) and Exponents and Negative Numbers (10%).</li> <li>28% of 5<sup>th</sup> - grade students were proficient on the average unit grade, scoring 85% or better.</li> </ul> <p><u>Link It Benchmarks</u></p> |

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**SCHOOLWIDE COMPONENT: EVALUATION**

| 1<br>Interventions | 2<br>Content/Group<br>Focus | 3<br>Effective<br>Yes-No | 4<br>Documentation of<br>Effectiveness | 5<br>Measurable Outcomes<br>(outcomes must be quantifiable)  |
|--------------------|-----------------------------|--------------------------|--|--|
|                    |                             |                          |  | <ul style="list-style-type: none"> <li>42% of 3<sup>rd</sup> grade students were proficient on the May benchmark; an increase of 32% from fall benchmark).</li> <li>34% of 4<sup>th</sup> -grade students were proficient on the May benchmark; an increase of 27% from fall benchmark).</li> <li>61% of 5<sup>th</sup> -grade students were proficient on the May benchmark; an increase of 35% from fall benchmark).</li> </ul> <p><u>Facts Mastery</u><br/>           3<sup>rd</sup> Grade 79% Passed Multiplication 12-Division 12<br/>           4<sup>th</sup> Grade 85% Passed Multiplication 12-Division 12<br/>           5<sup>th</sup> Grade 99% Passed Multiplication 12-Division 12</p> |

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**SCHOOLWIDE COMPONENT: EVALUATION**

| 1<br>Interventions            | 2<br>Content/Group<br>Focus | 3<br>Effective<br>Yes-No | 4<br>Documentation of<br>Effectiveness   | 5<br>Measurable Outcomes<br>(outcomes must be quantifiable)  |
|-------------------------------|-----------------------------|--------------------------|--|--|
|                               | Homeless/Migrant            | N/A                      | N/A  | N/A  |
| On Our Way to English & Lexia | ELLs                        | Yes                      | <ul style="list-style-type: none"> <li>Meeting AMAO Report Indicators</li> </ul> | <p>1<sup>st</sup> AMAO Indicator</p> <p><del>59.9%</del> % of students had to improve 10 scale score points or more on the ACCESS for ELLs test.</p> <p>Results:</p> <p>In 3<sup>rd</sup> grade, <del>87.7%</del> % of students met goal</p> <p>In 4<sup>th</sup> grade, <del>24.4%</del> % of students met goal</p> <p>In 5<sup>th</sup> grade, <del>56.6%</del> % of students met goal</p> <p>2<sup>nd</sup> AMAO Indicator</p> <p><del>5.4%</del> % of ELLs in language assistance program for less than one year through four years will obtain a composite score of 4.5 on ACCESS for ELLs test.</p> <p>Results:</p> <p><del>31.4%</del> % of ELLs in language assistance program for less than one year through four years obtained a composite score of 4.5 on ACCESS for ELLs test.</p> <p><del>50.9%</del> % of ELLs in language assistance program for 5 years or more will obtain a composite score of 4.5 on ACCESS for ELLs test.</p> <p>Results:</p> <p><del>65.4%</del> % of ELLs in language assistance program for 5 years or more obtained a composite score of 4.5 on ACCESS for ELLs test.</p> |

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**SCHOOLWIDE COMPONENT: EVALUATION**

| 1<br>Interventions | 2<br>Content/Group<br>Focus | 3<br>Effective<br>Yes-No | 4<br>Documentation of<br>Effectiveness | 5<br>Measurable Outcomes<br>(outcomes must be quantifiable) |
|--------------------|-----------------------------|--------------------------|--|---|
|                    |                             |                          |  |   |

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

Below are the West End School Extended Day/Year Interventions:

| 1<br>Interventions | 2<br>Content/Group<br>Focus | 3<br>Effective<br>Yes-No | 4<br>Documentation of<br>Effectiveness  | 5<br>Measurable Outcomes<br>(outcomes must be quantifiable)   |
|--------------------|-----------------------------|--------------------------|---|---|
| Study Island       | ELA                         | No                       | Performance Level Breakdown at the completion of the Study Island Afterschool Program | 12.5% of all students in the RTI/ Study Island afterschool program scored proficient or higher based on the performance level breakdown for ELA (Common Core). This is the first year of utilizing the ELA Common Core State Standards in Study Island. |
| Study Island       | Mathematics                 | No                       | Performance Level Breakdown at the completion of the Study Island Afterschool Program | 27% of all students in the Study Island afterschool program scored proficient or higher based on the performance level breakdown for Math (Common Core). This is the second year of utilizing the Math Common Core State Standards in Study Island.     |
|                    | Students with Disabilities  | N/A                      | N/A   | N/A   |

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**SCHOOLWIDE COMPONENT: EVALUATION**

| Interventions | 2<br>Content/Group<br>Focus | 3<br>Effective<br>Yes-No | 4<br>Documentation of<br>Effectiveness | 5<br>Measurable Outcomes<br>(outcomes must be quantifiable) |
|---------------|-----------------------------|--------------------------|--|---|
|               | Homeless/Migrant            | N/A                      | N/A                                    | N/A   |
|               | ELLs                        | N/A                      | N/A                                    | N/A   |

**Below are the Morris Avenue School Extended Day/Year Interventions:**

| Interventions                      | 2<br>Content/Group Focus | 3<br>Effective<br>Yes-No | 4<br>Documentation of<br>Effectiveness  | 5<br>Measurable<br>Outcomes<br>(outcomes must be quantifiable)   |
|------------------------------------|--------------------------|--------------------------|---|--|
| Study Island After School Tutorial | Mathematics/ELA          | YES Math<br>No ELA       | Increase in number of students proficient in math<br><br>Increase in students reading on grade according to the WCPM and SRI. | 64/110 or 58% of Second Graders perform on or above grade level on Part A of the Everyday Math Unit Assessments. 42/110 or 38% scored on or above grade level on the Everyday Math Mid Year Assessment while 25/110 or 22.7% of students scored on or above grade level on |

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**SCHOOLWIDE COMPONENT: EVALUATION**

| Interventions | 2<br>Content/Group Focus | 3<br>Effective<br>Yes-No | 4<br>Documentation of<br>Effectiveness | 5<br>Measurable<br>Outcomes<br>(outcomes must be<br>quantifiable)   |
|---------------|--------------------------|--------------------------|--|---|
|               |                          |                          |  | <p>the Everyday Math End of the Year Assessment</p> <p>100% of students demonstrated growth from pre assessment data to the Unit Assessment Data in Math Unit Assessments</p> <p>69/110 (62.7%) of the Total population of grade 2 students were reading on Grade level based on the Words Correct Per Minute end of year assessment. This a decrease from June 2013 when 65.4% of students were reading on Grade level based on the Words Correct Per Minute end of year assessment.</p> |

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**SCHOOLWIDE COMPONENT: EVALUATION**

| Interventions                      | 2<br>Content/Group Focus | 3<br>Effective<br>Yes-No | 4<br>Documentation of<br>Effectiveness                               | 5<br>Measurable<br>Outcomes<br>(outcomes must be<br>quantifiable)   |
|------------------------------------|--------------------------|--------------------------|--|---|
|                                    |                          |                          |  | This is a 2.7% decrease from June 2013 to June 2014. Decrease has to do with the change in grade level expectancies for WCPM. |
| Bilingual Tutorial                 | ELA/ELLs                 | YES                      | Increase in students reading on grade according to the WCPM and SRI. |   |
| Reading Eggs After School Tutorial | ELA                      | YES                      | Increase in students reading on grade according to the WCPM and SRI. |   |
|                                    |                          |                          |  |   |

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## SCHOOLWIDE COMPONENT: EVALUATION

Below are the Audrey Clark School Extended Day/Year Interventions:

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**SCHOOLWIDE COMPONENT: EVALUATION**

| 1<br>Interventions | 2<br>Content/Group Focus | 3<br>Effective<br>Yes-No | 4<br>Documentation of<br>Effectiveness | 5<br>Measurable Outcomes<br>(outcomes must be<br>quantifiable) |
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**SCHOOLWIDE COMPONENT: EVALUATION**

|              |   |      |   |  |     |     |      |     |     |     |
|--------------|---|------|---|--|-----|-----|------|-----|-----|-----|
| Study Island | ELA/ Mathematics<br>At risk sub groups (Hispanic & Economically Disadvantage) | Yes  | <ul style="list-style-type: none"> <li>• Pre/post assessments</li> <li>• Weekly student scores</li> </ul> | <ul style="list-style-type: none"> <li>• 100% of students were able to access Study Island at home, after school throughout the year.</li> <li>• 52 at risks students in grades 3 and 4 were selected for the Math Study Island programs. 52 at risks students in grade 3 and 4 were selected for the ELA Study Island programs.</li> <li>• Pre, Mid, and Post Assessment Scores represent a benchmark that was given at the beginning, middle and end of the program to the students. Activities were then differentiated and assigned by standard based on each student's score.</li> </ul> <p>Assessment Average Scores for Math</p> <table border="0"> <tr> <td>Pre</td> <td>Mid</td> <td>Post</td> </tr> <tr> <td>56%</td> <td>56%</td> <td>59%</td> </tr> </table> | Pre | Mid | Post | 56% | 56% | 59% |
| Pre          | Mid   | Post |   |  |     |     |      |     |     |     |
| 56%          | 56%   | 59%  |   |  |     |     |      |     |     |     |

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**SCHOOLWIDE COMPONENT: EVALUATION**

Assessment Average Scores  
for ELA

Pre — Mid — Post  
56.34% 48.87% 50.38%



**SCHOOLWIDE COMPONENT: EVALUATION**

| 1<br>Interventions | 2<br>Content/Group Focus | 3<br>Effective<br>Yes-No | 4<br>Documentation of<br>Effectiveness | 5<br>Measurable Outcomes<br>(outcomes must be<br>quantifiable)  |
|--------------------|--------------------------|--------------------------|--|---|
| *Lexia             | ELL Students             | Yes                      | * Lexia Report                         | <ul style="list-style-type: none"> <li>* 100% of ELL students who attended the Spanish After School Tutorial were able to access Lexia 3 times a week during the year.</li> <li>* 35% of ELL students who attended the Spanish After School Tutorial were On Target as identified in the Lexia Performance Predictors.</li> </ul> |

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**SCHOOLWIDE COMPONENT: EVALUATION**

| 1<br>Interventions | 2<br>Content/Group Focus   | 3<br>Effective<br>Yes-No | 4<br>Documentation of<br>Effectiveness | 5<br>Measurable Outcomes<br>(outcomes must be<br>quantifiable)  |
|--------------------|----------------------------|--------------------------|--|---|
| Kidbiz3000         | ELA                        | YES                      | Kidbiz Report                          | <ul style="list-style-type: none"> <li>100% of students were able to access Kidbiz at home, after school throughout the year.</li> <li>100% of students were able to access Kidbiz at least twice a week during school hours.</li> <li>Number of Lexile points increased from September of 2013 to June of 2014 according to Kidbiz report. (3<sup>rd</sup> increased 93L points, 4<sup>th</sup> grade increased 46L points, and 5<sup>th</sup> grade increased 130L points)</li> </ul> |
| *RTI               | Students with Disabilities | Yes                      | Weekly Logs                            | <ul style="list-style-type: none"> <li>100% of students who entered the RTI program met their weekly Smart Goals.</li> </ul>  |

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**SCHOOLWIDE COMPONENT: EVALUATION**

| 1<br>Interventions    | 2<br>Content/Group Focus | 3<br>Effective<br>Yes-No | 4<br>Documentation of<br>Effectiveness   | 5<br>Measurable Outcomes<br>(outcomes must be<br>quantifiable)  |
|-----------------------|--------------------------|--------------------------|--|---|
| Everyday Math On-line | Mathematics              | Yes                      | <ul style="list-style-type: none"> <li>Everyday Math Report</li> </ul>   | <ul style="list-style-type: none"> <li>100% of students were able to access Everyday Math Online after school and throughout the school year.</li> </ul>  |
| Treasures On-line     | ELA                      | Yes                      | <ul style="list-style-type: none"> <li>Treasures on-line class roster</li> <li>Scholastic Reading Inventory</li> </ul> | <ul style="list-style-type: none"> <li>100% of students were able to access Treasures on-line at home, after school throughout the year.</li> <li>In June 2014, 34% of total students were reading on grade level, a 14% decrease from June 2013. One of the reasons the percentages decreased was due to the new, more rigorous grade-level norms/expectations that were established during the 2013-2014 school year in order to prepare</li> </ul> |

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**SCHOOLWIDE COMPONENT: EVALUATION**

| 1<br>Interventions | 2<br>Content/Group Focus | 3<br>Effective<br>Yes-No | 4<br>Documentation of<br>Effectiveness | 5<br>Measurable Outcomes<br>(outcomes must be<br>quantifiable) |
|--------------------|--------------------------|--------------------------|--|--|
|                    |                          |                          |  | students for<br>success in college,<br>career, and life.       |

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

| Interventions       | 2<br>Content/Group<br>Focus   | 3<br>Effective<br>Yes-No | 4<br>Documentation of<br>Effectiveness  | 5<br>Measurable Outcomes<br>(outcomes must be quantifiable)   |
|---------------------|---|--------------------------|---|---|
| <u>Study Island</u> | <u>ELA/ Mathematics</u><br><u>At risk sub-groups</u><br><u>(Hispanic. &amp;</u> | <u>Yes</u>               | <ul style="list-style-type: none"> <li>• <u>Pre/post assessments</u></li> <li>• <u>Weekly student scores</u></li> </ul> | <ul style="list-style-type: none"> <li>• <u>100% of students were able to access Study Island at home, after school throughout the year.</u></li> <li>• <u>52 at risks students in grades 3 and 4 were selected for the Math Study Island programs. 52</u></li> </ul> |

**SCHOOLWIDE COMPONENT: EVALUATION**

| Interventions | 2<br>Content/Group Focus    | 3<br>Effective Yes-No | 4<br>Documentation of Effectiveness                             | 5<br>Measurable Outcomes (outcomes must be quantifiable)  |     |     |      |     |     |     |     |     |      |        |        |        |
|---------------|-----------------------------|-----------------------|---|---|-----|-----|------|-----|-----|-----|-----|-----|------|--------|--------|--------|
|               | Economically Disadvantage ) |                       |   | <p>at risks students in grade 3 and 4 were selected for the ELA Study Island programs.</p> <ul style="list-style-type: none"> <li>Pre, Mid, and Post Assessment Scores represent a benchmark that was given at the beginning, middle and end of the program to the students. Activities were then differentiated and assigned by standard based on each student's academic need.</li> </ul> <p>Assessment Average Scores for Math</p> <table border="1" data-bbox="928 609 1218 690"> <thead> <tr> <th>Pre</th> <th>Mid</th> <th>Post</th> </tr> </thead> <tbody> <tr> <td>56%</td> <td>56%</td> <td>59%</td> </tr> </tbody> </table> <p>Assessment Average Scores for ELA</p> <table border="1" data-bbox="928 836 1155 917"> <thead> <tr> <th>Pre</th> <th>Mid</th> <th>Post</th> </tr> </thead> <tbody> <tr> <td>56.34%</td> <td>48.87%</td> <td>50.38%</td> </tr> </tbody> </table> | Pre | Mid | Post | 56% | 56% | 59% | Pre | Mid | Post | 56.34% | 48.87% | 50.38% |
| Pre           | Mid                         | Post                  |   |   |     |     |      |     |     |     |     |     |      |        |        |        |
| 56%           | 56%                         | 59%                   |   |   |     |     |      |     |     |     |     |     |      |        |        |        |
| Pre           | Mid                         | Post                  |   |   |     |     |      |     |     |     |     |     |      |        |        |        |
| 56.34%        | 48.87%                      | 50.38%                |   |   |     |     |      |     |     |     |     |     |      |        |        |        |
| *Lexia        | ELL Students                | Yes                   | <ul style="list-style-type: none"> <li>Lexia Report</li> </ul>  | <ul style="list-style-type: none"> <li>100% of ELL students who attended the Spanish After School Tutorial were able to access Lexia 3 times a week during the year.</li> <li>35% of ELL students who attended the Spanish After School Tutorial were On Target as identified in the Lexia Performance Predictors.</li> </ul>   |     |     |      |     |     |     |     |     |      |        |        |        |
| Kidbiz3000    | ELA                         | YES                   | <ul style="list-style-type: none"> <li>Kidbiz Report</li> </ul> | <ul style="list-style-type: none"> <li>100% of students were able to access Kidbiz at home, after school throughout the year.</li> <li>100% of students were able to access Kidbiz at least twice a week during school hours.</li> <li>Number of Lexile points increased from September of 2013 to June of 2014 according to Kidbiz report. (3<sup>rd</sup> increased 93L points, 4<sup>th</sup> grade</li> </ul>   |     |     |      |     |     |     |     |     |      |        |        |        |

