

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2017-2018 TITLE I SCHOOLWIDE PLAN*

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

SCHOOLWIDE SUMMARY INFORMATION-ESEA §1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: LONG BRANCH	School: Amerigo A. Anastasia
Chief School Administrator: DR. MICHAEL SALVATORE	Address: 92 7th Avenue, Long Branch, NJ 07740
Chief School Administrator's E-mail: msalvatore@longbranch.k12.nj.us	Grade Levels: K-5
Title I Contact: Mrs. Bridgette Burt	Principal: Mr. Francisco E. Rodriguez
Title I Contact E-mail: bburt@longbranch.k12.nj.us	Principal's E-mail: frodriguez@longbranch.k12.nj.us
Title I Contact Phone Number: (732) 571-2868 ext. 40311	Principal's Phone Number: (732) 571-3396

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

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

Francisco E. Rodriguez
Principal's Name (Print)

Francisco E. Rodriguez
Principal's Signature

May 23, 2017
Date

SCHOOLWIDE SUMMARY INFORMATION-ESEA §1114

Critical Overview Elements

- The School held ___9_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$6,127,083, which comprised 96.90% of the school’s budget in 2016-2017.
- State/local funds to support the school will be \$6,123,576, which will comprise 97.03% of the school’s budget in 2017-2018.
- Title I funded programs/interventions/strategies/activities in 2017-2018 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Extended Day Learning Program Tutors & Supplies	1 & 2	Extended Learning Time and Extended Day	100-100 100-600	\$29,622.16
Professional Development	1 & 2	Content Specific Staff Training	200-300	\$10,000
ESSA Improvement Leader	1,2&3	Extended Learning Time and Extended Day & Family Community Engagement	200-100	\$2,750
Parent Involvement	3	Family and Community Engagement	200-800	\$2,200

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

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan. Parents/Families and Community Members cannot be affiliated with the school.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

***Add lines as necessary.**

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Francisco E. Rodriguez	School Staff- Administrators	Yes	Yes	Yes	
Michelle Merckx	School Staff- Administrators	Yes	Yes	Yes	
Lois Alston	School Staff- Classroom Teacher, Grade 5	Yes	Yes	Yes	
Lee Carey	School Staff- Classroom Teacher, Special Education	Yes	Yes	Yes	
Melissa Christopher	School Staff- Classroom Teacher, Grade 2	Yes	Yes	Yes	
Michele Falco	School Staff- Classroom Teacher, Grade 1	Yes	Yes	Yes	
Judith Louis	School Staff- Classroom Teacher, Grade 4	Yes	Yes	Yes	

Erin Hennelly	School Staff – Classroom Teacher, Grade 4	Yes	Yes	Yes	
Lauren Sweet	Community Groups	Yes	Yes	Yes	
Denise Woolley	School Staff – Classroom Teacher, Grade 3	Yes	Yes	Yes	
Markus Rodriguez	School Staff – Student Facilitator	Yes	Yes	Yes	
Jessica Alonzo	School Staff- Classroom Teacher, Grade 5	Yes	Yes	Yes	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT -ESEA §1114(b)(2)(B)(II)

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program’s annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
9/20/2016	AAA Conference Room	*Establish Stakeholders/Schoolwide Title 1 Committee & discuss/identify roles for team members *E-mail/provide a copy of the last year’s Title 1 Plan to committee members to be reviewed *Coordinate monthly meeting dates *Identify Parent Advisory Council Members/select Teacher Representatives *Review school wide goals with the committee *Present the schoolwide goals at one of the	Yes		Yes	

		<p>monthly PLC meetings</p> <p>*Prepare a list of data measures you will collect and analyze to assess the 2016-2017 plan and to develop the 2017-2018 Title 1 plan. (Examples: parent involvement data, survey data, attendance data, discipline data, extended day/year data, math data, reading data, benchmarks, etc.)</p>				
10/17/2016	AAA Library	<p>* Discuss the school's plan and progress in implementing the programs and initiatives related to the schoolwide goals</p> <p>*Professional Development-Discuss professional development initiatives to address priority problems</p> <p>*Review if all stakeholders are following through with the implementation of interventions, strategies, programs, and initiatives identified in the report with fidelity</p>	Yes		Yes	

11/30/2016	AAA Library	<ul style="list-style-type: none"> * Review all data measures-Are the interventions, strategies, programs, and initiatives effective? * Allocation of Funds-Are programs properly funded to support implementation? *Select student focus groups to discuss important issues within the school. Obtain student feedback to celebrate what is working and ways to improve what's not. 	Yes		Yes	
12/21/2016	AAA library	<ul style="list-style-type: none"> *Review data assessment result (Benchmark results Form B, SRI, etc) *Analyze all data-review benchmark data, attendance, reading data, math data, afterschool program data, technology data, etc. *Brainstorm with the committee how you plan to review school wide goals and findings with data analysis with the staff 	Yes		Yes	
1/17/2017	AAA library	*Comprehensive Needs	Yes		Yes	

		<p>Assessment</p> <ul style="list-style-type: none"> *Data assessment results (Data Chats, Action Plans, PD, Afterschool Programs) *Administer research based perception surveys to parents, students, and teachers 				
2/28/2017	Room 310	<ul style="list-style-type: none"> *Comprehensive Needs Assessment *Analyze all survey results *Share overall survey results with the staff *Continue to review and discuss data noted in the Title 1 Plan. If after analyzing the data it is identified a strategy or intervention is not working, what can we do differently? 	Yes		Yes	
3/21/2017	AAA Conference Room	<ul style="list-style-type: none"> * Program Evaluation *Schoolwide Plan Development *Discuss programs and initiatives that will be implemented for the remainder of the school year. (Programs from the start of the school yr 	Yes		Yes	

		<p>reviewed and discussed. Also possibilities of programs that students could benefit from based on all of the student data)</p> <ul style="list-style-type: none"> * Review data-attendance? Parent Involvement? *Parent program reviewed *Attendance/tardy issues discussed 				
4/18/2017	Room 310	<ul style="list-style-type: none"> *Program Evaluation *Schoolwide Plan Development * Review and collect data needed to complete the 2017-2018 plan. Discuss what team members will be responsible for gathering the data. *Evaluate goals and report results. 	Yes		Yes	
5/16/2017	Library	<ul style="list-style-type: none"> *Program Evaluation *Schoolwide Plan Development * Review and collect data needed to complete the 2017-2018 plan. Discuss what team members will be responsible for 	Yes		Yes	

		gathering the data.				
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**Add rows as necessary.*

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 2016-2017 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2016-2017, or earlier)

1. Did the school implement the program as planned? The Long Branch Public School District continued to implement the research based literacy program, Treasures, to address the English Language Arts priority problem. The research based mathematics program, Everyday Math, continued to be implemented to address the mathematics priority problem. Also, a variety of parent involvement activities were offered throughout the school year during and after school hours.
2. What were the strengths of the implementation process? The strengths were weekly Professional Learning Community meetings throughout each grade level that focused on standards and analysis of data. As a result, quarterly goals were set by each teacher in order to work towards increasing student achievement to address the priority problems.
3. What implementation challenges and barriers did the school encounter? One challenge/barrier was that Achieve3000 was not available for all of Grade 2-5 students; it was limited to only Grade 3 students this year, so not all students received this additional resource. Although professional development was offered, there was a limited amount focused in on guided reading instruction. Even with school staff working together to ensure students attendance, student tardiness/absenteeism provides challenges to academic success.
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? Teachers were provided

with time to collaborate on successful teaching strategies and to analyze and discuss student assessment data. PLCs would meet weekly and sometimes daily to provide opportunities to discuss lesson planning that would focus on specific grade level concerns. The next step was to use additional faculty meetings to analyze data and determine best strategies to effectively implement Everyday Math and Treasures. Professional development days were built into the 2016-2017 calendar to provide teachers with opportunities to improve their teaching techniques and strategies. The apparent strength of implementation is the process of identifying students with specific needs and then providing them with the additional resources and differentiating instruction to help meet their needs, which included referring students to the I&RS team in a timely manner. The weaknesses included the understaffing for tutoring during school and/or before/after school and lack of access to a school wide resources to support the current curriculum, such as Kidbiz3000 that was previously used.