**SCHOOLWIDE COMPONENT: EVALUATION**

| <u>Interventions</u>  | <u>2</u><br><u>Content/Group</u><br><u>Focus</u> | <u>3</u><br><u>Effective</u><br><u>Yes-No</u> | <u>4</u><br><u>Documentation of</u><br><u>Effectiveness</u>  | <u>5</u><br><u>Measurable Outcomes</u><br><u>(outcomes must be quantifiable)</u>   |
|-----------------------|--|---|--|--|
|                       |  |   |  | increased 46L points , and 5 <sup>th</sup> grade increased 130L points)  |
| *RTI                  | Students with Disabilities                       | Yes   | <ul style="list-style-type: none"> <li>Weekly Logs</li> </ul>  | <ul style="list-style-type: none"> <li>100% of students who entered the RTI program met their weekly Smart Goals.</li> </ul>   |
| Everyday Math On-line | Mathematics                                      | Yes   | <ul style="list-style-type: none"> <li>Everyday Math Report</li> </ul>   | <ul style="list-style-type: none"> <li>100% of students were able to access Everyday Math Online after school and throughout the school year.</li> </ul>   |
| Treasures On-line     | ELA  | Yes   | <ul style="list-style-type: none"> <li>Treasures on-line class roster</li> <li>Scholastic Reading Inventory</li> </ul> | <ul style="list-style-type: none"> <li>100% of students were able to access Treasures on-line at home, after school throughout the year.</li> <li>In June 2014, 34% of total students were reading on grade level, a 14% decrease from June 2013. One of the reasons the percentages decreased was due to the new, more rigorous grade-level norms/expectations that were established during the 2013-2014 school year in order to prepare students for success in college, career, and life.</li> </ul> |

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## SCHOOLWIDE COMPONENT: EVALUATION

### Evaluation of 2013-2014 Interventions and Strategies

Below are the Interventions and Strategies for West End School:

#### West End School *Professional Development* Implemented in 2013-2014

| 1<br>Strategy  | 2<br>Content/Group<br>Focus  | 3<br>Effective<br>Yes-No | 4<br>Documentation of<br>Effectiveness  | 5<br>Measurable Outcomes<br>(outcomes must be quantifiable)  |
|--|--|--------------------------|---|--|
| Learning Walks<br><br>Professional Learning Communities                  | ELA<br>All Teachers  | Yes                      | <ul style="list-style-type: none"> <li>• Sign-In Sheets</li> <li>• Agenda/Sign-In Sheets</li> <li>• Facilitator/Principal Data Walks</li> </ul> | <p>100% of teachers attended at least one learning walk lesson for the Treasures Literacy Program. Learning Walk percentage same as last years.</p> <p>100% of teachers attended weekly PLC meetings to analyze and share best practices to enhance classroom effectiveness. Same percentage as last year.</p> |
| Weekly PLC meetings<br><br>Make & Take Center Activities in PLC Training | Mathematics<br>All Teachers  | Yes                      | <ul style="list-style-type: none"> <li>• Agenda/Sign-In Sheets</li> <li>• Facilitator/Principal Data Walks</li> </ul>                           | <p>100% of teachers attended weekly PLC meetings to analyze and share best practices to enhance classroom effectiveness. Same percentage as last year.</p> <p>100% of teachers implemented at least one center activity in their classroom as result of a make and take center PLC training.</p>               |
| Peer Coaching & Demo Lessons   | -ELA Teachers<br>-Mathematics Teachers<br>-ESL Teachers<br>-Special Ed. Teachers | Yes                      | <ul style="list-style-type: none"> <li>• Sign in Sheets</li> <li>• Feedback Forms</li> <li>• Written Reflection</li> </ul>                      | <ul style="list-style-type: none"> <li>• During the 2013-14 school year, 100% of classroom teachers participated in a minimum of 2 peer coaching sessions.</li> <li>• All Reading and Mathematics teachers receive weekly feedback through verbal and written feedback.</li> </ul>                             |

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**SCHOOLWIDE COMPONENT: EVALUATION**

| 1<br>Strategy                                 | 2<br>Content/Group<br>Focus | 3<br>Effective<br>Yes-No | 4<br>Documentation of<br>Effectiveness   | 5<br>Measurable Outcomes<br>(outcomes must be quantifiable)   |
|---|-----------------------------|--------------------------|--|---|
| Standards Based Report Cards Training Session | All teachers                | Yes                      | <ul style="list-style-type: none"> <li>Parent/Teacher Conference Modeled</li> <li>Sign-in Sheets from conferences</li> </ul> | <ul style="list-style-type: none"> <li>During the 2013-14 school year, 100% of parents participated in winter/spring conferences that explained the districts new standards based report card system. The standards based report card was also available in Spanish.</li> </ul> |
| PD 360  | All Staff Members           | Yes                      | <ul style="list-style-type: none"> <li>Sign In Sheet</li> <li>Reflection Questions</li> </ul>                                | <ul style="list-style-type: none"> <li>100 % of teachers watched professional development videos and answered reflection questions to address the disproportionate representation of Black and Special Education populations in the district.</li> </ul>                        |
|   | ELLs                        |                          |  |   |

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## SCHOOLWIDE COMPONENT: EVALUATION

Below are the Interventions and Strategies for Morris Avenue School:  
Morris Avenue Professional Development Implemented in 2013-2014

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**SCHOOLWIDE COMPONENT: EVALUATION**

| 1<br>Strategy  | 2<br>Content/Group Focus | 3<br>Effective<br>Yes-No       | 4<br>Documentation of<br>Effectiveness   | 5<br>Measurable Outcomes<br>(outcomes must be<br>quantifiable)  |
|--|--------------------------|--------------------------------|--|---|
| Grade Level Professional learning Community Meetings (PLCs)<br>ELA | ELA                      | Grade 1- No<br><br>Grade 2- No | Decrease in students reading on grade level due to change in proficiency standard. | <p>81% (115 students) Total population of grade 1 students, were reading on Grade level based on the Words Correct Per Minute end of year assessment in June 2013.</p> <p>43.75% (49) Total population of grade 1 students, were reading on Grade level based on the Words Correct Per Minute end of year assessment in June 2014.</p> <p>69/110 (62.7%) of the Total population of grade 2 students were reading on Grade level based on the Words Correct Per Minute end of year assessment.</p> <p>This a decrease from June 2013 when 65.4% of students were reading on Grade level based on the Words Correct Per Minute end of year assessment.</p> |

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**SCHOOLWIDE COMPONENT: EVALUATION**

| 1<br>Strategy | 2<br>Content/Group Focus | 3<br>Effective<br>Yes-No                                | 4<br>Documentation of<br>Effectiveness   | 5<br>Measurable Outcomes<br>(outcomes must be<br>quantifiable)  |
|---------------|--------------------------|---|--|---|
| Peer Coaching | ELA                      | Grade 1- <del>No</del><br><br>Grade 2-<br><del>No</del> | Decrease in students reading on grade level due to change in proficiency standard. | <p>81% (115 students) Total population of grade 1 students, were reading on Grade level based on the Words Correct Per Minute end of year assessment in June 2013.</p> <p>43.75% (49) Total population of grade 1 students, were reading on Grade level based on the Words Correct Per Minute end of year assessment in June 2014.</p> <p>69/110 (62.7%) of the Total population of grade 2 students were reading on Grade level based on the Words Correct Per Minute end of year assessment.</p> <p>This a decrease from June 2013 when 65.4% of students were reading on Grade level based on the Words Correct Per Minute end of year assessment.</p> |

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**SCHOOLWIDE COMPONENT: EVALUATION**

| 1<br>Strategy                | 2<br>Content/Group Focus | 3<br>Effective<br>Yes-No           | 4<br>Documentation of<br>Effectiveness   | 5<br>Measurable Outcomes<br>(outcomes must be<br>quantifiable)  |
|------------------------------|--------------------------|------------------------------------|--|---|
| Peer coaching & Demo Lessons | ELA/ELLS                 | Grade 1 Yes<br><br>Grade 2-<br>Yes | Decrease in students reading on grade level due to change in proficiency standard. | <p>81% (115 students) Total population of grade 1 students, were reading on Grade level based on the Words Correct Per Minute end of year assessment in June 2013.</p> <p>43.75% (49) Total population of grade 1 students, were reading on Grade level based on the Words Correct Per Minute end of year assessment in June 2014.</p> <p>69/110 (62.7%) of the Total population of grade 2 students were reading on Grade level based on the Words Correct Per Minute end of year assessment.</p> <p>This a decrease from June 2013 when 65.4% of students were reading on Grade level based on the Words Correct Per Minute end of year assessment.</p> |

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**SCHOOLWIDE COMPONENT: EVALUATION**

| 1<br>Strategy | 2<br>Content/Group Focus | 3<br>Effective<br>Yes-No          | 4<br>Documentation of<br>Effectiveness   | 5<br>Measurable Outcomes<br>(outcomes must be<br>quantifiable)  |
|---------------|--------------------------|-----------------------------------|--|---|
| PD360         | ELA                      | Grade 1 Yes<br><br>Grade 2-<br>No | Decrease in students reading on grade level due to change in proficiency standard. | <p>81% (115 students) Total population of grade 1 students, were reading on Grade level based on the Words Correct Per Minute end of year assessment in June 2013.</p> <p>43.75% (49) Total population of grade 1 students, were reading on Grade level based on the Words Correct Per Minute end of year assessment in June 2014.</p> <p>69/110 (62.7%) of the Total population of grade 2 students were reading on Grade level based on the Words Correct Per Minute end of year assessment.</p> <p>This a decrease from June 2013 when 65.4% of students were reading on Grade level based on the Words Correct Per Minute end of year assessment.</p> |

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**SCHOOLWIDE COMPONENT: EVALUATION**

| 1<br>Strategy                                      | 2<br>Content/Group Focus | 3<br>Effective<br>Yes-No          | 4<br>Documentation of<br>Effectiveness   | 5<br>Measurable Outcomes<br>(outcomes must be<br>quantifiable)  |
|--|--------------------------|-----------------------------------|--|---|
| Professional learning<br>Community Meetings (PLCs) | Mathematics              | Grade 1 Yes<br><br>Grade 2<br>Yes | Increase in students<br>performing on grade level<br>due to continued<br>professional growth from<br>feedback provided through<br>peer coaching. | 90/112 or 80.3% First<br>grades performed on or<br>above grade level on Part A<br>of the Everyday Math Unit<br>Assessments. 101/112 or<br>90% of 1 <sup>st</sup> grades were on<br>or above grade level on the<br>Everyday math Mid Year<br>Assessment while 69/112 or<br>61% were proficient on the<br>End of the Year Assessment.<br>100% of students<br>demonstrated growth from<br>pre assessment data to the<br>Unit Assessment Data in<br>Math Unit Assessments |

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**SCHOOLWIDE COMPONENT: EVALUATION**

| 1<br>Strategy                   | 2<br>Content/Group Focus | 3<br>Effective<br>Yes-No           | 4<br>Documentation of<br>Effectiveness  | 5<br>Measurable Outcomes<br>(outcomes must be<br>quantifiable)  |
|---------------------------------|--------------------------|------------------------------------|---|---|
| Peer Coaching &<br>Demo Lessons | Mathematics              | Grade 1 Yes<br><br>Grade 2-<br>Yes | Increase in students performing on grade level due to continued professional growth from feedback provided through peer coaching. | 90/112 or 80.3% First grades performed on or above grade level on Part A of the Everyday Math Unit Assessments. 101/112 or 90% of 1 <sup>st</sup> grades were on or above grade level on the Everyday math Mid Year Assessment while 69/112 or 61% were proficient on the End of the Year Assessment. 100% of students demonstrated growth from pre assessment data to the Unit Assessment Data in Math Unit Assessments<br><br>Grade 2 Unit Assessments 2012 76.8% of students performing on Grade Level. Grade 2 Unit Assessments 2013 61.4% of students performing on Grade Level. |

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**SCHOOLWIDE COMPONENT: EVALUATION**

| 1<br>Strategy | 2<br>Content/Group Focus | 3<br>Effective<br>Yes-No           | 4<br>Documentation of<br>Effectiveness  | 5<br>Measurable Outcomes<br>(outcomes must be<br>quantifiable)  |
|---------------|--------------------------|------------------------------------|---|---|
| PD360         | Mathematics              | Grade 1 Yes<br><br>Grade 2-<br>Yes | Increase in students performing on grade level due to continued professional growth from feedback provided through peer coaching. | 90/112 or 80.3% First grades performed on or above grade level on Part A of the Everyday Math Unit Assessments. 101/112 or 90% of 1 <sup>st</sup> grades were on or above grade level on the Everyday math Mid Year Assessment while 69/112 or 61% were proficient on the End of the Year Assessment. 100% of students demonstrated growth from pre assessment data to the Unit Assessment Data in Math Unit Assessments<br><br>Grade 2 Unit Assessments 2012 76.8% of students performing on Grade Level. Grade 2 Unit Assessments 2013 61.4% of students performing on Grade Level. |

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## SCHOOLWIDE COMPONENT: EVALUATION

Below are the Interventions and Strategies for Aurday W. Clark:  
Aurday W. Clark Professional Development Implemented in 2013-2014

| <u>Strategy</u>                            | <u>2</u><br><u>Content/Group Focus</u>   | <u>3</u><br><u>Effective</u><br><u>Yes-No</u> | <u>4</u><br><u>Documentation of</u><br><u>Effectiveness</u>   | <u>5</u><br><u>Measurable Outcomes</u><br><u>(outcomes must be</u><br><u>quantifiable)</u>   |
|--|--|---|---|--|
| <u>Weekly Component &amp; PLC Meetings</u> | <ul style="list-style-type: none"> <li>-ELA Teachers</li> <li>-Mathematics Teachers</li> <li>-ESL Teachers</li> <li>-Special Ed. Teachers</li> </ul> | <u>Yes</u>                                    | <ul style="list-style-type: none"> <li>• <u>Math Benchmark</u></li> <li>• <u>ELA Benchmark</u></li> <li>• <u>Math Unit Assessment Data</u></li> <li>• <u>Sign in Sheets</u></li> <li>• <u>Student Portfolios</u></li> </ul> | <ul style="list-style-type: none"> <li>• <u>100% of mathematics and reading teachers in the school attained 20 hours or more professional development hours.</u></li> <li>• <u>100% of teachers attended weekly PLC meetings to analyze and share best practices in mathematics and language arts to enhance classroom effectiveness. Same percentage as last year.</u></li> <li>• <u>34 % of total students are now reading on grade level according to the Quarterly Lexile data.</u></li> <li>• <u>Link It Reading Benchmark Results by Grade-Level</u></li> <li><u>3<sup>rd</sup> Grade: 43.7% proficient</u></li> <li><u>4<sup>th</sup> Grade: 42.1% proficient</u></li> <li><u>5<sup>th</sup> Grade: 49.9% proficient</u></li> </ul> |

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**SCHOOLWIDE COMPONENT: EVALUATION**

|                      |   |            |  |   |
|----------------------|---|------------|--|---|
|                      |   |            |  | <p><u>Link It Math Benchmarks Results by Grade-Level</u></p> <p><u>-42% of 3<sup>rd</sup> grade students were proficient on the May benchmark; an increase of 32% from fall benchmark).</u></p> <p><u>-34% of 4<sup>th</sup> grade students were proficient on the May benchmark; an increase of 27% from fall benchmark).</u></p> <p><u>-61% of 5<sup>th</sup> grade students were proficient on the May benchmark; an increase of 35% from fall benchmark).</u></p> |
| <u>Demo Lessons</u>  | <p><u>-ELA Teachers</u></p> <p><u>-Mathematics Teachers</u></p> <p><u>-ESL Teachers</u></p>                                     | <u>Yes</u> | <ul style="list-style-type: none"> <li>• <u>Sign in Sheets</u></li> <li>• <u>Written Reflection</u></li> <li>• <u>Changes made to lesson plans</u></li> <li>• <u>Coaches Feedback</u></li> </ul> | <ul style="list-style-type: none"> <li>• <u>During the 2013-2014 school year, 100% of math teachers participated in 1 or more demonstration lessons.</u></li> <li>• <u>During the 2013-2014 school year, 55% (6/11) of reading/ESL teachers participated in 1 or more demonstration lessons.</u></li> </ul>   |
| <u>Peer Coaching</u> | <p><u>-ELA Teachers</u></p> <p><u>-Mathematics Teachers</u></p> <p><u>-ESL Teachers</u></p> <p><u>-Special Ed. Teachers</u></p> | <u>Yes</u> | <ul style="list-style-type: none"> <li>• <u>Feedback Forms</u></li> <li>• <u>Written Reflection</u></li> </ul>   | <ul style="list-style-type: none"> <li>• <u>During the 2013-2014 school year, 100% of non-tenure classroom teachers participated in a minimum of 2 peer coaching sessions.</u></li> <li>• <u>100% of all Reading and Mathematics teachers receive weekly feedback</u></li> </ul>  |

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**SCHOOLWIDE COMPONENT: EVALUATION**

|                                      |   |            |   |   |
|--------------------------------------|---|------------|---|---|
|                                      |   |            |   | <u>through verbal and written feedback.</u>   |
| <u>Sheltered English Instruction</u> | <u>ELLs</u>   | <u>Yes</u> | <ul style="list-style-type: none"> <li><u>Sign in Sheets</u></li> <li><u>Changes made to lesson plans</u></li> <li><u>Coaches Feedback</u></li> </ul> | <ul style="list-style-type: none"> <li><u>30 % (6/20) teachers attended a 4-day (22hours) workshop on Sheltered English Instruction over the summer.</u></li> <li><u>100% of teachers attended a one-day (6 hours) workshop on Sheltered English Instruction during our Fall PD day.</u></li> </ul> |
| <u>Dyslexia Symptoms and Signs</u>   | <ul style="list-style-type: none"> <li><u>- Students with Disabilities</u></li> <li><u>-ELA Teachers</u></li> <li><u>-Mathematics Teachers</u></li> <li><u>-ESL Teachers</u></li> </ul> | <u>Yes</u> | <ul style="list-style-type: none"> <li><u>Sign in Sheets</u></li> <li><u>Reflection Questions &amp; Answers</u></li> </ul>                            | <u>100 % of teachers completed a 2-hour on Dyslexia Symptoms and Signs</u>  |

**SCHOOLWIDE COMPONENT: EVALUATION**

|   |   |                   |  |   |
|---|---|-------------------|--|---|
| <p><u>8 Week Data Chats with Principal and ELA/Math Curriculum Facilitators</u></p> | <p><u>-ELL</u><br/><u>-Math</u><br/><u>-Special Ed.</u><br/><u>-ESL &amp; Bilingual</u></p> | <p><u>Yes</u></p> | <ul style="list-style-type: none"> <li>• <u>Sign in Sheets</u></li> <li>• <u>Reflection Questions &amp; Answers</u></li> </ul> | <p><u>-100% of teachers met with principal and curriculum coach to have professional discussion about ELA/Math data every 8 weeks.</u><br/><u>-Meetings will be used to make informed instructional or differentiated discussions about the "at risk" populations of students.</u><br/><u>-Teachers then reflected on data/classroom practices by answering questions</u></p> |
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Interventions and Strategies for Audrey W. Clark School:  
Audrey W. Clark School Professional Development Implemented in 2013-2014

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**SCHOOLWIDE COMPONENT: EVALUATION**

| 1<br>Strategy | 2<br>Content/Group Focus | 3<br>Effective<br>Yes-No | 4<br>Documentation of<br>Effectiveness | 5<br>Measurable Outcomes<br>(outcomes must be<br>quantifiable) |
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**SCHOOLWIDE COMPONENT: EVALUATION**

|  |  |            |  |   |
|--|--|------------|--|---|
| <p>Weekly Component &amp; PLC Meetings</p> | <p>-ELA Teachers<br/>-Mathematics Teachers<br/>-ESL Teachers<br/>-Special-Ed. Teachers</p> | <p>Yes</p> | <ul style="list-style-type: none"> <li>• Math Benchmark</li> <li>• ELA Benchmark</li> <li>• Math Unit Assessment Data</li> <li>• Sign in Sheets</li> <li>• Student Portfolios</li> </ul> | <ul style="list-style-type: none"> <li>• 100% of mathematics and reading teachers in the school attained 20 hours or more professional development hours.</li> <li>• 100% of teachers attended weekly PLC meetings to analyze and share best practices in mathematics and language arts to enhance classroom effectiveness. Same percentage as last year.</li> <li>• 34% of total students are now reading on grade level according to the Quarterly Lexile data.</li> <li>• Link It Reading Benchmark Results by Grade Level<br/>3<sup>rd</sup> Grade: 43.7% proficient<br/>4<sup>th</sup> Grade: 42.1% proficient<br/>5<sup>th</sup> Grade: 49.9% proficient</li> <li>• Link It Math Benchmarks Results by Grade Level<br/>-42% of 3<sup>rd</sup> grade students were proficient on the May benchmark; an increase of 32% from fall benchmark).<br/>-34% of 4<sup>th</sup> grade students were proficient on the May</li> </ul> |
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**SCHOOLWIDE COMPONENT: EVALUATION**

benchmark; an increase of 27% from fall benchmark);  
61% of 5<sup>th</sup>-grade students were proficient on the May benchmark; an increase of 25% from fall benchmark);

**SCHOOLWIDE COMPONENT: EVALUATION**

| 1<br>Strategy | 2<br>Content/Group Focus   | 3<br>Effective<br>Yes-No | 4<br>Documentation of<br>Effectiveness   | 5<br>Measurable Outcomes<br>(outcomes must be<br>quantifiable)  |
|---------------|--|--------------------------|--|---|
| Demo Lessons  | <ul style="list-style-type: none"> <li>-ELA Teachers</li> <li>-Mathematics Teachers</li> <li>-ESL Teachers</li> </ul>                                | Yes                      | <ul style="list-style-type: none"> <li>• Sign in Sheets</li> <li>• Written Reflection</li> <li>• Changes made to lesson plans</li> <li>• Coaches Feedback</li> </ul> | <ul style="list-style-type: none"> <li>• During the 2013-2014 school year, 100% of math teachers participated in 1 or more demonstration lessons.</li> <li>• During the 2013-2014 school year, 55% (6/11) of reading/ESL teachers participated in 1 or more demonstration lessons.</li> </ul>           |
| Peer Coaching | <ul style="list-style-type: none"> <li>-ELA Teachers</li> <li>-Mathematics Teachers</li> <li>-ESL Teachers</li> <li>-Special Ed. Teachers</li> </ul> | Yes                      | <ul style="list-style-type: none"> <li>• Feedback Forms</li> <li>• Written Reflection</li> </ul>   | <ul style="list-style-type: none"> <li>• During the 2013-2014 school year, 100% of non-tenure classroom teachers participated in a minimum of 2 peer coaching sessions.</li> <li>• 100% of all Reading and Mathematics teachers receive weekly feedback through verbal and written feedback.</li> </ul> |

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**SCHOOLWIDE COMPONENT: EVALUATION**

| 1<br>Strategy   | 2<br>Content/Group Focus   | 3<br>Effective<br>Yes-No | 4<br>Documentation of<br>Effectiveness   | 5<br>Measurable Outcomes<br>(outcomes must be<br>quantifiable)  |
|---|--|--------------------------|--|---|
| Sheltered English Instruction   | ELLs   | Yes                      | <ul style="list-style-type: none"> <li>• Sign in Sheets</li> <li>• Changes made to lesson plans</li> <li>• Coaches Feedback</li> </ul> | <ul style="list-style-type: none"> <li>• 30% (6/20) teachers attended a 4 day (22hours) workshop on Sheltered English Instruction over the summer.</li> <li>• 100% of teachers attended a one day (6 hours) workshop on Sheltered English Instruction during our Fall PD day.</li> </ul>  |
| Dyslexia Symptoms and Signs   | <ul style="list-style-type: none"> <li>-Students with Disabilities</li> <li>-ELA Teachers</li> <li>-Mathematics Teachers</li> <li>-ESL Teachers</li> </ul> | Yes                      | <ul style="list-style-type: none"> <li>• Sign in Sheets</li> <li>• Reflection Questions &amp; Answers</li> </ul>                       | 100% of teachers completed a 2-hour on Dyslexia Symptoms and Signs  |
| 8-Week Data Chats with Principal and ELA/Math Curriculum Facilitators | <ul style="list-style-type: none"> <li>-ELL</li> <li>-Math</li> <li>-Special Ed.</li> <li>-ESL &amp; Bilingual</li> </ul>                                  | Yes                      | <ul style="list-style-type: none"> <li>• Sign in Sheets</li> <li>• Reflection Questions &amp; Answers</li> </ul>                       | <ul style="list-style-type: none"> <li>-100% of teachers met with principal and curriculum coach to have professional discussion about ELA/Math data every 8 weeks.</li> <li>-Meetings will be used to make informed instructional or differentiated discussions about the ELA/Math data every 8 weeks.</li> <li>-Teachers then reflected on data/classroom practices by answering questions</li> </ul> |

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**SCHOOLWIDE COMPONENT: EVALUATION**

| 1<br>Strategy                    | 2<br>Content/Group<br>Focus | 3<br>Effective<br>Yes-No | 4<br>Documentation of<br>Effectiveness  | 5<br>Measurable Outcomes<br>(outcomes must be quantifiable) |
|----------------------------------|-----------------------------|--------------------------|---|---|
| Toy Drive/Operation Sleigh Bells | Family Support              | Yes                      | <ul style="list-style-type: none"> <li>Delivery of holiday necessities and items</li> </ul> | Approximately 30 families received holiday food and gifts   |

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## SCHOOLWIDE COMPONENT: EVALUATION

### Morris Avenue *Family and Community Engagement* Implemented in 2013-2014

| 1<br>Strategy   | 2<br>Content/Group Focus | 3<br>Effective<br>Yes-No | 4<br>Documentation of<br>Effectiveness  | 5<br>Measurable Outcomes<br>(outcomes must be<br>quantifiable)  |
|---|--------------------------|--------------------------|---|---|
| Attendance Awareness  | ELA/Mathematics/ELL      | YES                      | Each marking period 100% of parents will be given informational attendance handouts at arrival or dismissal. Students who take the bus will be given notices to take home to their parents/guardians. | 100% of the families received fliers quarterly sent home, at arrival or dismissal time.   |
| Parent Teacher conferences  | ELA/Mathematics/ELL      | YES                      | 100% of all families will attend either fall and spring parent teacher conferences or be given a home visit or phone conference regarding their child's progress.                                     | 100% of all families either attended the Fall and Spring conferences, had a phone conference or a home visit.   |
| Curriculum day visits(one per quarter) followed up by a question and answer session (w/translation available) | ELA/ELL                  | NO                       | 10% increase of family involvement in all curriculum visitation days  | 13% of the parents of students in grade kindergarten through 2 <sup>nd</sup> attended the quarterly day visit. This is a 2% increase from the year prior. |

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**SCHOOLWIDE COMPONENT: EVALUATION**

| 1 Strategy                                 | 2 Content/Group Focus | 3 Effective Yes-No | 4 Documentation of Effectiveness                                     | 5 Measurable Outcomes (outcomes must be quantifiable)   |
|--|-----------------------|--------------------|--|---|
| Curriculum Night/take home (w/translation) | ELA/ELLs              | No                 | 10% increase of family involvement in all curriculum visitation days | 11% of the parents of students in grade kindergarten through 2 <sup>nd</sup> attended the night visit. This is a 3% decrease from the year prior. |

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**Audrey W. Clark School *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)   |
|-----------------------------------|-----------------------|--------------------|--|---|
| Fall Parent/Teacher Conferences   | ELA & Mathematics     | Yes                | -Parent Sign In Sheets<br>-Conferences offered in parents is a 3% decrease<br>-Offered Report Cards Spanish  | <ul style="list-style-type: none"> <li>• 81 % of parents attended the event.</li> <li>• This was a 2% decrease from the 12/13 school year.</li> </ul> |
| Spring Parent/Teacher Conferences | ELA & Mathematics     | Yes                | -Parent Sign In Sheets<br>-Conferences offered in parents 12/13 school year<br>-Offered Report Cards Spanish | <ul style="list-style-type: none"> <li>• 86 % of parents attended the event.</li> <li>• This was a 2% decrease from the 12/13 school year.</li> </ul> |

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**SCHOOLWIDE COMPONENT: EVALUATION**

| 1<br>Strategy                                    | 2<br>Content/Group Focus | 3<br>Effective<br>Yes-No | 4<br>Documentation of<br>Effectiveness | 5<br>Measurable Outcomes<br>(outcomes must be<br>quantifiable)                        |
|--|--------------------------|--------------------------|--|---|
| Living Healthy Family Night<br>October, 16, 2013 | All                      | No                       | -Parent Sign In Sheets                 | <ul style="list-style-type: none"> <li>8 % of parents attended the event.</li> </ul>  |
| Latino Heritage Night<br>November 5, 2013        | All                      | Yes                      | -Parent Sign In Sheets                 | <ul style="list-style-type: none"> <li>27 % of parents attended the event.</li> </ul> |
| Math Facts Battle<br>January 30, 2014            | Mathematics              | Yes                      | -Parent Sign In Sheets                 | <ul style="list-style-type: none"> <li>31 % of parents attended the event.</li> </ul> |
| Family Health Night<br>April 29, 2014            | All                      | No                       | -Parent Sign In Sheets                 | <ul style="list-style-type: none"> <li>19% of parents attended the event.</li> </ul>  |
| Science Family Night<br>May 19, 2014             | All                      | No                       | -Parent Sign In Sheets                 | <ul style="list-style-type: none"> <li>3 % of parents attended the event.</li> </ul>  |

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**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.

Chris Volpe

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

#### **West End School 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<br>(Results and outcomes must be quantifiable)  |
|------------------------------------|--|---|
| Academic Achievement – Reading     | <ul style="list-style-type: none"> <li>Scholastic Reading Inventory (SRI)</li> <li>WCPM</li> </ul>                       | <ul style="list-style-type: none"> <li>62.72% of the total students were at grade-level or higher (proficient) on the SRI for the final quarter of the 2013-14 school year which is a decrease from last year</li> <li>68.22% of total students met grade-level WCPM norms. This is the second year of testing WCPM decreasing from last year</li> </ul>                        |
| Academic Achievement - Mathematics | <ul style="list-style-type: none"> <li>Unit Grades</li> </ul>  | <ul style="list-style-type: none"> <li>2013-2014 Everyday Math Unit Grade Averages</li> <li>26.16% of the total students were proficient on their marking period unit grades decreasing from previous year</li> </ul>   |
| Family and Community Engagement    | <ul style="list-style-type: none"> <li>Attendance to events both during the school day and evening activities</li> </ul> | <ul style="list-style-type: none"> <li>12 planned family events occurred throughout the school year with increases in participation in all events except parent visitation day in mathematics.</li> </ul>   |
| Professional Development           | <ul style="list-style-type: none"> <li>Sign in Sheets for Component Meetings</li> </ul>                                  | <ul style="list-style-type: none"> <li>100% of teachers attend weekly PLC meetings, which are built into the teacher schedule to ensure opportunities for staff/facilitator coaching, support and mentoring in LAL and Math programs.</li> <li>100% of teachers participated in learning walk opportunities that resulted in collaborative feedback from colleagues.</li> </ul> |

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## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

| Areas   | Multiple Measures Analyzed  | Overall Measurable Results and Outcomes<br>(Results and outcomes must be quantifiable)  |
|---|---|---|
| Homeless  | <ul style="list-style-type: none"> <li>Not enough students to constitute a subgroup</li> </ul>  | N/A   |
| Economically Disadvantaged - Academic Achievement | <ul style="list-style-type: none"> <li>Scholastic Reading Inventory (SRI)</li> <li>WCPM Fluency Assessment</li> <li>Everyday Math Unit Assessments</li> </ul> | <ul style="list-style-type: none"> <li>Economically Disadvantaged (ED) 67.93% reading on grade level</li> <li>ED: 3<sup>rd</sup> Grade 31.4% proficient on Everyday Math Unit Test</li> <li>ED: 4<sup>th</sup> Grade 29% proficient on Everyday Math Unit Test</li> <li>ED: 5<sup>th</sup> Grade 29.5% proficient on Everyday Math Unit Test</li> </ul> |

### West End School 2014-2015 Needs Assessment Process Narrative

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

The West End School reviewed the school wide goals at the November meeting. The committee discussed their goals and shared their finding at PLC meetings, data chats and faculty meetings. Goals for our top three priority problems were in the areas of Language Arts Literacy, Professional Development and Parental involvement. During the December meeting allocation of funds were discussed. Review of assessment results was made available to the NCLB committee to analyze and look over at the January NCLB meetings. The committee was also mindful of the subgroups identified as needing improvement during data collection and analysis. The results from the surveys as well as standardized assessments and student's achievement on local assessments were analyzed and discussed on the March and April NCLB meetings. These results were used as discussion points to help improve instruction, student achievement and implementation of programs throughout the year as well as collection of information for the writing and implementation of next years plan during the May and June 2014 NCLB meetings.

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## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

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

Results from state assessments, benchmark assessments, electronic reports, and classroom grade sheets were compiled and analyzed by district administrators, building administrators, curriculum facilitators, teachers and NCLB committee members. Once disaggregated, the data was used to create action plans for professional development, Language Arts Literacy and parental support and involvement with curriculum. The committee was also mindful in using this data to identify areas of strength and weakness that may additionally need to be addressed.

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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)?<sup>1</sup>

Data collected from standardized assessments, which are administered under regulations of the state of New Jersey, are reported out through Measurement Inc., which also operated under the regulations of the state of New Jersey, therefore making the collection method valid and reliable. The staff and parent perception survey data came from an established writer, Victoria L. Bernhardt, Ph.D., a noted author of several data analysis books, and were given anonymously to ensure candid responses from all participants.

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

Data analysis revealed that Language Arts Literacy was the area that students needed the most improvement in overall and that professional development in this area was requested.