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 all of the initiatives were district wide and being implemented throughout the school district and supported by central office administration. Having administrators, curriculum supervisors, and teachers collaborating together in creating the most effective way to apply the programs was beneficial. Also, meeting to reflect about what was working and what needed some adjustments helped to keep the programs aligned with the vision.
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? The Anastasia school staff was administered the NJ School Climate Survey. The results of the survey indicate a healthy school climate with the majority

of responses being agree and strongly agree.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? Amerigo
A. Anastasia School parents and students were administered the New Jersey School Climate Survey. Results for the surveys were calculated into domain scores with a higher domain score depicting a healthier school climate. Parent survey results are as follows: Physical Environment 84.3%, Teaching and Learning 83.5%, Morale in the School Community 79.4%, Relationships 83.4%, Parental Support & Engagement 82.3%, and Safety- Emotional Environment 81.1%. Student survey results are as follows: Physical Environment 76.9%, Teaching and Learning 79%, Morale in the School Community 78.3%, Student Relationships 57.9%, Parental Support 93.5%, Safety 81.5%, and Emotional Environment 69.6%.
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? The method of delivery for Language Arts included teachers following the whole group, small group, and centers techniques incorporated in Treasures. Treasures groupings are based in the Gradual Release of Responsibility model. Teachers used multiple methods including small group instruction, one-on-one instruction, and additional resources to address the individual needs of struggling student populations. In mathematics, Everyday Mathematics identified specific areas of need for students so that teachers could provide individualized small group and whole group differentiated activities to help reinforce weak concepts and skills in mathematics. Teachers were also encouraged to use the differentiated activities to address the individual needs of struggling student populations.
9. How did the school structure the interventions? Teachers were required to differentiate their teaching as per the programs' lay

out and tutors provided additional intervention to specific students in specific grades. All students received research-based instruction in the areas of reading, writing, math, science, and social studies, and their parents were invited to the building throughout the year to see classroom instruction and ways to enable them to better help their students at home. Furthermore, all parents were given student's usernames and passwords for Treasures, Everyday Mathematics, and additional resources as per each individual teacher to practice targeted academic areas at home.

10. How frequently did students receive instructional interventions? Students received instructional interventions on a daily basis within the classroom, guided by differentiated activities and programs. Students needing a higher level of interventions were brought to the attention of the I&RS team for further support.
11. What technologies did the school use to support the program? Technology utilized to support the program were Treasures online, Everyday Math online, Achieve3000, teacher web pages, Google Classroom, and the use of tablets/Ipads. The researched based program, Achieve3000 allowed students in Grade 3 access at home and at school on practice of the New Jersey Student Learning Standards for reading and writing. Teacher web pages also provided the community and parents with homework and other activities that students were doing in class based on the New Jersey Student Learning Standards. The school houses a student computer lab with 24 workstations to support these programs. Tablets were also available to all grades 3-5 students in the school, while Ipads were available for grades 1-2 students to use. Teachers were able to use smart boards and Google Classroom (Grades 3-5) with their instruction.

12. Did the technology contribute to the success of the program and, if so, how? Yes. All students and staff in grades 3-5 had access to tablets which helped increase their access to online curriculum and resources, such as Google Classroom. Additionally, Grade 1 and 2 students participated in the Blended Learning Grant for Digital Stories which helped in developing writing skills, such as elements of a story, graphic organizers, and number stories. Staff and students utilized ConnectED for Treasures and Everyday Math. The researched based program, Achieve 3000 (Kidbiz3000), allowed students in Grade 3 access at home and at school on practice of the New Jersey Student Learning Standards for reading. Teacher web pages, ClassDojo, and district/school level social media provided the community and parents with information and other activities that were going on in the school and/or district. The Anastasia School houses a student computer lab with 24 workstations to support our programs. All teachers have access to a smart slate to enhance and support the curriculum.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: EVALUATION -ESEA §1114(b)(2)(B)(III)

Evaluation of 2016-2017 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	2015-2016	2016-2017	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 4	Based on PARCC – Exceeding: 0 % Meeting: 22% Approaching: 26% Partially Meeting: 29% Not Meeting: 23%	Not available at this time.	<ul style="list-style-type: none"> • Common planning periods/PLC meetings for all grade level ELA teachers • Job embedded professional development • Differentiated small group instruction • Differentiated homework • Treasures reading program and resources • Schoolwide writing program and resources • Platooning • Quarterly Goal Setting/Data Analysis • Teachers used daily assessment data to create intervention groups for small group targeted instruction and to support whole group lessons 	<ul style="list-style-type: none"> • The data is unavailable at this time, but staff actively used data from all interventions throughout the year to provide prescriptive instruction, differentiation, and remediation, which led to student growth (Scholastic Reading Inventory September Baseline was 35% proficiency and March MidYear was 55% proficiency).
Grade 5	Based on PARCC – Exceeding: 3% Meeting: 26%	Not available at this time.	<ul style="list-style-type: none"> • Common planning periods/PLC meetings for all grade level ELA teachers • Job embedded professional development • Differentiated small group instruction 	<ul style="list-style-type: none"> • The data is unavailable at this time, but staff actively used data from all interventions throughout the year to provide prescriptive instruction, differentiation, and remediation, which led to student growth (Scholastic Reading Inventory September Baseline was 54% proficiency and March MidYear was 62%

	Approaching: 42% Partially Meeting: 16% Not Meeting: 13%		<ul style="list-style-type: none"> • Differentiated homework • Treasures reading program and resources • READ180 reading program and resources • Schoolwide writing program and resources • Platooning • Quarterly Goal Setting/Data Analysis • Teachers used daily assessment data to create intervention groups for small group targeted instruction and to support whole group lessons 	proficiency).
Grade 6	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A

Mathematics	2015-2016	2016-2017	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	64 students	Not available at this time.	<ul style="list-style-type: none"> • Common planning periods/PLC meetings for all grade level Math teachers • Job embedded professional development • Differentiated small group instruction • Differentiated homework • Everyday Math program and resources • ConnectEd resources • Platooning 	<ul style="list-style-type: none"> • The data is unavailable at this time, but staff actively used data from all interventions throughout the year to provide prescriptive instruction, differentiation, and remediation, which led to student growth (LinkIt Benchmark September Baseline was 30.1% proficiency and December MidYear was 53.9% proficiency).

			<ul style="list-style-type: none"> • Quarterly Goal Setting/Data Analysis • Online professional development through the Virtual Learning Community of the University of Chicago • Teachers used daily assessment data to create intervention groups for small group targeted instruction and to support whole group lessons 	
Grade 5	106 students	Not available at this time.	<ul style="list-style-type: none"> • Common planning periods/PLC meetings for all grade level Math teachers • Job embedded professional development • Differentiated small group instruction • Differentiated homework • Everyday Math program and resources • ConnectEd resources • Platooning • Quarterly Goal Setting/Data Analysis • Online professional development through the Virtual Learning Community of the University of Chicago • Teachers used daily assessment data to create intervention groups for small group targeted instruction and to support whole group lessons 	<ul style="list-style-type: none"> • The data is unavailable at this time, but staff actively used data from all interventions throughout the year to provide prescriptive instruction, differentiation, and remediation, which led to student growth (LinkIt September Baseline was 38.3% proficiency and December MidYear was 55.5% proficiency).
Grade 6	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A

Grade 12	N/A	N/A	N/A	N/A
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**Evaluation of 2016-2017 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)**

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

English Language Arts	2015-2016	2016-2017	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A	N/A	N/A
Kindergarten	N/A	N/A	N/A	N/A
Grade 1	N/A	Fall DRA Advanced Proficient: 7 Proficient: 12 Basic: 26 Below Basic: 64 MidYear DRA AP: 8 P: 20 B: 22 BB: 49 EOY DRA Not available at this time.	<ul style="list-style-type: none"> • Common planning periods/PLC meetings for all grade level ELA teachers • Job embedded professional development • Differentiated small group instruction • Differentiated homework • Treasures reading program and resources • Schoolwide writing program and resources • Quarterly Goal Setting/Data Analysis • Teachers used daily assessment data to create intervention groups for small group targeted instruction and to support whole group lessons 	<ul style="list-style-type: none"> • Staff actively used data from all interventions the year to provide prescriptive instruction, differentiation, and remediation.

Grade 2	EOY DRA Advanced Proficient: 27 Proficient: 42 Basic: 14 Below Basic: 39	Fall DRA Advanced Proficient: 22 Proficient: 36 Basic: 25 Below Basic: 41 MidYear DRA AP: 23 P: 23 B: 24 BB: 55 EOY DRA Not available at this time.	<ul style="list-style-type: none"> • Common planning periods/PLC meetings for all grade level ELA teachers • Job embedded professional development • Differentiated small group instruction • Differentiated homework • Treasures reading program and resources • Schoolwide writing program and resources • Quarterly Goal Setting/Data Analysis • Teachers used daily assessment data to create intervention groups for small group targeted instruction and to support whole group lessons 	<ul style="list-style-type: none"> • Staff actively used data from all interventions the year to provide prescriptive instruction, differentiation, and remediation.
Grade 9	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A

Mathematics	2015-2016	2016-2017	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A	N/A	N/A
Kindergarten	N/A	N/A	N/A	N/A
Grade 1	N/A	93 students scored	<ul style="list-style-type: none"> • Common planning periods/PLC meetings for all grade level Math teachers 	<ul style="list-style-type: none"> • Staff actively used data from all interventions the year to provide prescriptive instruction, differentiation, and remediation.