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

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<sup>1</sup> Definitions taken from "Understanding Research Methods" by Mildred Patten  
Patten, M. L. (2012). Understanding Research Methods. Glendale, California: Pyrczak Publishing

## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

- ~~5.~~ ——— The data analysis revealed that the professional development in the area of language arts literacy was somewhat effective and showed some gains in student scores in both reading and mathematics.
- ~~6.~~ How does the school identify educationally at-risk students in a timely manner?
- ~~6.~~ ——— At risk students are identified in a timely manner through teacher referral, which is supported directly by standardized assessment data, unit assessments, formal and informal classroom assessments, progress reports, marking period grades, observations conducted by the curriculum facilitators and student advisor, attendance data and discipline referrals.
- ~~7.~~ How does the school provide effective interventions to educationally at-risk students?
- ~~7.~~ ——— Within each classroom, as part of the Treasures Literacy Program, small group guided instruction allows for more focus and interventions for at-risk students. Additionally, at risk students are provided with tutoring, extended-day and extended-year learning opportunities, mentoring, and support from the I & RS team. Students are placed in the RTI and Study Island after-school tutorial program, which provides extra help in the areas of reading and math, and are tailored to the student's needs. All students receive research based instruction in the areas of reading, writing, math, science and social studies, and their parents are invited into the building throughout the year to see classroom instruction in action.
- ~~8.~~ How does the school address the needs of migrant students?
- ~~8.~~ ——— There were no migrant students at West End this year.
- ~~9.~~ How does the school address the needs of homeless students?
- ~~9.~~ ——— There were no homeless students at West End this year.
- ~~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?
- ~~10.~~ ——— Teachers were engaged in decision making during faculty and PLC meetings along with having district wide input through several mathematics meeting regarding year wide planning. The Assistant Superintendent also engaged the teachers, curriculum facilitators and school principal on ways to improve the implementation of the instructional programs. The school data was reviewed to determine the strengths and weaknesses in all areas of the school; from academic to systems. From these meetings and discussions, lists were generated to identify priority problems and potential strategies to address them.

## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

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

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

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

~~12.~~ All available data was collected, shared and analyzed by the NCLB Committee. From this process we identified the top four priority problems and explored their possible root causes.

**SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT**

**Morris Avenue 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<br>(Results and outcomes must be quantifiable)  |
|--------------------------------|---|---|
| Academic Achievement – Reading | 8 Week Reading Assessment Data including Assessment Summary reflecting the Words Correct Per Minute as well as the Scholastic Reading Inventory | <p>81% (115 students) Total population of grade 1 students, were reading on Grade level based on the Words Correct Per Minute end of year assessment in June 2013.</p> <p>43.75% (49) Total population of grade 1 students, were reading on Grade level based on the Words Correct Per Minute end of year assessment in June 2014.</p> <p>69/110 (62.7%) of the Total population of grade 2 students were reading on Grade level based on the Words Correct Per Minute end of year assessment.</p> <p>This a decrease from June 2013 when 65.4% of students were reading on Grade level based on the Words Correct Per Minute end of year assessment.</p> |

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**SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT**

| Areas                              | Multiple Measures Analyzed  | Overall Measurable Results and Outcomes<br>(Results and outcomes must be quantifiable)  |
|------------------------------------|---|---|
| Academic Achievement – Reading     | 8 Week Reading Assessment Data including Assessment Summary reflecting the Words Correct Per Minute as well as the Scholastic Reading Inventory | <p>81% (115 students) Total population of grade 1 students, were reading on Grade level based on the Words Correct Per Minute end of year assessment in June 2013.</p> <p>43.75% (49) Total population of grade 1 students, were reading on Grade level based on the Words Correct Per Minute end of year assessment in June 2014.</p> <p>69/110 (62.7%) of the Total population of grade 2 students were reading on Grade level based on the Words Correct Per Minute end of year assessment.</p> <p>This a decrease from June 2013 when 65.4% of students were reading on Grade level based on the Words Correct Per Minute end of year assessment.</p> |
| Academic Achievement - Mathematics | Unit Assessments in Mathematics   | <p>Unit Assessments are given at the completion of each unit in mathematics to evaluate proficiency based on content taught</p> <p>19.7% of all first graders scored below proficient in mathematics where as 26.3% scored below proficient in the previous school year.</p> <p>42% of all second grades scored below proficient in mathematics where as 38.4% scored below proficient in the previous school year.</p>   |

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**SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT**

| Areas                           | Multiple Measures Analyzed                             | Overall Measurable Results and Outcomes<br>(Results and outcomes must be quantifiable)  |
|---------------------------------|--|---|
| Family and Community Engagement | Parent curriculum nights<br>Spring and Winter concerts | <p>84% of the parents were in attendance for Kindergarten Orientation for the 2013-2014 school year, and 83% were in attendance for the 2012-2013 school year. This is a 1% increase from the year prior.</p> <p>11% parent visit to reading classes for the 2012-2013 school year, and 13% for the 2013-2014 school year. This is a 2% increase from the year prior.</p> <p>36% of the families were in attendance for the 2013-2014 Math Night, and 39% were present for the 2012-2013 school year. This is a 3% decrease from the year prior.</p> <p>55% attendance at Back to School Night for the 2013-2014 school year and 60% were in attendance for the 2012-2013 school year. There is 5% decrease from the year prior.</p> <p>100% attendance for both winter and spring parent-teacher conferences for the 2013-2014 school year (including home visits and conference calls)</p> <p>82% Winter Wonderland attendance, 81% in attendance for the 2012-2013 school year. This is a 1% increase from the prior year.</p> |

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## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

| Areas                    | Multiple Measures Analyzed          | Overall Measurable Results and Outcomes<br>(Results and outcomes must be quantifiable)  |
|--------------------------|-------------------------------------|---|
| Professional Development | Perception Survey<br>Sign in Sheets | 100% of staff completed the perception survey in February 2013, and again in February of 2014.<br><br>98% of the teachers completed at least 20 hours for the 2013-2014 school year, this was a 4% increase from the 2012-2013 school year. |

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### ***Morris Avenue School 2014-2015 Needs Assessment Process***

#### ***Narrative***

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

Our school conducted a comprehensive needs assessment using teacher perception surveys, standardized assessments, and local assessments. The NCLB Committee analyzed data gathered. Results from the surveys along with all standardized assessments and students' achievement on local assessments were analyzed and discussed at component and faculty meetings. This report focuses on goals in the area of Language Arts Literacy and Mathematics. The report also addresses the needs of specialized populations as identified in the information gathered.

In October the NCLB committee reviewed the school's Mission and Vision and presented the statements at the faculty meeting for input and feedback. Data necessary to complete the tables were discussed and members of the teams were assigned specific data to gather and present to the team throughout the year. Programs and initiatives related to goals were discussed to assure that we are following through with our 2013-2014 plan. December's monthly meeting focused on professional development plans with the school Professional Development Committee. Data from tables of our 2013-2014 Unified Plan was presented by members and discussed to reflect. During January, data from the Benchmark Assessment was reviewed and perception surveys were distributed to all teachers. Extended Learning Programs were implemented and data was discussed. In February, Extended Day programs were discussed and planned based on data results. Results of the perception survey were discussed. Data was updated and presented. The month of March focused on data gathering; review data needed to complete Unified plan for the upcoming school year. In April the team completed evaluation of the 2013 plan and began writing and data analysis of the 2014 plan. In May and June, writing continued and priority problems are identified based on data. The month of July will conclude writing the plan with a peer review of plan.

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## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

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

Data collected for language arts literacy were the 8 week reading assessments including both words correct per minute assessments and the Scholastic Reading Inventory. Data collected for mathematics were the math unit assessments and the mathematics benchmarks as well as achievement in math fact fluency. Data collected for both language arts and mathematics were attendance data, professional development feedback surveys, perception survey data, as well as teacher observations and evaluations and curriculum facilitator feedback from learning walks and coaching sessions.

### 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)?<sup>2</sup>

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 norm 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?

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. Hispanic and Limited English Proficient 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 needs of all students, with an increased focus on our Limited English Proficient and Hispanic population.

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

Data analysis suggests that professional development in the previous year(s) was short term and did not focus on the needs of students. Therefore many professional development programs in the district are now long term. Active learning programs embedded throughout the school year to help better the needs of students as well as teachers.

Professional development offered supports student achievement, specifically; job embedded professional development opportunities such as professional learning communities, data analysis, lesson study and peer coaching.

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<sup>2</sup> Definitions taken from "Understanding Research Methods" by Mildred Patten  
Patten, M. L. (2012). Understanding Research Methods. Glendale, California: Pyrczak Publishing

## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

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

Standardized assessment data, fall and winter benchmark assessments, 8 week reading assessments (WCPM and SRI), Weekly and unit tests from the Treasures Reading Program in ELA, math unit assessments, facts mastery data, Standards based report cards per quarter, student portfolios in ELA and Math, observations by teachers, curriculum facilitators, and, weekly attendance data, and discipline referrals. These data help teachers, curriculum facilitators, student facilitators, and administrators to assess students and identify them for support.

Multiple opportunities are available for academically at risk students such as daily small group reading tutorial pull out and push in services, extended day/year programs such as Study Island After School tutorial for math and language art literacy, and the district academic summer camp program. Students with attendance concerns are placed in a morning Sunshine Club. 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.

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

instructional program?

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

Professional Learning Community is in place for preschool and Kindergarten Teachers. Kindergarten teachers are able to visit preschool classrooms. Preschool students and their teacher visit kindergarten classrooms in the spring of their four-year-old year. The district kindergarten facilitator held parent workshops on transition as well as communicated needs for smooth social and academic transition to both preschool facilitators as well as kindergarten academic facilitators to share with staff.

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**

| Areas                        | Multiple Measures Analyzed  | Overall Measurable Results and Outcomes<br>(Results and outcomes must be quantifiable)  |
|------------------------------|---|---|
| Academic Achievement must be | <ul style="list-style-type: none"> <li>• Scholastic Reading Inventory (SRI)</li> <li>• WCPM Fluency Assessment</li> </ul> | <ul style="list-style-type: none"> <li>• In June 2014, 34% of total students were reading on grade level,- a 14% decrease from June 2013. One of the reasons the percentages decreased was due to the new, more rigorous grade-level norms/expectations that were established during the 2013-2014 school year in order to prepare students for success in college, career, and life.</li> <li>• 48% of students demonstrated designated Lexile growth</li> <li>• During the 2013-2014 school year. -In June 2014, 36 % of total students met grade-level WCPM norms , a 24% decrease from June 2013. One of the reasons the percentages decreased was due to the new, more rigorous grade-level norms/CCSS Standards that were established in order to prepare students for success in college, career, and life.</li> </ul> |

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## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

| Areas                              | Multiple Measures Analyzed  | Overall Measurable Results and Outcomes<br>(Results and outcomes must be quantifiable)  |
|------------------------------------|---|---|
| Academic Achievement - Mathematics | <ul style="list-style-type: none"> <li>Unit Grade Sheets</li> <li>Benchmarks</li> </ul> | <ul style="list-style-type: none"> <li>In 3<sup>rd</sup> grade, the average unit score was 78% in Math Units 1 through 9. However, the average score only reached proficiency levels for the whole school in 1 out of the 9 units, scoring 75% or higher. The lowest unit average were Measurement (14%), Geometry (35%) and Fraction (44%) Units.</li> <li>45% of 3<sup>rd</sup> grade students were proficient on the average unit grade, scoring 85% or better.</li> <li>In 4<sup>th</sup> grade, the average unit score was 78% in Math Units 1 through 10. The lowest unit average were Multiplication and Number Sense (36%), Measurement (37%), Fractions (37%), and Perimeter and Area (23%) Units.</li> <li>37% of 4<sup>th</sup> grade students were proficient on the average unit grade, scoring 85% or better.</li> <li>In 5<sup>th</sup> grade, the average unit score was 73% in Math Units 1 through 10. The lowest unit average were estimation and computation (27%) and Exponents and Negative Numbers (10%).</li> <li>28% of 5<sup>th</sup> grade students were proficient on the average unit grade, scoring 85% or better.</li> </ul> <p><a href="#">Link It Benchmarks</a></p> |

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**SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT**

| Areas | Multiple Measures Analyzed | Overall Measurable Results and Outcomes<br>(Results and outcomes must be quantifiable)  |
|-------|----------------------------|---|
|       |                            | <ul style="list-style-type: none"> <li>• 42% of 3<sup>rd</sup> grade students were proficient on the May benchmark; an increase of 32% from fall benchmark).</li> <li>• 34% of 4<sup>th</sup>-grade students were proficient on the May benchmark; an increase of 27% from fall benchmark).</li> <li>• 61% of 5<sup>th</sup>-grade students were proficient on the May benchmark; an increase of 35% from fall benchmark).</li> </ul> |

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## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

| Areas                           | Multiple Measures Analyzed  | Overall Measurable Results and Outcomes<br>(Results and outcomes must be quantifiable)   |
|---------------------------------|---|--|
| Family and Community Engagement | <ul style="list-style-type: none"> <li>Evening Parent-Teacher Conferences- Fall &amp; Spring</li> <li>Math Night</li> <li>Science Night</li> <li>Health Nights</li> </ul> | <ul style="list-style-type: none"> <li>81 % of parents attended the event. This was a 2% decrease from the 12/13 school year.</li> <li>86 % of parents attended the event. This was a 2% decrease from the 12/13 school year.</li> <li>31 % of parents attended the math night event; a 15% increase from the previous year.</li> <li>27 % of parents attended the Latino Heritage Night</li> <li>3 % of parents attended the Science Family Night</li> <li>8 % of parents attended the Living Healthy Family Night</li> <li>19% of parents attended the event. Family Health Night</li> </ul> |
| Professional Development        | <ul style="list-style-type: none"> <li>Sign in Sheets for Component Meetings</li> </ul>   | <ul style="list-style-type: none"> <li>100% of teachers attended weekly PLC meetings, which are built into the teacher schedule to ensure opportunities for staff/facilitator coaching, support and mentoring in LAL and Math programs.</li> </ul>   |
| ELL- Academic Achievement       | <ul style="list-style-type: none"> <li>Scholastic Reading Inventory (SRI)</li> <li>WCPM Fluency Assessment</li> <li>Lexia After School Program</li> </ul>                 | <ul style="list-style-type: none"> <li>10% of the total students were at grade-level or higher (proficient) on the SRI for the final quarter of the 2013-2014 school year.</li> <li>In June 2014, 15% of total students met grade-level WCPM norms.</li> </ul>   |

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## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

| Areas   | Multiple Measures Analyzed  | Overall Measurable Results and Outcomes<br>(Results and outcomes must be quantifiable)   |
|---|---|--|
| Economically Disadvantaged - Academic Achievement | <ul style="list-style-type: none"> <li>• Scholastic Reading Inventory (SRI)</li> <li>• WCPM Fluency Assessment</li> </ul>                     | <ul style="list-style-type: none"> <li>• 34% of the total students were at grade-level or higher (proficient) on the SRI for the final quarter of the 2013-2014 school year.</li> <li>• In June 2013, 36% of total students met grade-level WCPM norms.</li> <li>• One of the reasons the percentages are low are due to the new, more rigorous grade-level norms/CCSS Standards that were established in order to prepare students for success in college, career, and life.</li> </ul>   |
| Special Education                                 | <ul style="list-style-type: none"> <li>• Scholastic Reading Inventory (SRI)</li> <li>• WCPM Fluency Assessment</li> <li>• Triumphs</li> </ul> | <ul style="list-style-type: none"> <li>• 24% of the total students were at grade-level or higher (proficient) on the SRI for the final quarter of the 2013-2014 school year.</li> <li>• In June 20134, 20% of total students met grade-level WCPM norms; 5% increase from the last school year.</li> <li>• One of the reasons the percentages are low are due to the new, more rigorous grade-level norms/CCSS Standards that were established in order to prepare students for success in college, career, and life.</li> </ul> |

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## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

### Audrey W. Clark 2014-2015 Needs Assessment Process

#### *Narrative*

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

In October, the committee held its first meeting to review plan as well as discuss curricula, professional development opportunities, parent involvement ideas and opportunities, and extended day ideas and programs. In addition, we also reviewed the school's Mission and Vision and presented the statements at the faculty meeting for input and feedback. During the school year, perception surveys were distributed to all students and teachers. Results were then discussed. The committee also implemented Extended Learning Programs and analyzed its data. Data from the Fall Benchmark Assessment was reviewed. In the spring, the committee started to gather and review data needed to complete Unified plan for the upcoming school year. The team then started to write the plan and peer review the plan.

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

Qualitative data collected for language arts literacy were the 8 week reading assessments (SRI & WCPM), weekly assessments, 5 week unit assessments, and the language arts benchmark assessment. Qualitative data collected for mathematics were the math unit assessments and the mathematics benchmarks. Quantitative data collected for both language arts and mathematics were attendance data, professional development feedback surveys, perception survey data, as well as teacher observations and evaluations and curriculum facilitator feedback from learning walks and coaching sessions.

3. How does the school ensure that the data used in the needs assessment is valid and reliable?

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 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?

In ELA, data gathered from Grade Summary Forms as well as benchmark assessment showed a high percentage of students reading below grade level and scoring below proficiency. Limited English Proficient (LEP), Economically Disadvantage(ED), and Special Education (SE) students are among the subgroups with the lowest number of students performing on grade level. Treasures, implemented during the 2012-2013 school year may benefit from these subgroups. Additional professional development assisting teachers with implementing literacy best practices and differentiation strategies for their instruction to reach the needs of all students will also benefit our Limited English Proficient (LEP), Economically Disadvantage(ED), and Special Education (SE) populations.

In mathematics, data gathered from unit assessments as well as benchmark assessments showed a large percentage of students scoring below proficiency. African American and Limited English Proficient students are among the lowest scoring subgroups in all grade levels in mathematics.

## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Teachers may need more effective strategies to use during math instruction to differentiate their instruction to meet the learning styles of these populations as well as learn more skills to motivate and encourage these students. Geometry and Measurement was a low scoring cluster area on the fall and winter benchmark assessments. Facts mastery is also a deficient skill among all students, especially in grade 3. Providing specific tools to differentiate instruction using manipulatives, interactive tools, and other methods of differentiation during geometry and measurement instruction.

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 during the 8 week ELA/Math data chats and demo lessons. However unit assessment and benchmark data show that implementation of learned strategies and conveyance of data analysis to the classroom is not proficient.

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

Standardized assessment data, fall and winter benchmark assessments, 8 week reading assessments, math unit assessments, facts mastery data, marking period grades, observations by teachers, curriculum facilitators, and, 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 assistance to its educationally at-risk students?

A myriad of opportunities are available for academically at risk students such as daily one on one reading tutorial services, extended day/year programs such as the Study Island, Kidbiz, Lexia, and RTI. 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.

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

N/A

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

N/A

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

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

## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

11. How does the school help its students transition from preschool to kindergarten, elementary to middle school and/or middle to high school? The school helps students transition through a Student Development committee. At these committee meetings, data is gathered, presented at meetings with preschool and the middle school during entry and exit of students through AWC. The school makes sure to evaluate student's growth on the common core state standards along with the designed curricula spiral in both ELA and mathematics. On-going articulation between the pre-kindergarten and kindergarten teachers support seamless transition between the two programs. Professional Development for teachers in these grade levels provides insight of program components and how they are implemented. The Treasures program seamlessly creates a bridge from the kindergarten curriculum preparing students to transition to the upper grades with consistent language, strategies and exposure to literature. Students transitioning from elementary to middle school attend assemblies and visit the middle school to better understand what to expect in the upcoming year. A summer reading assignment is also presented to students to complete which may assist in preparing them in completing a typical middle school assignment. These strategies may make the transition to the middle school less stressful.
12. How did the school select the priority problems and root causes for the 2014-2015 schoolwide plan?
42. — All available data was collected, shared and analyzed by the NCLB Committee. From this process we identified the top four priority problems and explored their possible root causes.



## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

|   |  |  |
|---|--|--|
| Name of scientifically research based intervention to address priority problems | <p>Treasures Reading</p> <p>Lexia</p> <p>RTI Tutoring</p>  | <p>Everyday Mathematics Differentiation System</p> <p>Study Island</p> <p>RTI Tutoring</p> <p>Link It</p>  |
| How does the intervention align with the Common Core State Standards?           | <p>Macmillan/McGraw-Hill's Treasures is aligned to the Common Core Standards. This leading program offers the correct balance of fiction/nonfiction literature, explicit instruction and ample practice to ensure that students learn and grow as lifelong readers and writers. A Common Core Standards alignment document and a Common Core e-handbook that offers additional exercises are available for each grade level. These materials will support teachers as they transition to the Common Core Standards.</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 disaggregate results by race, gender and special programs. Link it benchmarks are fully aligned to grade level common core state standards.</p> <p>RTI tutoring program is a customized academic intervention plan to address reading and math issues for struggling learners. Through 6 hour sessions afterschool students work on individual smart goal activities along with extra help on current classwork aligned to common core state standards.</p> <p>Lexia is a rigorously researched and independently evaluated ELA programs. In numerous studies published</p> | <p>Everyday Math 2012 Edition is fully aligned to the common core curriculum for standards in grades pre K-6. It is a comprehensive PreK-6<sup>th</sup> mathematics curriculum developed by the University of Chicago School Mathematics Project and published by McGraw Hill Education.</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 disaggregate results by race, gender and special programs. Link it benchmarks are fully aligned to grade level common core state standards.</p> <p>RTI tutoring program is a customized academic intervention plan to address reading and math issues for struggling learners. Through 6 hour sessions afterschool students work on individual smart goal activities along with extra help on current classwork aligned to common core state standards.</p> <p>Study Island computerized instruction is designed to help students master the content specified in Common Core Standards. Study Island provides content for math and ELA in grades K-12 aligned to PARCC items and Common Core Standards.</p> |

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**SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT**

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|  | in peer-reviewed journals, Lexia has been found to accelerate development of foundational literacy skills. |  |
|--|--|--|

## 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   | Writing Skills  |
| Describe the priority problem using at least two data sources | Based on our parent perception survey results, parents have expressed an interest in attending workshops to better equip them to assist and support their children academically. Academic based activities are less attended than other social activities.   | Based on writing samples during classwork, students need better writing skills both paper and pencil and also on computer open ended questions. |
| Describe the root causes of the problem                       | Work Schedule, New Teaching Methodology, Limited English proficiency<br>To address this problem we must vary the times workshops are offered at to reach our target, we must also recognize our growing population of LEP students- result is school needs to offer sessions in native languages of parents. | Students are not spending enough time practicing writing nor have adequate typing skills on computer.   |
| Subgroups or populations addressed                            | All students   | All students  |
| Related content area missed                                   | n/a  | n/a   |

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**SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT**

|  |   |  |
|--|---|--|
| <p>Name of scientifically research based intervention to address priority problems</p> | <p>Parent Newsletters, outreach and communication programs, such as, Curriculum Nights and parent surveys/ Tutorial Programs</p>  | <p>Treasures Literacy Program – Writing Component<br/> <i>Treasures</i> is a research based, comprehensive Reading Language Arts program for grades K-6 that gives educators the resources they need to help all students succeed. High quality literature coupled with explicit instruction and ample practice ensures that students grow as life-long readers and writers.</p> <p><a href="http://www.macmillanmh.com/reading/">http://www.macmillanmh.com/reading/</a></p>  |
| <p>How does the intervention align with the Common Core State Standards?</p>           | <p>Standard 9.1- 21st-Century Life and Careers</p> <ul style="list-style-type: none"> <li>• Creating an inviting and encouraging atmosphere to encourage parent/guardian and family participation with curriculum changes</li> <li>• Plan parent teacher conferences, open houses and other family forums to foster support for students to successfully complete homework</li> </ul> | <p>Macmillan/McGraw-Hill’s <i>Treasures</i> is aligned to the Common Core State Standards. This leading program offers the correct balance of fiction/nonfiction literature, explicit instruction and ample practice to ensure that students learn and grow as lifelong readers and writers. A Common Core State Standards alignment document and a Common Core e-handbook that offers additional exercises are available for each grade level. These materials will support teachers as they transition to the Common Core State Standards.</p> |

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**SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT**

**Morris Avenue School 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 and Language Arts   | Mathematics  |
| Describe the priority problem using at least two data sources | <p>According to Words correct per minute reading data analyzed every 8 weeks:</p> <ul style="list-style-type: none"> <li>53.2% of the student population across the grade spans 1st through 2<sup>nd</sup> grade are reading on or above grade level as of June 2014</li> <li>31% of all ELL students across grade 1st through 2<sup>nd</sup> grade are reading on or above grade level as of June 2014</li> </ul> <p>The data represents a need for improvement school wide in English and Language Arts</p> | <p>Students show proficiency in Mathematics with a score of 85% or better on benchmarking as well as math unit assessments.</p> <ul style="list-style-type: none"> <li>Data from math unit assessments showed that 80.3% of 1st grade students scored an average of 85% or better on unit assessments</li> <li>Data from math unit assessments showed that 58% of 2nd grade students scored an average of 85% or better on unit assessments</li> </ul> <p>The data represents a need for improvement school wide in Mathematics.</p> |

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## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

|   | #1  | #2  |
|---|---|---|
| Describe the root causes of the problem   | ELL and ELS student learners lack understanding of the main language (English) and lack Oral Language Development due to a limited amount of exposure. Though teachers have participated in professional learning in regard to ELL and ESL students, there is still a need for continued professional learning experience addressing the needs of ELL and ELS students. | <p>Root causes of the proficiency levels in mathematics can be attributed to the large number of ELL and ELS students and the lack of understanding of the English language and a limited amount of exposure.</p> <p>Students were not proficient in reading according to their grade level contributing to the deficiencies in mathematics</p> <p>There is a lack of purposeful planning and preparation to align with common core and best teaching practices. This can be attributed to the continued new adaptation to the Common Core for Mathematics.</p> <p>There is also a lack of parental involvement in the school.</p> <p>There is a need for continued professional learning experiences to address these needs.</p> |
| Subgroups or populations addressed  | Hispanic and ELL  | ELL, ESL, Economically Disadvantaged  |
| Related content area missed   | n/a   | n/a   |
| Name of scientifically research based intervention to address priority problems | Treasures, Macmillan McGraw-Hill  | Everyday Mathematics  |
| How does the intervention align with the Common Core State Standards?           | The program is aligned with the Common Core Standards with the intention that teachers are ultimately responsible for implementation of the CCSS as the standards do not dictate curriculum or teaching methods.  | The program is aligned with the Common Core Standards with the intention that teachers are ultimately responsible for implementation of the CCSS as the standards do not dictate curriculum or teaching methods.  |

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## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

|   | #3   |  |
|---|--|--|
| Name of priority problem                                      | Parent and Community Involvement   |  |
| Describe the priority problem using at least two data sources | <p>Insufficient percentage of parental involvement for before, during and after school programs, including programs that pertain to parents supporting the developing mathematics and language skills in children at home. Events with student performances are highly attended venues.</p> <p>Events such as curriculum visitation days are moderately attended by parents. Events which combine 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 attendance for families that oftentimes walk. In addition, planning rain dates for events which occur during in climate weather. More direct call or parent contact prior to events and functions may yield a higher turn out rate for events.</p> <ul style="list-style-type: none"> <li>▪ 36% of families attended Family Math Game Night. This is a significant increase of 14% but is still a low percentage of families.</li> <li>▪ 11% of families attended Treasures night and day visits, this marks a 3% decrease from the previous year.</li> </ul> |  |
| Describe the root causes of the problem                       | Language   |  |
| Subgroups or populations addressed                            | ELL and ESL  |  |
| Related content area missed                                   | ELA and Mathematics  |  |

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## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

### **Audrey W. Clark School 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                                      | Language Arts   | Mathematics  |
| Describe the priority problem using at least two data sources | <ul style="list-style-type: none"> <li>In June 2014, 34% of total students were reading on grade level. This is a 14% decrease from June 2013. All demographic groups were a priority problem.</li> <li>In June 2014, 36% of total students met grade-level WCPM norms. This is a 24% decrease from June 2013. All demographic groups were a priority problem.</li> </ul> | <ul style="list-style-type: none"> <li>45% of 3<sup>rd</sup> grade students were proficient on the average unit grade, scoring 85% or better.</li> <li>37% of 4<sup>th</sup> grade students were proficient on the average unit grade, scoring 85% or better.</li> <li>28% of 5<sup>th</sup>- grade students were proficient on the average unit grade, scoring 85% or better.</li> <li>42% of 3<sup>rd</sup> grade students were proficient on the May benchmark; an increase of 32% from fall benchmark).</li> <li>34% of 4<sup>th</sup> -grade students were proficient on the May benchmark; an increase of 27% from fall benchmark).</li> <li>61% of 5<sup>th</sup> -grade students were proficient on the May benchmark; an increase of 35% from fall benchmark).</li> </ul> |
|   | <ul style="list-style-type: none"> <li>Link It Benchmark Results by Grade-Level</li> <li>3<sup>rd</sup> Grade: 43.7% proficient</li> <li>4<sup>th</sup> Grade: 42.1% proficient</li> <li>5<sup>th</sup> Grade: 49.9% proficient</li> </ul>  |  |

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**SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT**

|   | #1   | #2  |
|---|--|---|
| Describe the root causes of the problem   | Teachers are teaching the program and not literacy strategies. Based on teacher observations and surveys, teachers need additional professional development on literacy best practices and differentiated of instruction to meet the needs of all learners, especially the ELL population. Reading strategies found within the Treasures program are not fully incorporated into <u>all</u> classroom instruction. In addition, due the large amount of differentiated materials/instruction found in the program, teachers need assistance in how to select the most valuable components of the program to introduce to students. Furthermore, many teachers need professional development in time management of the program and how to plan effective ELA instruction and activities. Teachers were not exposed to a large amount of professional development focused on addressing reading deficiencies or strategies that could promote better instruction across all subgroups. | Teachers need targeted PD to gain a stronger grasp of concepts and basic mathematical knowledge; stronger ability to differentiate instruction to <del>students</del> student's needs; improve school/parent communication. |
| Subgroups or populations addressed  | Limited English Proficient, Special Education, Economically Disadvantaged and Hispanic   | All students  |
| Related content area missed   | Language Arts  | Mathematics   |
| Name of scientifically research based intervention to address priority problems | Treasures Language Arts Program<br>Writer's Workshop (Lucy Calkins)<br>Study Island  | Everyday Mathematics<br>Study Island  |

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## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

|   | #1   | #2   |
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| How does the intervention align with the Common Core State Standards? | Treasures Language Arts program and Writer' Workshop are aligned with the Common Core State Standards:<br>Reading Standards for Literature K-5<br>Reading Standards for Informational Text K-5<br>Reading Standards: Foundational Skills K-5<br>College and Career Readiness Anchor Standards for Writing<br>Writing Standards K-5<br>Speaking and Listening Standards K-5<br>Language Standards K-5<br>Standard 10: Range, Quality, and Complexity of Student Reading K-5 | Everyday Math 2012 Edition is fully aligned to all math common core standards in grades K-5. |

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|   | #3  | #4   |
|---|---|--|
| Name of priority problem                                      | Parent Involvement  | ELL Population on ELA skills   |
| Describe the priority problem using at least two data sources | Audrey Clark School had a high percentage of parents attend- Parent Teacher conferences (81% & 86%) and the Graduation ceremonies for Preschool (95%) and 5 <sup>th</sup> grade (87%) students. However, all other curriculum/school events had a very low turnout (31 % for -math night, 27 % of parents for the Latino Heritage Night, 3 % for Science Family Night, 8 % for Living Healthy Family Night, and 19% for Family Health Night). | <ul style="list-style-type: none"> <li>10% of the total students were at grade-level or higher (proficient) on the SRI for the final quarter of the 2013-2014 school year.</li> <li>In June 2014, 16% of total students met grade-level WCPM norms. This assessment is in its first year of implementation.</li> </ul> |

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## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

|   | #3   | #4  |
|---|--|---|
| Describe the root causes of the problem.  | <p>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.</p> | <p>The LEP population entering our school often arrives with very low fundamental skills in reading and math in their native language. With the increasing number of LEP <del>population</del> population. We have identified students are entering the school system with little background knowledge and fundamental areas to be successful meeting grade level standards and expectations.</p> <p>As a result, teachers with LEP population do not have a solid understanding of second language acquisition and how to maximize their instruction to insure LEP student growth.</p> |
| Subgroups or populations addressed  | Limited English Proficient, Special Education, African- American, Economically Disadvantaged and Hispanic  | Limited English Proficient  |
| Related content area missed   | Language Arts & Mathematics  | Language Arts & Mathematics   |
| Name of scientifically research based intervention to address priority problems | Parent Newsletters, outreach and communication programs, such as Success Dinner, Curriculum Days/Nights and Reliable and valid parent surveys parent surveys.  | Tesoros de Lectura, Treasure Chest, Lexia, and Sheltered Instruction/SIOP Model Workshop for teachers.  |

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**SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT**

|  | #3   | #4   |
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| <p>How does the intervention align with the Common Core State Standards?</p> | <p>Through the New Jersey Standards for Teachers and School Leaders, staff will build relationships with parents, guardians, families, and agencies to support students growth. ns. <u>well-beingwell-being</u> (standard 9).</p> <p>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> | <p>Treasures Language Arts program (Tesoros de Lectura and Treasure Chest) are aligned with the Common Core State Standards:</p> <p>Reading Standards for Literature K-5</p> <p>Reading Standards for Informational Text K-5</p> <p>Reading Standards: Foundational Skills K-5</p> <p>College and Career Readiness Anchor Standards for Writing</p> <p>Writing Standards K-5</p> <p>Speaking and Listening Standards K-5</p> <p>Language Standards K-5</p> <p>Standard 10: Range, Quality, and Complexity of Student Reading K-5</p> |

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## 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 at West End School

*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)   |
|----------------------------|--------------------|----------------------|--|---|--|
| Treasures Reading Program* | ELA                | All Students         | Classroom teacher, Reading Facilitator and Principal | <p>79.51% of the students in grades K-5 will perform at or above grade level in reading based on the Quarterly SRI assessment results and the multiple measures reading grade summary form.</p> <p>81.74% of students in grades K-5 will perform at or above grade level based on WCPM norms.</p> | <p>Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: 12/07</p> <p>Students who read with understanding at an early age gain access to a broader range of texts, knowledge, and educational opportunities, making early reading comprehension instruction particularly critical. This guide recommends five specific steps that teachers, reading coaches, and principals can take to successfully improve reading comprehension for young readers</p> <p><a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/readingcomp_pg_092810.pdf">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/readingcomp_pg_092810.pdf</a></p> <p>Effective Comprehension Instruction: 2011</p> <p>Students need to be taught a set of procedures or strategies that they can use on their own when they read text, especially when they encounter difficulties.</p> <p><a href="http://treasures.macmillanmh.com/assets/extras/0000/2675/Dole2_Author_page_r.pdf">http://treasures.macmillanmh.com/assets/extras/0000/2675/Dole2_Author_page_r.pdf</a></p> |