		<p>below 60% based on Linkit A (September baseline) 26 students below 60% based on Linkit Form B (December)</p> <p>EOY Linkit C Not available at this time</p>	<ul style="list-style-type: none"> ● Job embedded professional development ● Differentiated small group instruction ● Differentiated homework ● Everyday Math program and resources ● ConnectEd resources ● Quarterly Goal Setting/Data Analysis ● Online professional development through the Virtual Learning Community of the University of Chicago ● Teachers used daily assessment data to create intervention groups for small group targeted instruction and to support whole group lessons 	
Grade 2	83 *based on Linkit Form C Assessment	<p>107 students scored below 60% based on Linkit A (September baseline) 59 students scored below</p>	<ul style="list-style-type: none"> ● Common planning periods/PLC meetings for all grade level Math teachers ● Job embedded professional development ● Differentiated small group instruction ● Differentiated homework ● Everyday Math program and resources ● ConnectEd resources ● Quarterly Goal Setting/Data Analysis ● Online professional development through the Virtual Learning Community of the University of Chicago 	<ul style="list-style-type: none"> ● Staff actively used data from all interventions the year to provide prescriptive instruction, differentiation, and remediation.

		60% based on Linkit Form B (December) EOY form C Not available at this time	<ul style="list-style-type: none"> Teachers used daily assessment data to create intervention groups for small group targeted instruction and to support whole group lessons 	
Grade 9	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A

**SCHOOLWIDE COMPONENT: EVALUATION -ESEA §1114(b)(2)(B)(III)
Evaluation of 2016-2017 Interventions and Strategies**

Interventions to Increase Student Achievement – Implemented in 2016-2017

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)				
ELA	Students with Disabilities	Treasures program and READ180	No	LinkIt Benchmark Assessments	LinkIt! CC ELA TEI AG Form A to Form C growth: Grade 3 <table border="1" data-bbox="1396 1339 1942 1429"> <tr> <td>Proficiency</td> <td># of students</td> <td># of students</td> <td># of students</td> </tr> </table>	Proficiency	# of students	# of students	# of students
Proficiency	# of students	# of students	# of students						

						Form A September 16 students	Form B December 17 students	Form C
					Exceeding	0 scored 80%+	0 scored 89%+	-
					Meeting	2 scored 51-79%	2 scored 62-88%	Not available at this time scored 70%+
					Bubble	0 scored 41-50%	0 scored 52-61%	Not available at this time scored 60-69%
					Approachin g	6 scored 25-40%	3 scored 37-51%	Not available at this time scored 43-59%
					Partial	7 scored 9-24%	8 scored 22-38%	Not available at this time scored 26-42%
					Not Meeting	1 scored less than 9%	4 scored less than 22%	Not available at this time scored less than 26%
Grade 4								
					Proficiency	# of students Form A	# of students Form B	# of students Form C

						September 27 students	December 24 students	
					Exceeding	1 scored 71%+	0 scored 73%+	Not available at this time scored 82%+
					Meeting	0 scored 55-70%	0 scored 55-72%	Not available at this time scored 61-81%
					Bubble	2 scored 45-54%	1 scored 45-54%	Not available at this time scored 51-60%
					Approachin g	10 scored 28-44%	8 scored 27-44%	Not available at this time scored 31-50%
					Partial	14 scored 12-27%	14 scored 10-26%	Not available at this time scored 12-30%
					Not Meeting	0 scored less than 12%	1 scored less than 10%	Not available at this time scored less than 12%
Grade 5								
					Proficiency	# of students	# of students	# of students

					Form A September 21 students	Form B December 24 students	Form C	
					Exceeding	0 scored 90%+	0 scored 97%+	Not available at this time scored 95%+
					Meeting	0 scored 60-89%	2 scored 65-96%	Not available at this time scored 63-94%
					Bubble	2 scored 50-59%	1 scored 55-64%	Not available at this time scored 53-62%
					Approachin g	13 scored 30-49%	12 scored 34-54%	Not available at this time scored 32-52%
					Partial	6 scored 10-29%	9 scored 13-33%	Not available at this time scored 11-31%
					Not Meeting	0 scored less than 10%	0 scored less than 13%	Not available at this time scored less than 11%
Math	Students with Disabilities	Everyday Math program	Yes	Linkit Assessments	LinkIt! CC Math TEI AG Form A to Form C growth:			

					Grade 3																												
					<table border="1"> <thead> <tr> <th>Proficiency</th> <th># of students Form A 16 students</th> <th># of students Form B December</th> <th># of students Form C</th> </tr> </thead> <tbody> <tr> <td>Exceeding</td> <td>0 scored 65%+</td> <td>0 scored 85%+</td> <td>N/A</td> </tr> <tr> <td>Meeting</td> <td>3 scored 46%-64%</td> <td>1 scored 67%-84%</td> <td>Not available at this time scored 81%+</td> </tr> <tr> <td>Bubble</td> <td>3 scored 36%-45%</td> <td>3 scored 57%-66%</td> <td>Not available at this time scored 71%-80%</td> </tr> <tr> <td>Approaching</td> <td>5 scored 19%-35%</td> <td>7 scored 40%-56%</td> <td>Not available at this time scored 53%-70%</td> </tr> <tr> <td>Partial</td> <td>5 scored 1%-18%</td> <td>1 scored 23%-39%</td> <td>Not available at this time scored 35%-52%</td> </tr> <tr> <td>Not Meeting</td> <td>0 scored <1%</td> <td>5 scored <23%</td> <td>Not available at this time scored <35%</td> </tr> </tbody> </table>	Proficiency	# of students Form A 16 students	# of students Form B December	# of students Form C	Exceeding	0 scored 65%+	0 scored 85%+	N/A	Meeting	3 scored 46%-64%	1 scored 67%-84%	Not available at this time scored 81%+	Bubble	3 scored 36%-45%	3 scored 57%-66%	Not available at this time scored 71%-80%	Approaching	5 scored 19%-35%	7 scored 40%-56%	Not available at this time scored 53%-70%	Partial	5 scored 1%-18%	1 scored 23%-39%	Not available at this time scored 35%-52%	Not Meeting	0 scored <1%	5 scored <23%	Not available at this time scored <35%
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					Exceeding	0 scored 90%+	0	Not available at this time scored 95%+
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ELA	Migrant	N/A	N/A	N/A	N/A			
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ELA	ELLs	Treasures program	Yes	LinkIt Benchmark Assessments	<p>LinkIt! CC ELA TEI AG Form A to Form C growth: Grade 3: N/A Grade 4</p> <table border="1" data-bbox="1398 383 1944 1451"> <thead> <tr> <th data-bbox="1398 383 1535 578">Proficiency</th> <th data-bbox="1535 383 1667 578"># of students Form A September 2 students</th> <th data-bbox="1667 383 1801 578"># of students Form B December 2 students</th> <th data-bbox="1801 383 1944 578"># of students Form C</th> </tr> </thead> <tbody> <tr> <td data-bbox="1398 578 1535 735">Exceeding</td> <td data-bbox="1535 578 1667 735">0 scored 71%+</td> <td data-bbox="1667 578 1801 735">0</td> <td data-bbox="1801 578 1944 735">Not available at this time scored 82%+</td> </tr> <tr> <td data-bbox="1398 735 1535 893">Meeting</td> <td data-bbox="1535 735 1667 893">0 scored 55-70%</td> <td data-bbox="1667 735 1801 893">0</td> <td data-bbox="1801 735 1944 893">Not available at this time scored 61-81%</td> </tr> <tr> <td data-bbox="1398 893 1535 1050">Bubble</td> <td data-bbox="1535 893 1667 1050">0 scored 45-54%</td> <td data-bbox="1667 893 1801 1050">0</td> <td data-bbox="1801 893 1944 1050">Not available at this time scored 51-60%</td> </tr> <tr> <td data-bbox="1398 1050 1535 1208">Approaching</td> <td data-bbox="1535 1050 1667 1208">0 scored 28-44%</td> <td data-bbox="1667 1050 1801 1208">0</td> <td data-bbox="1801 1050 1944 1208">Not available at this time scored 31-50%</td> </tr> <tr> <td data-bbox="1398 1208 1535 1365">Partial</td> <td data-bbox="1535 1208 1667 1365">2 scored 12-27%</td> <td data-bbox="1667 1208 1801 1365">2 scored 22-38%</td> <td data-bbox="1801 1208 1944 1365">Not available at this time scored 12-30%</td> </tr> <tr> <td data-bbox="1398 1365 1535 1451">Not</td> <td data-bbox="1535 1365 1667 1451">0 scored less than</td> <td data-bbox="1667 1365 1801 1451">0</td> <td data-bbox="1801 1365 1944 1451">Not available at</td> </tr> </tbody> </table>	Proficiency	# of students Form A September 2 students	# of students Form B December 2 students	# of students Form C	Exceeding	0 scored 71%+	0	Not available at this time scored 82%+	Meeting	0 scored 55-70%	0	Not available at this time scored 61-81%	Bubble	0 scored 45-54%	0	Not available at this time scored 51-60%	Approaching	0 scored 28-44%	0	Not available at this time scored 31-50%	Partial	2 scored 12-27%	2 scored 22-38%	Not available at this time scored 12-30%	Not	0 scored less than	0	Not available at
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Partial	32 scored 9-24%	24 scored 10-26%	Not available at this time scored 26-42%
Not Meeting	4 scored less than 9%	6 scored less than 10%	Not available at this time scored less than 26%