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## 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)  |
|----------------------|--------------------|----------------------|--------------------------------|---|---|
| Everyday Mathematics | Mathematics        | All Students         | Math Facilitator and principal | 56.8% % of students will score proficient or better on part A on each of the unit grade sheets as measure by the unit grade sheets submitted after each formal assessment, student performance on benchmarks and continued proficiency on the NJ state assessments. | <p>IES Practice Guide: will score proficient or better on part A on each of the unit grade kingt</p> <p><a href="http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf">http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf</a></p> <p>"ttp://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdfg_092909.pdf" nit grad</p> |

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## 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)   |
|----------------------|--------------------|----------------------|---|--|--|
| *Lexia               | ELA/Phonics        | ELL Students         | -ESL and ELA teachers<br>-ELA facilitator | -40% of targeted students will meet Intermediate proficiency<br>-40% of targeted students will meet Elementary proficiency<br>-80% of students will increase 40 Lexile points from September to June | Meets WWC evidence standards<br>Macaruso, P., Hook, P. E., & McCabe, R. (2006). The efficacy of computer-based supplementary phonics programs for advancing reading skills in at-risk elementary students. <i>Journal of Research in Reading</i> , 29(2), 162<br><a href="http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_lexia_063009.pdf">http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_lexia_063009.pdf</a> |

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## 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)                      |
|----------------------|--------------------|--|-------------------------|--|---|
|                      |                    |  |                         | from September to June   |   |
| Platooning           | ELA/MATH           | All students except Students with Disabilities | 3-5 ELA & Math Teachers | 100% of regular education classes grades 3-5 will platooning ELA and Mathematics | Hood, L (2009). . . 9). r education classes grades 3-5 will platooning ELA and Mathematics from ://hepg.org |

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## 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)   |
|----------------------|--------------------|----------------------|-----------------------------------|---|--|
| Achieve3000          | ELA                | All students         | teachers, facilitators, principal | 100% of students will utilize the website weekly.<br>Students will achieve 75% (proficient score) by the second time they complete an activity. | National Elementary School Lexile Study<br>Elementary students believe exile Studycore) by the second time they compl<br><a href="http://www.achieve3000.com/research/gated/2">http://www.achieve3000.com/research/gated/2</a> |

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**SCHOOLWIDE COMPONENT: Reform Strategies**

**2014-2015 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement at West End School**

*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)  |
|--------------------------------|--------------------|--|--|--|---|
| Study Island RTI interventions | LAL & Math         | Targeted Students in need of improvement (below grade-level) | Identified by teachers, Supervisors, principal | 50% of students for ELA and 50% of students for Math will score proficient or advanced proficient based upon the Performance Level Breakdown at the completion the Study Island Afterschool program. | IES Practice Guide: ELA and 50% ofut-Of-School Time to Improve Academic Achievementnce<br><a href="http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf">http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf</a> |

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\*Use an asterisk to denote new programs.



**SCHOOLWIDE COMPONENT: Reform Strategies**

**2014-2015 Interventions to Address Student Achievement at Morris Avenue School**

| <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)   |
| Treasures Reading Program  | ELA                | Total Population Grade K | Classroom teachers, principal, ELA facilitator      | 48.3% of Kindergarten Reading students will be performing on or above grade level according to the quarterly reading assessment data by June 2014. This will represent 10% less failures than the year prior. | <i>Beginning to read.</i> Cambridge, MA: MIT Press. Camilli, G., Vargas, S., & Yurecko, M. (2006).   |
| Everyday Mathematics   | Mathematics        | Total Population grade k | Classroom Teachers<br>Math Facilitator<br>Principal | By June 2014, there will be a 10% increase of Math students performing on or above grade level from previous year.  | Intervention: Everyday Mathematics (September 2010). What Works Clearinghouse. Retrieved from: <a href="http://ies.ed.gov/ncee/wwc/reports/elementary_math/eday_math/index.asp">http://ies.ed.gov/ncee/wwc/reports/elementary_math/eday_math/index.asp</a> |
|  |                    |                          |   |   |  |

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## SCHOOLWIDE COMPONENT: Reform Strategies

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

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)  |
|----------------------|--------------------|----------------------|---|---|---|
| *Reading Eggs        | ELA                | grade k students     | Classroom teachers, Technology Advisor, principal | 48.3% of Kindergarten Reading students will be performing on or above grade level according to the quarterly reading assessment data by June 2014. This will represent 10% less failures than the year prior. | Allington, R. L. (2005). <i>What really matters for struggling readers: Designing research based Programs</i> 2 <sup>nd</sup> Edition. Allyn & Bacon. |

### 2014-2015 Interventions to Address Student Achievement at the Audray W. Clark School:

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)   |
|---------------------------|--------------------|--------------------------|--------------------|--|--|
| Treasures Reading Program | ELA                | Total Student Population | ELA Supervisor     | -By June 2015, 45% of total students will be reading on grade level based on Quarterly Reading | <b>Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: 12/07</b><br>Students who read with understanding at an early age gain access to a broader range of texts, knowledge, and educational opportunities, making early reading comprehension instruction particularly critical. This guide recommends five specific steps that teachers, reading coaches, and principals can take to successfully improve reading comprehension for young readers |

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**SCHOOLWIDE COMPONENT: Reform Strategies**

*ESEA §1114(b)(1)(B) strengthen the core academic program in the school;*

| <u>Name of Intervention</u> | <u>Content Area Focus</u> | <u>Target Population(s)</u> | <u>Person Responsible</u> | <u>Indicators of Success (Measurable Evaluation Outcomes)</u>   | <u>Research Supporting Intervention</u><br><small>(from IES Practice Guide or What Works Clearinghouse)</small>   |
|-----------------------------|---------------------------|-----------------------------|---------------------------|---|---|
|                             |                           |                             |                           | <p>Assessments, a 10% increase from 13-14 school year.</p> <p>-By the Spring of 2014, we will have 10% less failures during out Link It benchmarks</p> <p>3<sup>rd</sup> Grade: 54% proficient</p> <p>4<sup>th</sup> Grade: 52% proficient</p> <p>5<sup>th</sup> Grade: 60% proficient</p> <p>-In June 2015, 46 % of total students met grade-level WCPM norms , a 10% decrease from June 2014.</p> | <p><a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/readingcomp_pg_09_2810.pdf">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/readingcomp_pg_09_2810.pdf</a></p> <p><b>Effective Comprehension Instruction: 2011</b><br/>Students need to be taught a set of procedures or strategies that they can use on their own when they read text, especially when they encounter difficulties.</p> <p><a href="http://treasures.macmillanmh.com/assets/extras/0000/2675/Dole2_Author_paper.pdf">http://treasures.macmillanmh.com/assets/extras/0000/2675/Dole2_Author_paper.pdf</a></p> |

**SCHOOLWIDE COMPONENT: Reform Strategies**

*ESEA §1114(b)(1)(B) strengthen the core academic program in the school;*

| <u>Name of Intervention</u>   | <u>Content Area Focus</u> | <u>Target Population(s)</u> | <u>Person Responsible</u>             | <u>Indicators of Success (Measurable Evaluation Outcomes)</u>  | <u>Research Supporting Intervention</u><br><small>(from IES Practice Guide or What Works Clearinghouse)</small>  |
|---|---------------------------|-----------------------------|---------------------------------------|--|--|
| <u>Everyday Math</u>  | <u>Mathematics</u>        | <u>All Students</u>         | <u>Math Facilitator and principal</u> | <u>41% of students will score proficient or better on part A on each of the unit grade sheets as measure by the unit grade sheets submitted after each formal assessment. 34% of students will score proficient on benchmarks and continued proficiency on the NJ state assessments.</u> | <u>IES Practice Guide: "Using Student Achievement Data to Support Instructional Decision Making"</u><br><a href="http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf">http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf</a><br><u>"New Math Curriculum Formula For Success", Curriculum Review, v47 n3 p7 November 2007.</u> |
| <u>*LinkIt</u><br><br><u>The Link it Dashboard program is fully aligned to the common core state standards.</u> | <u>ELA &amp; Math</u>     | <u>All</u>                  | <u>Administrators Teachers</u>        | <u>100% of teachers will participate in professional development on the LinkIt Dashboard program in order to help increase</u>   | <u>Using Student Achievement Data to Support Instructional Decision Making.</u><br><u>What Works Clearinghouse, September 2009 Practice Guide</u>  |

**SCHOOLWIDE COMPONENT: Reform Strategies**

*ESEA §1114(b)(1)(B) strengthen the core academic program in the school;*

| <u>Name of Intervention</u>   | <u>Content Area Focus</u> | <u>Target Population(s)</u> | <u>Person Responsible</u> | <u>Indicators of Success (Measurable Evaluation Outcomes)</u> | <u>Research Supporting Intervention</u><br><small>(from IES Practice Guide or What Works Clearinghouse)</small> |
|---|---------------------------|-----------------------------|---------------------------|---|---|
| <p>The program gives detailed item analysis, from the district level to the individual student, longitude data tracking, intervention grouping, and a pacing guide. It tracks performance by school, grade, level, subject, teacher, class and is able to disaggregate results by race, gender and special programs. Link it benchmarks are fully aligned to grade level common</p> |                           |                             |                           | <p>student achievement.</p>                                   |   |

**SCHOOLWIDE COMPONENT: Reform Strategies**

*ESEA §1114(b)(1)(B) strengthen the core academic program in the school;*

| <u>Name of Intervention</u>  | <u>Content Area Focus</u> | <u>Target Population(s)</u> | <u>Person Responsible</u>                | <u>Indicators of Success (Measurable Evaluation Outcomes)</u>  | <u>Research Supporting Intervention</u><br><small>(from IES Practice Guide or What Works Clearinghouse)</small>  |
|------------------------------|---------------------------|-----------------------------|--|--|--|
| <u>core state standards.</u> |                           |                             |  |  |  |
| <u>RTI Tutoring</u>          | <u>ELA &amp; Math</u>     | <u>RTI Teachers</u>         | <u>Administrators, Supervisor</u>        | <u>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.</u> | <u>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</u><br><a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf</a><br><br><u>Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle School (IES Practice Guide, April 2009)</u><br><a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=2">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=2</a> |
| <u>Kidbiz3000</u>            | <u>ELA</u>                | <u>All students</u>         | <u>teachers, facilitators, principal</u> | <ul style="list-style-type: none"> <li>• <u>100% of students will utilize the website weekly.</u></li> <li>• <u>Students will achieve 75% (proficient score) by the second</u></li> </ul>                                      | <u>National Elementary School Lexile Study</u><br><u>Elementary students believe — and achieve nearly 2X expected Lexile gains.</u><br><a href="http://www.achieve3000.com/research/gated/2">http://www.achieve3000.com/research/gated/2</a>   |

## SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;

| <u>Name of Intervention</u> | <u>Content Area Focus</u> | <u>Target Population(s)</u> | <u>Person Responsible</u>                               | <u>Indicators of Success (Measurable Evaluation Outcomes)</u>   | <u>Research Supporting Intervention</u><br><small>(from IES Practice Guide or What Works Clearinghouse)</small>   |
|-----------------------------|---------------------------|-----------------------------|---|---|---|
|                             |                           |                             |   | time they complete an activity.   |   |
| <u>Lexia</u>                | <u>ELA/Phonics</u>        | <u>ELL Students</u>         | <u>-ESL and ELA teachers</u><br><u>-ELA facilitator</u> | <u>-40% of targeted students will meet Intermediate proficiency</u><br><u>-40% of targeted students will meet Elementary proficiency</u><br><u>-80% of students will increase 40 Lexile points from September to June</u> | Meets WWC evidence standards<br>Macaruso, P., Hook, P. E., & McCabe, R. (2006). The efficacy of computer-based supplementary phonics programs for advancing reading skills in at-risk elementary students. <i>Journal of Research in Reading, 29</i> (2), 162–172.<br><a href="http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_lexia_0630_09.pdf">http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_lexia_0630_09.pdf</a> |
| <u>Treasure Chest</u>       | <u>ELA teachers</u>       | <u>ELL Students</u>         | <u>-ESL and ELA teachers</u><br><u>-ELA facilitator</u> | <u>-70% of targeted students will score 70% or better on the weekly assessment, recorded on the QAS</u><br><u>-70% of targeted students will increase 40</u>  | August, D., Beck, I. L., Calderón, M., Francis, D. J., Lesaux, N. K., Shanahan, T., Erickson, F., & Siegel, L. S. (2008). Instruction and professional development. In D. August, & T. Shanahan (Eds.), <i>Developing reading and writing in second-language learners: Lessons from the Report of the National Literacy Panel on Language-Minority Children and Youth</i> (pp. 131-250). New York: Routledge.                           |

**SCHOOLWIDE COMPONENT: Reform Strategies**

*ESEA §1114(b)(1)(B) strengthen the core academic program in the school;*

| <u>Name of Intervention</u> | <u>Content Area Focus</u> | <u>Target Population(s)</u> | <u>Person Responsible</u> | <u>Indicators of Success (Measurable Evaluation Outcomes)</u> | <u>Research Supporting Intervention</u><br><small>(from IES Practice Guide or What Works Clearinghouse)</small> |
|-----------------------------|---------------------------|-----------------------------|---------------------------|---|---|
|                             |                           |                             |                           | Lexile points from September to June                          |   |

*\*Use an asterisk to denote new programs.*

**2014-2015 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement at Audray W. Clark**

*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;*

| <u>Name of Intervention</u>         | <u>Content Area Focus</u> | <u>Target Population(s)</u> | <u>Person Responsible</u>   | <u>Indicators of Success (Measurable Evaluation Outcomes)</u>   | <u>Research Supporting Intervention</u><br><small>(from IES Practice Guide or What Works Clearinghouse)</small>   |
|-------------------------------------|---------------------------|-----------------------------|-----------------------------|---|---|
| <u>Spanish After School Program</u> | <u>ELA</u>                | <u>ELL</u>                  | <u>After School Advisor</u> | <p>-June 2015, 20% of total ELL students will be reading on grade level, a 10% increase from June 2014.</p> <p>-In June 2015, 27 % of total ELL students met grade-level WCPM norms, a 10% decrease</p> | <p>August, D., Beck, I. L., Calderón, M., Francis, D. J., Lesaux, N. K., Shanahan, T., Erickson, F., &amp; Siegel, L. S. (2008). Instruction and professional development. In D. August, &amp; T. Shanahan (Eds.), <u>Developing reading and writing in second-language learners: Lessons from the Report of the National Literacy Panel on Language-Minority Children and Youth</u> (pp. 131-250). New York: Routledge.</p> <p><u>WIDA-English Language Development Standards. (2012).</u><br/><a href="http://www.wida.us/">http://www.wida.us/</a></p> |

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## 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;*

| <u>Name of Intervention</u> | <u>Content Area Focus</u> | <u>Target Population(s)</u> | <u>Person Responsible</u>                 | <u>Indicators of Success (Measurable Evaluation Outcomes)</u>  | <u>Research Supporting Intervention</u><br><small>(from IES Practice Guide or What Works Clearinghouse)</small>  |
|-----------------------------|---------------------------|-----------------------------|---|--|--|
|                             |                           |                             |   | from June 2014.  |  |
| Summer Enrichment Camp      | ELA & Math                | All                         | Camp Facilitator                          | Based on reports that measure daily attendance, 60 of all AWC School students will attend Summer Enrichment Camp during the summer of 2015.  | Frazier, J. A., & Morrison, F. J. (1998). The Influence of Extended-Year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School. <i>Child Development</i> , 69 (2), 495-517.<br><br>S., Schirm, A., & Taylor, J. (2009). <i>Structuring out-of-school time to improve academic achievement: A practice guide</i> (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="http://ies.ed.gov/ncee/wwc/publications/practiceguides">http://ies.ed.gov/ncee/wwc/publications/practiceguides</a> |
| Lexia                       | ELA/Phonics               | ELL Students                | -ESL and ELA teachers<br>-ELA facilitator | -40% of targeted students will meet Intermediate proficiency on Lexia report<br>-40% of targeted students will meet Elementary proficiency on Lexia report<br>-80% of students will increase 40 Lexile points from | Meets WWC evidence standards<br>Macaruso, P., Hook, P. E., & McCabe, R. (2006). The efficacy of computer-based supplementary phonics programs for advancing reading skills in at-risk elementary students. <i>Journal of Research in Reading</i> , 29(2), 162–172.<br><a href="http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_lexia_063009.pdf">http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_lexia_063009.pdf</a>  |

## 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;*

| <u>Name of Intervention</u>              | <u>Content Area Focus</u> | <u>Target Population(s)</u>                   | <u>Person Responsible</u>                   | <u>Indicators of Success (Measurable Evaluation Outcomes)</u>   | <u>Research Supporting Intervention</u><br><i>(from IES Practice Guide or What Works Clearinghouse)</i>   |
|--|---------------------------|---|---|---|---|
|  |                           |   |   | <u>September to June</u>  |   |
| * <u>School-Based Youth Services-RTI</u> | <u>Math &amp; ELA</u>     | <u>At-Risk students sent to I&amp;RS Team</u> | <u>-RTI tutors</u><br><u>-I&amp;RS Team</u> | <u>-10% more students will be brought to the I&amp;RS team for request for assistance (Interventions)</u> | <u>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</u><br><br><u><a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf</a></u> |

\*Use an asterisk to denote new programs.

## SCHOOLWIDE COMPONENT: Reform Strategies

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

| Name of Strategy   | Content Area Focus | Target Population(s) | Person Responsible    | Indicators of Success (Measurable Evaluation Outcomes)   | Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)   |
|--|--------------------|----------------------|-----------------------|--|--|
| Professional Learning Committees (Job-embedded professional development) | Math/LAL           | Math/LAL             | Math and LAL teachers | During the 2014-2015 school year 100% of teachers will participate in program specific trainings a minimum of 2 times per year per specific academic area including but not limited to Reading, Writing, and Math as noted in facilitator logs, sing in sheets and teacher lesson plans. | <p>Rismark, M., &amp; Solvberg, A. M. (2011). Knowledge sharing in schools: A key to developing professional learning communities. <i>World Journal of Education, 1</i>(2), 150-n/a. Retrieved from <a href="http://search.proquest.com/docview/1030087823?accountid=28180">http://search.proquest.com/docview/1030087823?accountid=28180</a></p> <p>Loertscher, D. (2008). Schoolwide action research for professional learning communities: Improving student learning through the whole faculty. <i>Teacher Librarian, 36</i>(1), 49-49. Retrieved from <a href="http://search.proquest.com/docview/224874096?accountid=28180">http://search.proquest.com/docview/224874096?accountid=28180</a></p> |

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\*Use an asterisk to denote new programs.

## SCHOOLWIDE COMPONENT: Reform Strategies

### 2014-2015 Professional Development to Address Student Achievement and Priority Problems at Morris Avenue School:

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

| Name of Strategy                           | Content Area Focus | Target Population(s)        | Person Responsible                      | Indicators of Success (Measurable Evaluation Outcomes)  | Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)   |
|--|--------------------|-----------------------------|---|---|--|
| Professional Learning Communities<br>PLC's | ELA                | Total Population<br>Grade k | Facilitator,<br>teachers,<br>principal  | 48.3% of Kindergarten Reading students will be performing on or above grade level according to the quarterly reading assessment data by June 2014. This will represent 10% less failures than the year prior. | What Works Clearinghouse<br>Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). <i>Reviewing the evidence on how teacher professional development affects student achievement</i> (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. |
| PD360                                      | All                | ELL / Staff<br>All          | Facilitators,<br>Teachers,<br>principal | 100% of teachers will receive at least 2 PD360 links in coaching  | Updated Findings regarding the Impact of PD 360 on Student Proficiency Rates (2009)<br><a href="http://schoolimprovement.com/pd_360_impact_assessment.pdf">http://schoolimprovement.com/pd_360_impact_assessment.pdf</a>   |

## 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.

| <u>Name of Strategy</u> | <u>Content Area Focus</u> | <u>Target Population(s)</u> | <u>Person Responsible</u>               | <u>Indicators of Success (Measurable Evaluation Outcomes)</u>  | <u>Research Supporting Strategy</u><br><small>(from IES Practice Guide or What Works Clearinghouse)</small>   |
|-------------------------|---------------------------|-----------------------------|---|--|---|
|                         |                           |                             |   | <u>feedback and/or administrative evaluations pertaining to classroom instruction observed.</u>  |   |
| <u>Peer Coaching</u>    | <u>ELA</u>                | <u>All Students</u>         | <u>Facilitator, Teachers, Principal</u> | <u>48.3% of Kindergarten Reading students will be performing on or above grade level according to the quarterly reading assessment data by June 2014. This will represent 10% less failures than the year prior.</u> | <u>What Work Clearinghouse Effective Literacy and English Language Instruction for English Learners in the Elementary Grades (2007)</u><br><a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=6">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=6</a><br><br><u>An Interaction-Based Approach to Enhancing Secondary School Instruction and Student Achievement (2012)</u><br><a href="http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_022212.pdf">http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_022212.pdf</a><br><u>Teacher and Leader Effectiveness (September 30, 2011)</u><br><a href="http://ies.ed.gov/ncee/wwc/Topic.aspx?sid=16">http://ies.ed.gov/ncee/wwc/Topic.aspx?sid=16</a> |

## SCHOOLWIDE COMPONENT: Reform Strategies

### 2014-2015 Professional Development to Address Student Achievement and Priority Problems at Audray Clark School:

*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.*

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| Name of Strategy   | Content Area Focus                    | Target Population(s)         | Person Responsible   | Indicators of Success (Measurable Evaluation Outcomes)  | Research Supporting Strategy<br><small>(from IES Practice Guide or What Works Clearinghouse)</small>   |
|--|---------------------------------------|------------------------------|--|---|--|
| <a href="#">Professional Learning Communities Meetings</a> | <a href="#">ELA &amp; Mathematics</a> | <a href="#">All Teachers</a> | <a href="#">Facilitators, Teachers</a>                       | <a href="#">-Meeting annual progress targets</a><br><a href="#">-100% of teachers will take part in weekly PLC meetings</a>                             | <a href="#">Magnuson, P., and Mota, R. (2011). Promoting professional learning from within. <i>International Schools Journal</i>, Vol. 30, Issue 2.</a>  |
| <a href="#">PD 360</a>                                     | <a href="#">All</a>                   | <a href="#">All</a>          | <a href="#">Principal, Curriculum Facilitators, Teachers</a> | <a href="#">-Meeting annual progress targets</a><br><a href="#">-100% of teachers will watch and complete reflection questions to at least 2 videos</a> | Retrieved from:<br><a href="http://educationresearchreport.blogspot.com/2010/03/pd-360-helps-student-scores.html">http://educationresearchreport.blogspot.com/2010/03/pd-360-helps-student-scores.html</a><br>Education Research Report<br>Published: March 18, 2010 |

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## SCHOOLWIDE COMPONENT: Reform Strategies

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| Name of Strategy               | Content Area Focus                    | Target Population(s) | Person Responsible   | Indicators of Success (Measurable Evaluation Outcomes)  | Research Supporting Strategy<br><small>(from IES Practice Guide or What Works Clearinghouse)</small>   |
|--------------------------------|---------------------------------------|----------------------|--|---|--|
| <a href="#">Peer Coaching</a>  | <a href="#">All</a>                   | <a href="#">All</a>  | <a href="#">Principal, Curriculum Facilitators, Teachers</a> | <ul style="list-style-type: none"> <li>-Meeting annual progress targets</li> <li>-100% of teachers will receive weekly feedback focused on the improvement of instruction</li> </ul>                | <a href="#">Huston, T. (2008) Peer coaching and professional development for experienced faculty. <i>Innovative Higher Education</i>, 2008, Vol. 33 Issue 1.</a>   |
| <a href="#">Learning Walks</a> | <a href="#">ELA &amp; Mathematics</a> | <a href="#">All</a>  | <a href="#">Principal, Curriculum Facilitators, Teachers</a> | <ul style="list-style-type: none"> <li>-Meeting annual progress targets</li> <li>-100% of teachers will take part in yearly learning walks focusing on the districts instructional goals</li> </ul> | <a href="#">Israel, Michele, Education World® Copyright © 2008 Education World "Teachers Observing Teachers: A Professional Development Tool for Every School"</a> |
| <a href="#">Lesson Study</a>   | <a href="#">ELA &amp; Mathematics</a> | <a href="#">All</a>  | <a href="#">Principal, Curriculum Facilitators, Teachers</a> | <ul style="list-style-type: none"> <li>-100% of teachers in the school will be given professional</li> </ul>  | <a href="#">Easton, L.B. (Ed.), 2008. Powerful designs for professional learning (2<sup>nd</sup> edition). Oxford, OH: National Staff Development Council.</a>     |

**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.*

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| Name of Strategy             | Content Area Focus           | Target Population(s) | Person Responsible  | Indicators of Success (Measurable Evaluation Outcomes)   | Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)                   |
|------------------------------|------------------------------|----------------------|---|--|--|
|                              |                              |                      |   | development on lesson study and take part in planning and facilitating at least 2 lesson studies with their grade level PLC. |  |
| <u>Demonstration Lessons</u> | <u>ELA &amp; Mathematics</u> | <u>All</u>           | <u>Principal and Curriculum Facilitators</u>                          | -100% of teachers in the school will attain 20 hours or more professional development hours.<br>-Written Reflections         | <u>Rose, S., 2009. Personal professional development through coaching. CEDER Yearbook, p199-214.</u> |
| <u>Article Study</u>         | <u>ELA &amp; Mathematics</u> | <u>All</u>           | <u>Curriculum Facilitator, Grade level chairperson, and Principal</u> | -100% of teachers in the school will complete an article study during PLCs or professional development days                  | <u>Rose, S., 2009. Personal professional development through coaching. CEDER Yearbook, p199-214.</u> |



## SCHOOLWIDE COMPONENT: Reform Strategies

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| Name of Strategy | Content Area Focus                                | Target Population(s) | Person Responsible   | Indicators of Success (Measurable Evaluation Outcomes)  | Research Supporting Strategy<br><small>(from IES Practice Guide or What Works Clearinghouse)</small>  |
|------------------|---|----------------------|--|---|---|
|                  |   |                      |  | -Articles were selected on specific needs of our target student populations (ELL and Special Needs)   |   |
| Data Chats       | -ELL<br>-Math<br>-Special Ed.<br>-ESL & Bilingual | ALL                  | -Principal and Curriculum Facilitators<br>-ELL Teachers<br>-Math Teachers<br>-Special Ed. Teachers<br>-ESL Teachers<br>-Bilingual Teachers | -100% of teachers will meet with principal and curriculum coach to have professional discussion about ELA/Math data every 8 weeks.<br>-Meetings will be used to make informed instructional or differentiated discussions about the "at | <b>Using Student Achievement Data to Support Instructional Decision Making.</b> National Center for Education Evaluation and Regional Assistance, John Q. Easton September 2009<br><u>This report is in the public domain. While permission to reprint this publication is not necessary, the citation should be:</u><br>Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). <i>Using student achievement data to support instructional decision making</i> (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="http://ies.ed.gov/ncee/wwc/publications/practiceguides/">http://ies.ed.gov/ncee/wwc/publications/practiceguides/</a> .<br>What Works Clearinghouse Practice Guide citations begin with the panel chair, followed by the names of the panelists listed in alphabetical order.<br>This report is available on the IES website at <a href="http://ies.ed.gov/ncee">http://ies.ed.gov/ncee</a> and <a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/ddd_m_pg_092909.pdf#page=16">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/ddd_m_pg_092909.pdf#page=16</a> |

## 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.*

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| Name of Strategy                   | Content Area Focus | Target Population(s)   | Person Responsible                        | Indicators of Success (Measurable Evaluation Outcomes)  | Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)   |
|------------------------------------|--------------------|--|---|---|--|
|                                    |                    |  |   | risk" populations of students.  |  |
| Sheltered Instruction / SIOP Model | -ALL               | <u>ELL Teachers</u><br>-Math Teachers<br>-Special Ed. Teachers<br>-ESL Teachers<br>-Bilingual Teachers | District Coordinator for Special Services | -85 % of teachers will complete at least 3 hours of PD on how to improve instruction for ELLs population. Teachers will benefit from workshop by learning to maximize student prior knowledge into new content. | Sheltered Instruction Observation Protocol® (SIOP®) What Works Clearinghouse™ <b>English Language Learners- Updated February 2013</b><br><br><a href="http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_siop_022013.pdf">http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_siop_022013.pdf</a> |

\*Use an asterisk to denote new programs.

## SCHOOLWIDE COMPONENT: Reform Strategies

### Evaluation of Schoolwide Program (Morris, West End, and Audray Clark Schools) (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?
  - 1- The Title I Schoolwide 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?
  - 2- 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)?
  - 3- 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 and PLC Meetings will be provided.
4. What measurement tool(s) will the school use to gauge the perceptions of the staff?
  - 4- The Victoria Bernhardt's School Surveys 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?
  - 5- The Victoria Bernhardt's School Surveys will be used to gauge the perceptions of the parents.
6. \_\_\_\_\_
  - 6- \_\_\_\_\_

## SCHOOLWIDE COMPONENT: Reform Strategies

7. How frequently will students receive instructional interventions?

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

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

8. Online tools supporting both ELA and math along with targeted RTI instruction will be implemented daily. In addition online professional development and weekly PLC meetings 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?

9. 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?

Student achievement data is reported to the public via the school report card.

## SCHOOLWIDE COMPONENT: Reform Strategies

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 at West End School

| 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)   |
|---|--------------------|-----------------------|---|--|--|
| <u>Inviting families to parent events such as:</u> <ul style="list-style-type: none"> <li>• <u>Fashion Show</u></li> <li>• <u>Winter/Spring Concert</u></li> <li>• <u>Open House</u></li> <li>• <u>Math Facts Competition</u></li> <li>• <u>ELA Family Night</u></li> <li>• <u>Columbus Day</u></li> <li>• <u>Dance (K-5)</u></li> <li>• <u>Family Visitation Days</u></li> </ul> | All                | Parents/<br>Guardians | Principal,<br>Facilitators,<br>Homeroom<br>Teachers | 92% of parents will attend at least 2 school offered functions during the 2013-2014 school year, as measured by back to school night sign-in sheets, parent-teacher conference sign in sheets, and | <u>IES Practice Guide: "Structuring Out-Of-School Time to Improve Academic Achievement"</u><br><a href="http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf">http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf</a> |

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**SCHOOLWIDE COMPONENT: Reform Strategies**

|   |                             |                                   |  |   |  |
|---|-----------------------------|-----------------------------------|--|---|--|
| <ul style="list-style-type: none"> <li>• <a href="#">Harvest Festival</a></li> <li>• <a href="#">Art Show</a></li> </ul>                                |                             |                                   |  | <a href="#">parent workshop sign-in sheets.</a>   |  |
| <a href="#">Improve the flexibility of scheduled events to range throughout the day and school year to increase attendance such as Math In-Services</a> | <a href="#">Math</a>        | <a href="#">Parents/Guardians</a> | <a href="#">Student Advisory Committee Math Supervisor</a> | <a href="#">During the 2014-15 school year 28% of parents will attend a math-in service which will be determine by the use of sign in sheets.</a> | <a href="#">Parental Involvement Strongly Impacts Student Achievement Science Daily (May 28, 2008) — New research from the University of New Hampshire shows that students do much better in school when their parents are actively involved in their education.</a>   |
| <a href="#">Curriculum day visits followed up by a question and answer session</a>  | <a href="#">Mathematics</a> | <a href="#">Total population</a>  | <a href="#">principal, classroom teacher</a>               | <a href="#">At least 10% participation Increase from the prior year having at least 4 to 5 parents attend per classroom.</a>                      | <a href="http://treasures.macmillanmh.com/new-jersey/families">http://treasures.macmillanmh.com/new-jersey/families</a><br><a href="#">Everyday Mathematics and Parents</a><br><a href="http://everydaymath.uchicago.edu/parents/understanding-em/assisting/">http://everydaymath.uchicago.edu/parents/understanding-em/assisting/</a><br>(2011) |
| <a href="#">Parent-Teacher conferences</a>  | <a href="#">All</a>         | <a href="#">Parents/Guardians</a> | <a href="#">Principal and teachers</a>                     | <a href="#">During the 2014-15 school year 99% of parents will attend Parent Teacher</a>  | <a href="#">Epstein, Joyce L., "Parent Involvement: What Research Says to Administrators" Education and Urban Society February 1987</a>  |

**SCHOOLWIDE COMPONENT: Reform Strategies**

|   |                               |                     |                                   |   |   |
|---|-------------------------------|---------------------|-----------------------------------|---|---|
|   |                               |                     |                                   | <u>Conferences either in person or via conference call.</u>   |   |
| <u>Continue to have parents sign and return the schools Parent-School Compact</u> | <u>ELA and Mathematics</u>    | <u>All Families</u> | <u>Principals and Supervisors</u> | <u>100% of parents will sign a parent-school compact.</u>   | <u>Finn, J., (1998). Parental engagement that makes a difference. <i>Educational Leadership, Volume 55.</i></u> |
| <u>Attendance Awareness Notifications</u>   | <u>School wide attendance</u> | <u>All Families</u> | <u>Student Facilitator</u>        | <u>100% of parents will be given informational attendance handouts at arrival and dismissal in the Fall and</u> | <u>Finn, J., (1998). Parental engagement that makes a difference. <i>Educational Leadership, Volume 55.</i></u> |

**SCHOOLWIDE COMPONENT: Reform Strategies**

|  |                                   |                            |  |   |   |
|--|-----------------------------------|----------------------------|--|---|---|
|  |                                   |                            |  | <p><u>Spring. Students who ride the bus will be given notices to take home to their parents. 100% of parents with students identified with attendance concerns will be notified and addressed, as frequently as needed documenting interventions.</u></p> |   |
| <p><u>Create incentive/rewards programs for homerooms that have a large percentage of parents that attend functions</u><br/><u>LAL, Mathematics, and Science Curriculum Nights</u></p> | <p><u>ELA and Mathematics</u></p> | <p><u>All Families</u></p> | <p><u>PTO/A, Student Advisory Committee Curriculum Supervisors</u></p> | <p><u>There will be a 10% increase in attendance of all curriculum nights from the 2012-2013 school years to the</u></p>  | <p><u>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</i>, 2009, Vol. 16, Issue 7.</u></p> |



**SCHOOLWIDE COMPONENT: Reform Strategies**

|   |   |                     |   |  |  |
|---|---|---------------------|---|--|--|
|   |   |                     |   | <u>2013-2014 school years. Workshops will be offered in Spanish and Portuguese</u>   |  |
| <u>Curriculum Parent Visitations (classroom and whole school)</u> | <u>ELA and Mathematics</u>                | <u>All Families</u> | <u>Curriculum Supervisors</u>               | <u>There will be a 10% increase in all curriculum visitation days from the 2013-2014 school year to the 2014-2015 school year.</u> | <u>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</i>, 2009, Vol. 16, Issue 7.</u>   |
| <u>NCLB Committee</u>   | <u>School wide goals and Unified Plan</u> | <u>All parents</u>  | <u>Principal Teacher Parent Supervisors</u> | <u>There will be a parent added to the NCLB Unified Plan Committee.</u>  | <u>Minke, K., and Anderson, K., (2005). Family school collaboration and positive behavior support. <i>Journal of Positive Behavior Interventions</i>, Vol. 7 Issue 3, p181-185.</u>  |
| <u>*Encouraging Positive Parenting</u>                            | <u>Students with Disabilities</u>         | <u>All Students</u> | <u>Student Facilitators</u>                 | <u>There will be two parenting workshops offered for parents during the 2014-2015 school year</u>                                  | <u>U.S Department of Education, Institute of Education Sciences, What Works Clearinghouse (2012, March) Children classified as having an Emotional Disturbance Intervention Report. Retrieved from <a href="http://whatworks.ed.gov">http://whatworks.ed.gov</a><br/><a href="http://ies.ed.gov/ncee/wwd/pdf/intervention">http://ies.ed.gov/ncee/wwd/pdf/intervention</a></u> |

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## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

*ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with 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**

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## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

\*Use an asterisk to denote new programs.