Grade 4

Proficiency	# of students Form A September 111 students	# of students Form B December 102 students	# of students Form C
Exceeding	3 scored 71%+	5 scored 73%+	Not available at this time scored 82%+
Meeting	12 scored 55-70%	5 scored 55-72%	Not available at this time scored 61-81%
Bubble	24 scored 45-54%	19 scored 45-54%	Not available at this time scored 51-60%
Approaching	47 scored 28-44%	51 scored 27-44%	Not available at this time

			scored 31-50%
Partial	25 scored 12-27%	22 scored 10-26%	Not available at this time scored 12-30%
Not Meeting	0 scored less than 12%	0	Not available at this time scored less than 12%

Grade 5

Proficiency	# of students Form A September	# of students Form B December	# of students Form C
Exceeding	102 students	101 students	
Exceeding	0 scored 90%+	0	Not available at this time scored 95%+
Meeting	27 scored 60-89%	22 scored 65-96%	Not available at this time scored 63-94%
Bubble	14 scored 50-59%	6 scored 55-64%	Not available at this time scored 53-62%

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Partial	19 scored 10-29%	27 scored 13-33%	Not available at this time scored 11-31%																		
Not Meeting	0 scored less than 10%	0	Not available at this time scored less than 11%																		
Math	Economically Disadvantaged	Everyday Math program	Yes	Linkit Assessments	<p>LinkIt! CC Math TEI AG Form A to Form C growth: Grade 3:</p> <table border="1"> <thead> <tr> <th>Proficiency</th> <th># of students Form A 70 students</th> <th># of students Form B December</th> <th># of students Form C</th> </tr> </thead> <tbody> <tr> <td>Exceeding</td> <td>0 scored 65%+</td> <td>0</td> <td>N/A</td> </tr> <tr> <td>Meeting</td> <td>6 scored 46%-64%</td> <td>13 scored 67%-84%</td> <td>Not available at this time scored 81%+</td> </tr> <tr> <td>Bubble</td> <td>11 scored 36%-45%</td> <td>10 scored 57%-66%</td> <td>Not available at this time scored 71%-80%</td> </tr> </tbody> </table>	Proficiency	# of students Form A 70 students	# of students Form B December	# of students Form C	Exceeding	0 scored 65%+	0	N/A	Meeting	6 scored 46%-64%	13 scored 67%-84%	Not available at this time scored 81%+	Bubble	11 scored 36%-45%	10 scored 57%-66%	Not available at this time scored 71%-80%
Proficiency	# of students Form A 70 students	# of students Form B December	# of students Form C																		
Exceeding	0 scored 65%+	0	N/A																		
Meeting	6 scored 46%-64%	13 scored 67%-84%	Not available at this time scored 81%+																		
Bubble	11 scored 36%-45%	10 scored 57%-66%	Not available at this time scored 71%-80%																		

Approaching	38 scored 19%-35%	25 scored 40%-56%	Not available at this time scored 53%-70%
Partial	15 scored 1%-18%	16 scored 23%-39%	Not available at this time scored 35%-52%
Not Meeting	0 scored <1%	6 scored <23%	Not available at this time scored <35%

Grade 4:

Proficiency	# of students Form A 111 students	# of students Form B December	# of students Form C
Exceeding	0 scored 79%+	4 scored 90%+	N/A
Meeting	5 scored 55%-78%	24 scored 67%-89%	Not available at this time scored 83%+
Bubble	9 scored 45%-54%	22 scored 57-66%	Not available at this time scored 73%-82%
Approaching	55 scored 26%-44%	32 scored 39%-56%	Not available at

			this time scored 51%-72%
Partial	42 scored 7%-25%	16 scored 21%-38%	Not available at this time scored 30%-50%
Not Meeting	0 scored <7%	5 scored <21%	Not available at this time scored <30%

Grade 5:

Proficiency	# of students Form A 102 students	# of students Form B December	# of students Form C
Exceeding	0 scored 74%+	0	N/A
Meeting	13 scored 52%-73%	12	Not available at this time scored 82%+
Bubble	27 scored 42%-51%	16	Not available at this time scored 72%-81%
Approaching	58 scored 22%-41%	58	Not available at this time scored

					<p>Proficiency Form B December 17 total students Meeting: 2 scored 62-88% Approaching: 3 scored 37-51% Partial: 8 scored 22-38% Not Meeting: 4 scored less than 22%</p> <p>Proficiency Form C May: Data not available at this time.</p> <p>LinkIt! CC ELA TEI AG Form A to Form C growth Grade 4 Proficiency Form A September 27 total students Exceeding: 1 scored 71%+ Bubble: 2 scored 45-54% Approaching: 10 scored 28-44% Partial: 14 scored 12-27%</p> <p>Proficiency Form B December 24 total students Bubble: 1 scored 45-54% Approaching: 8 scored 27-44% Partial: 14 scored 10-26% Not Meeting: 1 scored less than 10%</p> <p>Proficiency Form C May: Data not available at this time.</p>
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					<p>LinkIt! CC ELA TEI AG Form A to Form C growth Grade 5</p> <p>Proficiency Form A September 21 total students Bubble: 2 scored 50-59% Approaching: 13 scored 30-49% Partial: 6 scored 10-29%</p> <p>Proficiency Form B December 24 total students Meeting: 2 scored 65-96% Bubble: 1 scored 55-64% Approaching: 12 scored 34-54% Partial: 9 scored 13-33%</p> <p>Proficiency Form C May: Data not available at this time.</p>
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Math	Students with Disabilities	Summer Enrichment Camp	Yes	Link it	<p>LinkIt! CC Math TEI AG Form A to Form C growth:</p> <p>Grade 3:</p> <p>September Form A:</p> <p>3 scored 46%-64%</p> <p>3 scored 36%-45%</p> <p>5 scored 19%-35%</p> <p>5 scored 19%-35%</p> <p>5 scored 1%-18%</p> <p>December Form B:</p> <p>1 scored 67%-84%</p> <p>3 scored 57%-66%</p> <p>7 scored 40%-56%</p> <p>1 scored 23%-39%</p> <p>5 scored <23%</p> <p>May Form C: not available at this time</p> <p>Grade 4:</p> <p>September Form A:</p> <p>1 scored 45%-54%</p> <p>9 scored 26%-44%</p> <p>17 scored 7%-25%</p> <p>December Form B:</p> <p>5 scored 67%-89%</p> <p>3 scored 57%-66%</p> <p>7 scored 39%-56%</p> <p>7 scored 21%-38%</p>
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ELA	Homeless	Summer Enrichment Camp	Yes	LinkIt Benchmark Assessments	<p>LinkIt! CC ELA TEI AG Form A to Form C growth Grade 3</p> <p>Proficiency Form A September 2 total students Partial: 2 scored 9-24%</p> <p>Proficiency Form B December 2 total students Approaching: 1 scored 37-51% Partial: 1 scored 22-38%</p> <p>Proficiency Form C May: Data not available at this time.</p> <p>LinkIt! CC ELA TEI AG Form A to Form C growth Grade 4</p> <p>Proficiency Form A September 1 total student Meeting: 1 scored 55-70%</p>

					<p>Proficiency Form B December 2 total students Bubble: 1 scored 45-54% Approaching: 1 scored 27-44%</p> <p>Proficiency Form C May: Data not available at this time.</p> <p>LinkIt! CC ELA TEI AG Form A to Form C growth Grade 5 Proficiency Form A September 3 total students Meeting: 1 scored 60-89% Bubble: 2 scored 50-59%</p> <p>Proficiency Form B December 3 total students Meeting: 2 scored 65-96% Approaching: 1 scored 34-54%</p> <p>Proficiency Form C May: Data not available at this time.</p>
Math	Homeless	Summer Enrichment Camp	Yes	LinkIt	<p>LinkIt! CC Math TEI AG Form A to Form C growth: Grade 3: September Form A: 1 scored 19%-35% 1 scored 1%-18% December Form B:</p>

					1 scored 40%-56% 1 scored <21% May Form C: Not available at this time
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Summer Enrichment Camp	Yes	LinkIt Benchmark Assessments	LinkIt! CC ELA TEI AG Form A to Form C growth Grade 4 Proficiency Form A September 2 total students Partial: 2 scored 12-27% Proficiency Form B December 2 total students Partial: 2 scored 22-38% Proficiency Form C May: Data not available at this time.
Math	ELLs	Summer Enrichment Camp	Yes	LinkIt	LinkIt! CC Math TEI AG Form A to Form C growth: Grade 3: N/A Grade 4: September Form A: 1 scored 26%-44% December Form B: 1 scored 39%-56% May Form C: not available at this time Grade 5: N/A

ELA	Economically Disadvantaged	Summer Enrichment Camp	Yes	LinkIt Benchmark Assessments	<p>LinkIt! CC ELA TEI AG Form A to Form C growth Grade 3</p> <p>Proficiency Form A September 70 total students Meeting: 5 scored 51-79% Bubble: 7 scored 41-50% Approaching: 22 scored 25-40% Partial: 32 scored 9-24% Not Meeting: 4 scored less than 9%</p> <p>Proficiency Form B December 70 total students Meeting: 7 scored 62-88% Bubble: 19 scored 52-61% Approaching: 14 scored 27-44% Partial: 24 scored 10-26% Not Meeting: 6 scored less than 10%</p> <p>Proficiency Form C May: Data not available at this time.</p> <p>LinkIt! CC ELA TEI AG Form A to Form C growth Grade 4</p> <p>Proficiency Form A September 111 total students Exceeding: 3 scored 71%+ Meeting: 12 scored 55-70% Bubble: 24 scored 45-54% Approaching: 47 scored 28-44%</p>

					<p>Partial: 25 scored 12-27%</p> <p>Proficiency Form B December 102 total students Exceeding: 5 scored 73%+ Meeting: 5 scored 55-72% Bubble: 19 scored 45-54% Approaching: 51 scored 27-44% Partial: 22 scored 10-26%</p> <p>Proficiency Form C May: Data not available at this time.</p> <p>LinkIt! CC ELA TEI AG Form A to Form C growth Grade 5 Proficiency Form A September 102 total students Meeting: 27 scored 60-89% Bubble: 14 scored 50-59% Approaching: 42 scored 30-49% Partial: 19 scored 10-29%</p> <p>Proficiency Form B December 101 total students Meeting: 22 scored 65-96% Bubble: 6 scored 55-64% Approaching: 46 scored 34-54% Partial: 27 scored 13-33%</p> <p>Proficiency Form C May: Data not available at this time.</p>
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Math	Economically Disadvantaged	Summer Enrichment Camp	Yes	LinkIt	<p>LinkIt! CC Math TEI AG Form A to Form C growth:</p> <p>Grade 3:</p> <p>September Form A: 6 scored 46%-64% 11 scored 36%-45% 38 scored 19%-35% 15 scored 1%-18%</p> <p>December Form B: 13 scored 67%-84% 10 scored 57%-66% 25 scored 40%-56% 16 scored 23%-39% 6 scored <23%</p> <p>May Form C: not available at this time</p> <p>Grade 4:</p> <p>September Form A: 5 scored 55%-78% 9 scored 45%-54% 55 scored 26%-44% 42 scored 7%-25%</p> <p>December Form B: 4 scored 90%+ 24 scored 67%-89% 22 scored 57%-66% 32 scored 39%-56% 16 scored 21%-38% 5 scored <21%</p>
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					May Form C: Not available at this time
ELA	N/A	N/A	N/A	N/A	N/A
Math	N/A	N/A	N/A	N/A	N/A

**SCHOOLWIDE COMPONENT: EVALUATION -ESEA §1114(b)(2)(B)(III)
Evaluation of 2016-2017 Interventions and Strategies**

Professional Development – Implemented in 2016-2017

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	PLC Meetings Quarterly data chats with goal setting	Yes	<ul style="list-style-type: none"> PLC Agenda Quarterly goals Log of PD hours 	100% of teachers were offered opportunities to analyze data, establish goals and attended specific PD trainings, PLCs, and faculty meetings during the school year.
Math	Students with Disabilities	PLC Meetings Quarterly data chats with goal setting	Yes	<ul style="list-style-type: none"> PLC Agendas Quarterly goals Log of PD hours 	100% of teachers were offered opportunities to analyze data, establish goals and attended specific PD trainings, PLCs, and faculty meetings during the school year.
ELA	Homeless	PLC Meetings Quarterly data chats with goal setting	Yes	<ul style="list-style-type: none"> PLC Agendas Quarterly goals Log of PD hours 	100% of teachers were offered opportunities to analyze data, establish goals and attended specific PD trainings, PLCs, and faculty meetings during the school year.
Math	Homeless	PLC Meetings Quarterly data chats with goal setting	Yes	<ul style="list-style-type: none"> PLC Agendas Quarterly goals Log of PD hours 	100% of teachers were offered opportunities to analyze data, establish goals and attended specific PD trainings, PLCs, and faculty meetings during the school year.
ELA	Migrant	N/A	N/A	<ul style="list-style-type: none"> N/A 	N/A
Math	Migrant	N/A	N/A	<ul style="list-style-type: none"> N/A 	N/A
ELA	ELLs	PLC Meetings Quarterly data chats with goal setting	Yes	<ul style="list-style-type: none"> PLC Agendas Quarterly goals Log of PD hours 	100% of teachers were offered opportunities to analyze data, establish goals and attended specific PD trainings, PLCs, and faculty meetings during the school year.
Math	ELLs	PLC Meetings Quarterly data chats	Yes	<ul style="list-style-type: none"> PLC Agendas 	100% of teachers were offered opportunities to analyze data, establish goals and attended

		with goal setting		<ul style="list-style-type: none"> Quarterly goals Log of PD hours 	specific PD trainings, PLCs, and faculty meetings during the school year.
ELA	Economically Disadvantaged	PLC Meetings Quarterly data chats with goal setting	Yes	<ul style="list-style-type: none"> PLC Agendas Quarterly goals Log of PD hours 	100% of teachers were offered opportunities to analyze data, establish goals and attended specific PD trainings, PLCs, and faculty meetings during the school year.
Math	Economically Disadvantaged	PLC Meetings Quarterly data chats with goal setting	Yes	<ul style="list-style-type: none"> PLC Agendas Quarterly goals Log of PD hours 	100% of teachers were offered opportunities to analyze data, establish goals and attended specific PD trainings, PLCs, and faculty meetings during the school year.
ELA	N/A	N/A	N/A	N/A	N/A
Math	N/A	N/A	N/A	N/A	N/A

SCHOOLWIDE COMPONENT: EVALUATION -ESEA §1114(b)(2)(B)(III)

Family and Community Engagement Implemented in 2016-2017

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Parent Visitation Days/Nights, Back to School Night, Parent Teacher Conferences, PTO Fundraisers	Yes	Sign-In Sheets Parent feedback/surveys	Parent Visitation Days/Night: Grade 1&2 Sharing Day: 100 families attended Sharing Day (Fall) Grade 1&2 Sharing Day: 105 families attended Sharing Day (Winter) Grade 3: 29 families attended Grade 3 Parent Visit Day. Grade 4: 40 Families attended Parent Visit