### 2014-2015 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems at the Morris Avenue School.

| Name of Strategy   | Content Area Focus | Target Population(s)    | Person Responsible                   | Indicators of Success (Measurable Evaluation Outcomes)   | Research Supporting Strategy<br><small>(from IES Practice Guide or What Works Clearinghouse)</small>  |
|--|--------------------|-------------------------|--------------------------------------|--|---|
| <u>Curriculum day visits(one per quarter) followed up by a question and answer session (w/translation available)</u> | <u>ELA</u>         | <u>ELL</u>              | <u>principal, classroom teacher</u>  | <u>At least 19.9% parent participation is expected. This reflects 10% less of the parents not in attendance.</u> | <a href="http://treasures.macmillanmh.com/new-jersey/families">http://treasures.macmillanmh.com/new-jersey/families</a><br><br><u>Everyday Mathematics and Parents</u><br><a href="http://everydaymath.uchicago.edu/parents/understanding-em/assisting/">http://everydaymath.uchicago.edu/parents/understanding-em/assisting/</a> |
| <u>Curriculum Night/take home(one per quarter) activities for parents (w/translation)</u>                            | <u>ELA/Math</u>    | <u>Total population</u> | <u>classroom teachers, principal</u> | <u>At least 19.9% parent participation is expected. This reflects 10% less of the parents not in attendance.</u> | <a href="http://treasures.macmillanmh.com/new-jersey/families">http://treasures.macmillanmh.com/new-jersey/families</a><br><br><u>Everyday Mathematics and Parents</u><br><a href="http://everydaymath.uchicago.edu/parents/understanding-em/assisting/">http://everydaymath.uchicago.edu/parents/understanding-em/assisting/</a> |
| <u>Curriculum day visits (one per quarter)</u>   | <u>Mathematics</u> | <u>Total population</u> | <u>principal, classroom teacher</u>  | <u>At least 10% participation Increase</u>   | <a href="http://treasures.macmillanmh.com/new-jersey/families">http://treasures.macmillanmh.com/new-jersey/families</a><br><br><u>Everyday Mathematics and Parents</u>  |

**SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT**

| <u>Name of Strategy</u>   | <u>Content Area Focus</u> | <u>Target Population(s)</u> | <u>Person Responsible</u> | <u>Indicators of Success (Measurable Evaluation Outcomes)</u>                   | <u>Research Supporting Strategy</u><br><small>(from IES Practice Guide or What Works Clearinghouse)</small>   |
|---|---------------------------|-----------------------------|---------------------------|---|---|
| <u>followed up by a question and answer session (w/translation available)</u> |                           |                             |                           | <u>from the prior year having at least 4 to 5 parents attend per classroom.</u> | <u><a href="http://everydaymath.uchicago.edu/parents/understanding-em/assisting/">http://everydaymath.uchicago.edu/parents/understanding-em/assisting/</a> (2011)</u> |

2014-2015 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems at Audray Clark School:

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| <u>Name of Strategy</u>     | <u>Content Area Focus</u> | <u>Target Population(s)</u> | <u>Person Responsible</u>                         | <u>Indicators of Success (Measurable Evaluation Outcomes)</u>  | <u>Research Supporting Strategy</u><br><small>(from IES Practice Guide or What Works Clearinghouse)</small>   |
|-----------------------------|---------------------------|-----------------------------|---|--|---|
| <u>Back to School Night</u> | <u>All content areas</u>  | <u>All Families</u>         | <u>Classroom teachers and student facilitator</u> | <u>-75% of parents will attend Back to School Night.</u><br><u>-Parents will be informed of and given student user names and passwords for the following programs: Study Island, Kidbiz3000, ConnectEd, and Everyday Math Online, which can be accessed from home with</u> | <u><b>Family Involvement Makes a Difference in School Success</b></u><br><u>This Research Brief is produced for release at the Raising Student Achievement, 2006 National PTA Legislative Conference.</u><br><u><a href="http://www.hfrp.org/publications-resources/browse-our-publications/family-involvement-makes-a-difference-in-school-success">http://www.hfrp.org/publications-resources/browse-our-publications/family-involvement-makes-a-difference-in-school-success</a></u> |

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**SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT**

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|---|-------------------------------|-----------------------------|---|--|---|
|   |                               |                             |   | parents' assistance.   |   |
| <u>Parent Teacher Conferences</u>         | <u>All content areas</u>      | <u>All Families</u>         | <u>Classroom teachers and student facilitator</u> | -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<br>-Conferences offered in parents' native languages<br>-Student Portfolios<br>-Offered Report Cards Spanish | <u><b>Family Involvement Makes a Difference in School Success</b></u><br>This Research Brief is produced for release at the Raising Student Achievement, 2006 National PTA Legislative Conference.<br><a href="http://www.hfrp.org/publications-resources/browse-our-publications/family-involvement-makes-a-difference-in-school-success">http://www.hfrp.org/publications-resources/browse-our-publications/family-involvement-makes-a-difference-in-school-success</a> |
| <u>Parent-School Compact</u>              | <u>ELA and Mathematics</u>    | <u>All Families</u>         | <u>Student Facilitator</u>                        | -100% of parents will sign a parent-school compact.  | <u><b>Family Involvement Makes a Difference in School Success</b></u><br>This Research Brief is produced for release at the Raising Student Achievement, 2006 National PTA Legislative Conference.<br><a href="http://www.hfrp.org/publications-resources/browse-our-publications/family-involvement-makes-a-difference-in-school-success">http://www.hfrp.org/publications-resources/browse-our-publications/family-involvement-makes-a-difference-in-school-success</a> |
| <u>Attendance Awareness Notifications</u> | <u>School wide attendance</u> | <u>All Families</u>         | <u>Student Facilitator</u>                        | -100% of parents will be given informational attendance handouts at arrival and dismissal in the Fall and Spring. Students who   | <u><b>Family Involvement Makes a Difference in School Success</b></u><br>This Research Brief is produced for release at the Raising Student Achievement, 2006 National PTA Legislative Conference.<br><a href="http://www.hfrp.org/publications-resources/browse-our-publications/family-involvement-makes-a-difference-in-school-success">http://www.hfrp.org/publications-resources/browse-our-publications/family-involvement-makes-a-difference-in-school-success</a> |

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|--|--|-----------------------------|--------------------------------------|--|---|
|  |  |                             |                                      | <p>ride the bus will be given notices to take home to their parents.<br/>-100% of parents with students identified with attendance concerns will be notified and addressed, as frequently as needed<br/>documenting interventions.</p> |   |
| <p><u>LAL, Mathematics, and Science Curriculum Nights</u></p>            | <p><u>ELA and Mathematics</u></p>                | <p><u>All Families</u></p>  | <p><u>Curriculum Supervisors</u></p> | <p>-There will be a 10% increase in attendance of all curriculum nights from the 2012-2013 school year to the 2013-2014 school year.<br/>-Workshops will be offered in Spanish and Portuguese</p>                                      | <p><u>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</i>, 2009, Vol. 16, Issue 7.</u></p> |
| <p><u>Curriculum Parent Visitations (classroom and whole school)</u></p> | <p><u>ELA and Mathematics</u></p>                | <p><u>All Families</u></p>  | <p><u>Curriculum Supervisors</u></p> | <p>-There will be at least 2 ELA Classroom Visit for ELA.</p>  | <p><u>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</i>, 2009, Vol. 16, Issue 7.</u></p> |
| <p><u>NCLB Committee</u></p>   | <p><u>School wide goals and Unified Plan</u></p> | <p><u>All parents</u></p>   | <p><u>Principal</u></p>              | <p>There will be a parent added to</p>   | <p><u>Minke, K., and Anderson, K., (2005). Family school collaboration and positive behavior support. <i>Journal of Positive Behavior Interventions</i>, Vol. 7 Issue 3, p181-185.</u></p>  |

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| Name of Strategy  | Content Area Focus   | Target Population(s)        | Person Responsible                           | Indicators of Success (Measurable Evaluation Outcomes)   | Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)   |
|---|----------------------|-----------------------------|--|--|--|
|   |                      |                             |  | the NCLB Unified Plan Committee.   |  |
| <a href="#">Mathematics Family Game Day Volunteers</a>                      | <a href="#">Math</a> | <a href="#">All Parents</a> | <a href="#">Curriculum Supervisors</a>       | <a href="#">Each classroom will have a minimum of one parent volunteer to assist during the fall and spring game days.</a>                         | <a href="#">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</i>, 2009, Vol. 16, Issue 7.</a>  |
| <a href="#">Encouraging Positive Parenting Skills</a>                       | <a href="#">All</a>  | <a href="#">All</a>         | <a href="#">Mrs. Galloway, Social Worker</a> | -50% of parents will attend the workshop<br>-Workshop will promote positive<br>-Workshop offered in Spanish  | <a href="#">U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2012, March). <i>Children Classified as Having an Emotional Disturbance intervention report: First Step to Success</i>. Retrieved from <a href="http://whatworks.ed.gov">http://whatworks.ed.gov</a>.<br/><br/><a href="http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_firststep_030612.pdf">http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_firststep_030612.pdf</a></a> |
| <a href="#">Classroom Parents</a>   | <a href="#">All</a>  | <a href="#">All</a>         | <a href="#">Classroom Teachers</a>           | -All classroom teachers have also assigned two parents to be Classroom Parents, so our volunteerism with the classroom/school events can increase. | <a href="#">Family Involvement Makes a Difference in School Success</a><br>This Research Brief is produced for release at the Raising Student Achievement, 2006 National PTA Legislative Conference, <a href="http://www.hfrp.org/publications-resources/browse-our-publications/family-involvement-makes-a-difference-in-school-success">http://www.hfrp.org/publications-resources/browse-our-publications/family-involvement-makes-a-difference-in-school-success</a>                         |
| <a href="#">Parental Involvement for students referred to I&amp;RS Team</a> | <a href="#">All</a>  | <a href="#">All</a>         | <a href="#">I&amp;RS Team</a>                | • The team has increased the number of parents taking part in the I&RS process, helping to   | <a href="#">Family Involvement Makes a Difference in School Success</a><br>This Research Brief is produced for release at the Raising Student Achievement, 2006 National PTA Legislative Conference, <a href="http://www.hfrp.org/publications-resources/browse-our-publications/family-involvement-makes-a-difference-in-school-success">http://www.hfrp.org/publications-resources/browse-our-publications/family-involvement-makes-a-difference-in-school-success</a>                         |

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|--------------------------------|---------------------------|---|---------------------------|--|---|
|                                |                           |   |                           | <u>develop and monitor goals set by the team as interventions for students' action plans.</u> <ul style="list-style-type: none"> <li>• <u>Action Plan developed</u></li> </ul> |   |
| <u>ESL Classes for Parents</u> | <u>All</u>                | <u>-ELL</u><br><u>-Hispanic</u><br><u>-Economically Disadvantaged</u> | <u>Parents</u>            |  | <u>Family Involvement Makes a Difference in School Success</u><br><u>This Research Brief is produced for release at the Raising Student Achievement, 2006 National PTA Legislative Conference.</u><br><a href="http://www.hfrp.org/publications-resources/browse-our-publications/family-involvement-makes-a-difference-in-school-success">http://www.hfrp.org/publications-resources/browse-our-publications/family-involvement-makes-a-difference-in-school-success</a> |

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\*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? Parental involvement requires that parents be informed so that programs may be developed to build ties between parents and the school in order to improve their children's achievement in LAL and mathematics. Through various academic and social activities, the ~~West-End~~ school will provide vehicles of communication with parents that will help build stronger parent-school alliances. This communication will help build awareness of academic issues in both ELA and math. ~~West-End-The~~ schools will offer parent workshops and activities that promote academic achievement.
- ~~2.~~ How will the school engage parents in the development of the written parent involvement policy? The schools will engage parents in the development of the written parent involvement policy by inviting parents to take part on the NCLB committee. The school will engage parents in the development of the written parent involvement policy through meetings and surveys. Input gathered from these meetings and surveys will help create plans for future family and community engagement activities.
- ~~2-3.~~ How will the school distribute its written parent involvement policy? The schools will distribute its written parent involvement policy through school handbook and school webpage.
- ~~3-4.~~ How will the school engage parents in the development of the school-parent compact? Through previous year's surveys and parent meetings the school parent compact will be revised to reflect parental input. Once developed the school-parent compact is sent home with the students, parents are asked to read and sign the document and return it to school, and homeroom teachers and the student advisor follow-up with phone calls home to ensure that a compact is returned for each student.
- ~~4-5.~~ How will the school ensure that parents receive and review the school-parent compact? In order to ensure that parents receive and review school-parent compacts, the process is as follows: the school-parent compact is sent home with the students, parents are asked to read and sign the document and return it to school, and homeroom teachers and the student advisor follow-up with phone calls home to ensure that a compact is returned for each student.
- ~~5-6.~~ How will the school report its student achievement data to families and the community? The school will report its student achievement data to families and the community through district/school letter.

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

~~6-7.~~ How will the school notify families and the community if the district has not met its annual measurable objectives for Title III? If the district has not met their annual measurable objectives for Title, III, parents are notified by letter.

~~7.~~ How will the school inform families and the community of the school's disaggregated assessment results? The school will inform families about the academic achievement of their child/children through standards based report cards, teacher parent contact throughout the school year, parent-teacher conferences and state report for ~~this the schools on the district webpage. Additionally, a public presentation is given at a designated board meeting~~

~~8-9.~~ How will the school involve families and the community in the development of the Title I Schoolwide Plan? The school involves families and community in the development of the Title I School wide plan by having parent representatives attend NCLB monthly meetings and through yearly parent surveys.

~~9-10.~~ How will the school inform families about the academic achievement of their child/children? The school will inform families about the academic achievement of their child/children through marking period standardized report cards, scheduled conferences and online access to students' grades through the Genesis parent portal.

~~10-11.~~ On what specific strategies will the school use its 2013-2014 parent involvement funds? The

The ~~West End schools~~ will use its 2013-2014 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 Night in which the building principal will introduce and inform the parents of the school wide initiatives. Second school funds will be allocated to promote the awareness of curriculum and common core state standards along with social activities to help garnish parental support and build parent-school communication. Third allocations will be set aside for the recognition of student achievement. This will include awards ceremonies and the distribution of certificates for excellent student achievement. ~~This will include school initiative for attendance and the recognition of perfect attendance.~~

## 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  | 72<br>100%       | Teachers will be offered an abundance of professional development activities dealing with subject area content, technology, classroom guidance and management, family involvement and discipline.   |
| Teachers who do not meet the qualifications for HQT, consistent with Title II-A   |                  |   |
| Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)  | 9<br>100%        | Instructional Assistants will be offered an abundance of professional development activities dealing with subject area content, technology, classroom guidance and management, family involvement and supporting teachers within the classroom. |
| Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)* |                  |   |

\* 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.

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## 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> |

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