					<p>Day</p> <p>Grade 5: 28 families attended Ellis Island Day</p> <p>Title I Parent Workshop: 18/18 parents attended</p> <p>Talented Presentation Family Attendance:</p> <p>September 11th performance:10 families</p> <p>1st and 2nd grade sharing day: 50 families</p> <p>Board of Education Meeting Performance: 50 families</p> <p>3rd Grade City Hall Performance: 35 families</p> <p>Winter Concert/Band Chorus/Dance: 200 families</p> <p>Martin Luther King Performance Band and Chorus:30 families</p> <p>Monmouth Mall Dance Performance: 20 families</p> <p>Monmouth University Dance Performance:30 families</p> <p>4th Grade Sharing Day:</p> <p>5th Grade SHaring day: 120 families</p> <p>Spring Concert: 250 families</p> <p>Count Basie Grant Performance with Chorus and Dance: 35 families</p> <p>Back to School Night:</p> <p>372 out of 599 families(62%) attended Back to School Night.</p> <p>Parent Teacher Conferences:</p> <p>100% of parents were made aware of conferences, and 83% attended.</p> <p>PTO Fundraisers:</p> <p>Halloween Dance- 150 students attended</p>
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					Supper with Santa-125 families attended Fall movie night- 100 families attended Spring movie night- 50 families attended
Math	Students with Disabilities	Parent Visitation Days/Nights, Back to School Night, Parent Teacher Conferences, PTO Fundraisers	Yes	Sign-In Sheets Parent feedback/surveys	<p>Parent Visitation Days/Night:</p> <p>Grade 1&2 Sharing Day: 100 families attended Sharing Day (Fall)</p> <p>Grade 1&2 Sharing Day: 105 families attended Sharing Day (Winter)</p> <p>Grade 3: 29 families attended Grade 3 Parent Visit Day.</p> <p>Grade 4: 40 Families attended Parent Visit Day</p> <p>Grade 5: 28 families attended Ellis Island Day</p> <p>Title I Parent Workshop: 18/18 parents attended</p> <p>Talented Presentation Family Attendance:</p> <p>September 11th performance:10 families</p> <p>1st and 2nd grade sharing day: 50 families</p> <p>Board of Education Meeting Performance: 50 families</p> <p>3rd Grade City Hall Performance: 35 families</p> <p>Winter Concert/Band Chorus/Dance: 200 families</p> <p>Martin Luther King Performance Band and Chorus:30 families</p> <p>Monmouth Mall Dance Performance: 20 families</p> <p>Monmouth University Dance Performance:30 families</p> <p>Spring Concert: 250 families</p> <p>Count Basie Grant Performance with Chorus and Dance: 35 families</p>

					<p>Back to School Night: 372 families out of 599 students (62%) attended Back to School Night</p> <p>Parent Teacher Conferences: 100% of parents were made aware of conferences, and 83% attended.</p> <p>PTO Fundraisers: Halloween Dance- 150 students Supper with Santa-125 families Fall movie night- 100 families Spring movie night- 50 families</p>
ELA	Homeless	Parent Visitation Days/Nights, Back to School Night, Parent Teacher Conferences, PTO Fundraisers	Yes	Sign-In Sheets Parent feedback/surveys	<p>Parent Visitation Days/Night: Grade 1&2 Sharing Day: 100 families attended Sharing Day (Fall) Grade 1&2 Sharing Day: 105 families attended Sharing Day (Winter) Grade 3: 29 families attended Grade 3 Parent Visit Day. Grade 4: 40 Families attended Parent Visit Day Grade 5: 28 families attended Ellis Island Day Title I Parent Workshop: 18/18 parents attended</p> <p>Talented Presentation Family Attendance: September 11th performance:10 families 1st and 2nd grade sharing day: 50 families Board of Education Meeting Performance: 50 families 3rd Grade City Hall Performance: 35 families Winter Concert/Band Chorus/Dance: 200</p>

					<p>families</p> <p>Martin Luther King Performance Band and Chorus:30 families</p> <p>Monmouth Mall Dance Performance: 20 families</p> <p>Monmouth University Dance Performance:30 families</p> <p>Spring Concert: 250 families</p> <p>Count Basie Grant Performance with Chorus and Dance: 35 families</p> <p>Back to School Night:</p> <p>372 out of 599 families(62%) attended Back to School Night.</p> <p>Parent Teacher Conferences: 100% of parents were made aware of conferences, and 83% attended.</p> <p>PTO Fundraisers:</p> <p>Halloween Dance- 150 students</p> <p>Supper with Santa-125 families</p> <p>Fall movie night- 100 families</p> <p>Spring movie night- 50 families</p>
Math	Homeless	Parent Visitation Days/Nights, Back to School Night, Parent Teacher Conferences, PTO Fundraisers	Yes	Sign-In Sheets Parent feedback/surveys	<p>Parent Visitation Days/Night:</p> <p>Grade 1&2 Sharing Day: 100 families attended Sharing Day (Fall)</p> <p>Grade 1&2 Sharing Day: 105 families attended Sharing Day (Winter)</p> <p>Grade 3: 29 families attended Grade 3 Parent Visit Day.</p> <p>Grade 4: 40 Families attended Parent Visit Day</p>

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ELA	Migrant	N/A	N/A	N/A	N/A

Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Parent Visitation Days/Nights, Back to School Night, Parent Teacher Conferences, PTO Fundraisers	Yes	Sign-In Sheets Parent feedback/surveys	<p>Parent Visitation Days/Night: Grade 1&2 Sharing Day: 100 families attended Sharing Day (Fall) Grade 1&2 Sharing Day: 105 families attended Sharing Day (Winter) Grade 3: 29 families attended Grade 3 Parent Visit Day. Grade 4: 40 Families attended Parent Visit Day Grade 5: 28 families attended Ellis Island Day Title I Parent Workshop: 18/18 parents attended</p> <p>Talented Presentation Family Attendance: September 11th performance:10 families 1st and 2nd grade sharing day: 50 families Board of Education Meeting Performance: 50 families 3rd Grade City Hall Performance: 35 families Winter Concert/Band Chorus/Dance: 200 families Martin Luther King Performance Band and Chorus:30 families Monmouth Mall Dance Performance: 20 families Monmouth University Dance Performance:30 families Spring Concert: 250 families Count Basie Grant Performance with Chorus and Dance: 35 families</p>

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ELA	Economically Disadvantaged	Parent Visitation Days/Nights, Back to School Night, Parent Teacher Conferences, PTO Fundraisers	Yes	Sign-In Sheets Parent feedback/surveys	<p>Parent Visitation Days/Night: Grade 1&2 Sharing Day: 100 families attended Sharing Day (Fall) Grade 1&2 Sharing Day: 105 families attended Sharing Day (Winter) Grade 3: 29 families attended Grade 3 Parent Visit Day. Grade 4: 40 Families attended Parent Visit Day Grade 5: 28 families attended Ellis Island Day Title I Parent Workshop: 18/18 parents</p>

					<p>attended</p> <p>Talented Presentation Family Attendance: September 11th performance:10 families 1st and 2nd grade sharing day: 50 families Board of Education Meeting Performance: 50 families 3rd Grade City Hall Performance: 35 families Winter Concert/Band Chorus/Dance: 200 families Martin Luther King Performance Band and Chorus:30 families Monmouth Mall Dance Performance: 20 families Monmouth University Dance Performance:30 families Spring Concert: 250 families Count Basie Grant Performance with Chorus and Dance: 35 families</p> <p>Back to School Night: 372 out of 599 families(62%) attended Back to School Night.</p> <p>Parent Teacher Conferences: 100% of parents were made aware of conferences, and 83% attended.</p> <p>PTO Fundraisers: Halloween Dance- 150 students Supper with Santa-125 families Fall movie night- 100 families Spring movie night- 50 families</p>
Math	Economically Disadvantaged	Parent Visitation Days/Nights, Back to School Night, Parent Teacher Conferences,	Yes	Sign-In Sheets Parent feedback/surveys	<p>Parent Visitation Days/Night: Grade 1&2 Sharing Day: 100 families attended Sharing Day (Fall)</p>

		PTO Fundraisers			<p>Grade 1&2 Sharing Day: 105 families attended Sharing Day (Winter)</p> <p>Grade 3: 29 families attended Grade 3 Parent Visit Day.</p> <p>Grade 4: 40 Families attended Parent Visit Day</p> <p>Grade 5: 28 families attended Ellis Island Day</p> <p>Title I Parent Workshop: 18/18 parents attended</p> <p>Talented Presentation Family Attendance:</p> <p>September 11th performance:10 families</p> <p>1st and 2nd grade sharing day: 50 families</p> <p>Board of Education Meeting Performance: 50 families</p> <p>3rd Grade City Hall Performance: 35 families</p> <p>Winter Concert/Band Chorus/Dance: 200 families</p> <p>Martin Luther King Performance Band and Chorus:30 families</p> <p>Monmouth Mall Dance Performance: 20 families</p> <p>Monmouth University Dance Performance:30 families</p> <p>Spring Concert: 250 families</p> <p>Count Basie Grant Performance with Chorus and Dance: 35 families</p> <p>Back to School Night:</p> <p>372 out of 599 families(62%) attended Back to School Night.</p> <p>Parent Teacher Conferences: 100% of parents were made aware of conferences, and 83% attended.</p>
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					PTO Fundraisers: Halloween Dance- 150 students Supper with Santa-125 families Fall movie night- 100 families Spring movie night- 50 families
ELA	N/A	N/A	N/A	N/A	N/A
Math	N/A	N/A	N/A	N/A	N/A

SCHOOLWIDE COMPONENT: EVALUATION -ESEA §1114(b)(2)(B)(III)
Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

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

Francisco E. Rodriguez
Principal's Name (Print)

Principal's Signature

Date

ESEA §1114(b)(1)(A): “A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] 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 described in §1111(b)(1).”

2017-2018 Comprehensive Needs Assessment Process Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2017-2018

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)																														
Academic Achievement – Reading	<ul style="list-style-type: none"> ● Diagnostic Reading Assessment ● Scholastic Reading Inventory ● LinkIt Assessments 	<p>Diagnostic Reading Assessment</p> <ul style="list-style-type: none"> ● Grade 1 Proficiency <ul style="list-style-type: none"> ○ Baseline: 17% (18/104) ○ Mid-year: 27% (27/99) ○ End-of-year: not available at this time <p>Scholastic Reading Inventory % Proficient...</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Sept</th> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td>Grade 1</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>not available at this time</td> </tr> <tr> <td>Grade 2</td> <td>16%</td> <td>26%</td> <td>37%</td> <td>47%</td> <td>not available at this time</td> </tr> <tr> <td>Grade 3</td> <td>16%</td> <td>26%</td> <td>30%</td> <td>39%</td> <td>not available at this time</td> </tr> <tr> <td>Grade 4</td> <td>35%</td> <td>43%</td> <td>48%</td> <td>57%</td> <td>not</td> </tr> </tbody> </table>		Sept	Nov	Jan	Mar	June	Grade 1	N/A	N/A	N/A	N/A	not available at this time	Grade 2	16%	26%	37%	47%	not available at this time	Grade 3	16%	26%	30%	39%	not available at this time	Grade 4	35%	43%	48%	57%	not
	Sept	Nov	Jan	Mar	June																											
Grade 1	N/A	N/A	N/A	N/A	not available at this time																											
Grade 2	16%	26%	37%	47%	not available at this time																											
Grade 3	16%	26%	30%	39%	not available at this time																											
Grade 4	35%	43%	48%	57%	not																											

					available at this time
Grade 5	45%	48%	57%	63%	not available at this time

LinkIt Assessments 60% Proficiency +

	Sept - Form A	Dec - Form B	May - Form C
Grade 1	N/A	N/A	N/A
Grade 2	6% (8/128)	13% (13/124)	not available at this time
Grade 3	5% (4/84)	17% (14/84)	not available at this time
Grade 4	11% (14/182)	8% (11/129)	not available at this time
Grade 5	26% (30/117)	30% (36/118)	not available at this time

ELA Economically Disadvantaged

LinkIt! CC ELA TEI AG Form A to Form C growth Grade 3

Proficiency Form A September

70 total students

Meeting: 5 scored 51-79%

Bubble: 7 scored 41-50%

Approaching: 22 scored 25-40%

		<p>Partial: 32 scored 9-24% Not Meeting: 4 scored less than 9%</p> <p>Proficiency Form B December 70 total students Meeting: 7 scored 62-88% Bubble: 19 scored 52-61% Approaching: 14 scored 27-44% Partial: 24 scored 10-26% Not Meeting: 6 scored less than 10%</p> <p>Proficiency Form C May: Data not available at this time.</p> <p>LinkIt! CC ELA TEI AG Form A to Form C growth Grade 4 Proficiency Form A September 111 total students Exceeding: 3 scored 71%+ Meeting: 12 scored 55-70% Bubble: 24 scored 45-54% Approaching: 47 scored 28-44% Partial: 25 scored 12-27%</p> <p>Proficiency Form B December 102 total students Exceeding: 5 scored 73%+ Meeting: 5 scored 55-72% Bubble: 19 scored 45-54% Approaching: 51 scored 27-44% Partial: 22 scored 10-26%</p> <p>Proficiency Form C May: Data not available at this time.</p>
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		<p>LinkIt! CC ELA TEI AG Form A to Form C growth Grade 5</p> <p>Proficiency Form A September 102 total students Meeting: 27 scored 60-89% Bubble: 14 scored 50-59% Approaching: 42 scored 30-49% Partial: 19 scored 10-29%</p> <p>Proficiency Form B December 101 total students Meeting: 22 scored 65-96% Bubble: 6 scored 55-64% Approaching: 46 scored 34-54% Partial: 27 scored 13-33%</p> <p>Proficiency Form C May: Data not available at this time.</p> <p>ELA Students with Disabilities</p> <p>LinkIt! CC ELA TEI AG Form A to Form C growth Grade 3</p> <p>Proficiency Form A September 16 total students Meeting: 2 scored 51-79% Approaching: 6 scored 25-40% Partial: 7 scored 9-24% Not Meeting: 1 scored less than 9%</p> <p>Proficiency Form B December 17 total students Meeting: 2 scored 62-88% Approaching: 3 scored 37-51%</p>
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		<p>Partial: 8 scored 22-38% Not Meeting: 4 scored less than 22%</p> <p>Proficiency Form C May: Data not available at this time.</p> <p>LinkIt! CC ELA TEI AG Form A to Form C growth Grade 4 Proficiency Form A September 27 total students Exceeding: 1 scored 71%+ Bubble: 2 scored 45-54% Approaching: 10 scored 28-44% Partial: 14 scored 12-27%</p> <p>Proficiency Form B December 24 total students Bubble: 1 scored 45-54% Approaching: 8 scored 27-44% Partial: 14 scored 10-26% Not Meeting: 1 scored less than 10%</p> <p>Proficiency Form C May: Data not available at this time.</p> <p>LinkIt! CC ELA TEI AG Form A to Form C growth Grade 5 Proficiency Form A September 21 total students Bubble: 2 scored 50-59% Approaching: 13 scored 30-49% Partial: 6 scored 10-29%</p> <p>Proficiency Form B December 24 total students</p>
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		<p>Meeting: 2 scored 65-96%</p> <p>Bubble: 1 scored 55-64%</p> <p>Approaching: 12 scored 34-54%</p> <p>Partial: 9 scored 13-33%</p> <p>Proficiency Form C May: Data not available at this time.</p> <p>ELA ELLs</p> <p>LinkIt! CC ELA TEI AG Form A to Form C growth Grade 4</p> <p>Proficiency Form A September</p> <p>2 total students</p> <p>Partial: 2 scored 12-27%</p> <p>Proficiency Form B December</p> <p>2 total students</p> <p>Partial: 2 scored 22-38%</p> <p>Proficiency Form C May: Data not available at this time.</p> <p>ELA Homeless</p> <p>LinkIt! CC ELA TEI AG Form A to Form C growth Grade 3</p> <p>Proficiency Form A September</p> <p>2 total students</p> <p>Partial: 2 scored 9-24%</p> <p>Proficiency Form B December</p> <p>2 total students</p> <p>Approaching: 1 scored 37-51%</p> <p>Partial: 1 scored 22-38%</p> <p>Proficiency Form C May: Data not available at this time.</p>
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		<p>LinkIt! CC ELA TEI AG Form A to Form C growth Grade 4 Proficiency Form A September 1 total student Meeting: 1 scored 55-70%</p> <p>Proficiency Form B December 2 total students Bubble: 1 scored 45-54% Approaching: 1 scored 27-44%</p> <p>Proficiency Form C May: Data not available at this time.</p> <p>LinkIt! CC ELA TEI AG Form A to Form C growth Grade 5 Proficiency Form A September 3 total students Meeting: 1 scored 60-89% Bubble: 2 scored 50-59%</p> <p>Proficiency Form B December 3 total students Meeting: 2 scored 65-96% Approaching: 1 scored 34-54%</p> <p>Proficiency Form C May: Data not available at this time.</p>
Academic Achievement - Writing	Schoolwide Writing Tasks	<ul style="list-style-type: none"> ● Grade 1: 50% of students scored proficient or higher on the writing tasks. ● Grade 2: 57% of students scored proficient or higher on the writing tasks. ● Grade 3: 36% of students scored proficient or higher on the writing tasks.

		<ul style="list-style-type: none"> Grade 4: 49% of students scored proficient or higher on the writing tasks. Grade 5: 59% of students scored proficient or higher on the writing tasks. 																																																																
Academic Achievement - Mathematics	<ul style="list-style-type: none"> LinkIt Assessments Everyday Math Unit Assessments 	<p>LinkIt Assessments 60% Proficiency +</p> <table border="1" data-bbox="1031 423 1724 992"> <thead> <tr> <th></th> <th>Sept - Form A</th> <th>Dec - Form B</th> <th>May -Form C</th> </tr> </thead> <tbody> <tr> <td>Grade 1</td> <td>14% (15/108)</td> <td>73% (71/97)</td> <td>not available at this time</td> </tr> <tr> <td>Grade 2</td> <td>16% (21/128)</td> <td>52%(64/123)</td> <td>not available at this time</td> </tr> <tr> <td>Grade 3</td> <td>0%(0/85)</td> <td>31% (26/84)</td> <td>not available at this time</td> </tr> <tr> <td>Grade 4</td> <td>3% (4/135)</td> <td>41% (54/131)</td> <td>not available at this time</td> </tr> <tr> <td>Grade 5</td> <td>4% (5/117)</td> <td>44% (52/118)</td> <td>not available at this time</td> </tr> </tbody> </table> <p>Everyday Math Unit Assessment 80% Proficiency +</p> <table border="1" data-bbox="1031 1081 1835 1442"> <thead> <tr> <th></th> <th>Unit 1</th> <th>Unit 2</th> <th>Unit 3</th> <th>Unit 4</th> <th>Unit 5</th> <th>Unit 6</th> <th>Unit 7</th> </tr> </thead> <tbody> <tr> <td>Grade 1</td> <td>60%</td> <td>60%</td> <td>64%</td> <td>77%</td> <td>61%</td> <td>74%</td> <td>78%</td> </tr> <tr> <td>Grade 2</td> <td>80%</td> <td>66%</td> <td>82%</td> <td>60%</td> <td>79%</td> <td>69%</td> <td>68%</td> </tr> <tr> <td>Grade 3</td> <td>43%</td> <td>48%</td> <td>39%</td> <td>38%</td> <td>59%</td> <td>45%</td> <td>45%</td> </tr> <tr> <td>Grade 4</td> <td>41%</td> <td>47%</td> <td>73%</td> <td>59%</td> <td>52%</td> <td>46%</td> <td>not</td> </tr> </tbody> </table>		Sept - Form A	Dec - Form B	May -Form C	Grade 1	14% (15/108)	73% (71/97)	not available at this time	Grade 2	16% (21/128)	52%(64/123)	not available at this time	Grade 3	0%(0/85)	31% (26/84)	not available at this time	Grade 4	3% (4/135)	41% (54/131)	not available at this time	Grade 5	4% (5/117)	44% (52/118)	not available at this time		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Grade 1	60%	60%	64%	77%	61%	74%	78%	Grade 2	80%	66%	82%	60%	79%	69%	68%	Grade 3	43%	48%	39%	38%	59%	45%	45%	Grade 4	41%	47%	73%	59%	52%	46%	not
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							available at this time												
Grade 5	64%	55%	56%	79%	61%	56%	not available at this time												
Family and Community Engagement	Sign In Sheets	<p>Parent Visitation Days/Night: Grade 1&2 Sharing Day: 100 families attended Sharing Day (Fall) Grade 1&2 Sharing Day: 105 families attended Sharing Day (Winter) Grade 3: 29 families attended Grade 3 Parent Visit Day. Grade 4: 40 Families attended Parent Visit Day Grade 5: 28 families attended Ellis Island Day Title I Parent Workshop: 18/18 parents attended</p> <p>Talented Presentation Family Attendance: September 11th performance:10 families 1st and 2nd grade sharing day: 50 families Board of Education Meeting Performance: 50 families 3rd Grade City Hall Performance: 35 families Winter Concert/Band Chorus/Dance: 200 families Martin Luther King Performance Band and Chorus:30 families Monmouth Mall Dance Performance: 20 families Monmouth University Dance Performance:30 families Spring Concert: 250 families Count Basie Grant Performance with Chorus and Dance: 35 families</p> <p>Back to School Night:</p>																	

		<p>372 out of 599 families(62%) attended Back to School Night.</p> <p>Parent Teacher Conferences: 100% of parents were made aware of conferences, and 83% attended.</p> <p>PTO Fundraisers:</p> <p>Halloween Dance- 150 students Supper with Santa-125 families Fall movie night- 100 families Spring movie night- 50 families</p>
Professional Development	<p>PLC Meetings</p> <p>Professional Development Surveys</p>	<p>100% of staff was offered weekly Professional Learning Community Time during common planning periods</p> <p>100% of teachers were offered specific PD trainings in order to increase student test scores in ELA and Math</p> <p>100% of staff were asked to participate in Professional Development Surveys</p>
Leadership	<p>Principal Leadership Network Meetings</p> <p>Personal PD Plans</p> <p>School Climate Survey</p>	<p>100% of Leadership PD was reflected in Staff PLCs and Staff Meetings.</p> <p>100% of Leadership PD was reflected within teacher evaluation and student growth.</p> <p>100% of staff was administered the NJ School Climate Survey.</p>
School Climate and Culture	<p>Survey, Referrals, PBIS participation</p>	<p>NJ School Climate Survey results for students:</p> <p>76.9% Physical Environment -This domain addresses scheduling, the use of the building, and attitudes toward the building.</p> <p>79% Teaching & Learning- This domain focuses on the academic climate of the school and probes support for student development, levels of instructional challenge and relevance, and learning and personal pride in successfully achieving academic objectives by students of learning and teachers of teaching. It also includes general attitudinal measures of satisfaction with the school’s overall instructional quality.</p> <p>78.3% Morale in the School Community -This domain addresses “pride of place” as ownership and identification with the school’s central character, as well as a call to all stakeholders for “belonging” to the school. By considering the school as a “common cause,” this domain assesses the school leadership’s ability to support and rally the school community to healthy and</p>

		<p>positive outcomes.</p> <p>57.9% Student Relationships- This domain assesses the degree to which relationships between students are open, honest, and respectful and lead to positive outcomes rather than negative, preventable outcomes such as bullying, harassment, and intimidation.</p> <p>93.5% Parental Support- This domain is concerned with the degree to which parents and community members are incorporated into both the social and academic fabric of the school. This includes assessing the efficacy of school-home communications and an assessment of the degree of home support for learning.</p> <p>81.5% Safety- This domain addresses attitudes toward the individual’s sense of physical safety in and around the school.</p> <p>69.6% Emotional Environment - This domain addresses attitudes toward the social environment. This includes perceptions of how the average student ought to, and does, behave as well as the general fairness of the school.</p> <p>36 students went through the I & RS referral process</p>																				
School-Based Youth Services	Attendance of students/families	36 students went through the I & RS referral process																				
Students with Disabilities	LinkIt Assessments	<p>LinkIt! CC ELA TEI AG Form A to Form C growth:</p> <p>Grade 3</p> <table border="1"> <thead> <tr> <th>Proficiency</th> <th># of students Form A September 16 students</th> <th># of students Form B December 17 students</th> <th># of students Form C May</th> </tr> </thead> <tbody> <tr> <td>Exceeding</td> <td>0 scored 80%+</td> <td>0</td> <td>-</td> </tr> <tr> <td>Meeting</td> <td>2 scored 51-79%</td> <td>2</td> <td>Not available at this time scored 70%+</td> </tr> <tr> <td>Bubble</td> <td>0 scored 41-50%</td> <td>0</td> <td>Not available at this time scored 60-69%</td> </tr> <tr> <td>Approaching</td> <td>6 scored 25-40%</td> <td>3</td> <td>Not available at this time scored 43-59%</td> </tr> </tbody> </table>	Proficiency	# of students Form A September 16 students	# of students Form B December 17 students	# of students Form C May	Exceeding	0 scored 80%+	0	-	Meeting	2 scored 51-79%	2	Not available at this time scored 70%+	Bubble	0 scored 41-50%	0	Not available at this time scored 60-69%	Approaching	6 scored 25-40%	3	Not available at this time scored 43-59%
Proficiency	# of students Form A September 16 students	# of students Form B December 17 students	# of students Form C May																			
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Meeting	2 scored 51-79%	2	Not available at this time scored 70%+																			
Bubble	0 scored 41-50%	0	Not available at this time scored 60-69%																			
Approaching	6 scored 25-40%	3	Not available at this time scored 43-59%																			

Partial	7 scored 9-24%	8	Not available at this time scored 26-42%
Not Meeting	1 scored less than 9%	4	Not available at this time scored less than 26%

Grade 4

Proficiency	# of students Form A September 27 students	# of students Form B December 24 students	# of students Form C May
Exceeding	1 scored 71%+	0	Not available at this time scored 82%+
Meeting	0 scored 55-70%	0	Not available at this time scored 61-81%
Bubble	2 scored 45-54%	1	Not available at this time scored 51-60%
Approaching	10 scored 28-44%	8	Not available at this time scored 31-50%
Partial	14 scored 12-27%	14	Not available at this time scored 12-30%
Not Meeting	0 scored less than 12%	1	Not available at this time scored less than 12%

Grade 5

Proficiency	# of students Form A September 21 students	# of students Form B December 24 students	# of students Form C May
Exceeding	0 scored 90%+	0	Not available at this time scored 95%+

Meeting	0 scored 60-89%	2	Not available at this time scored 63-94%
Bubble	2 scored 50-59%	1	Not available at this time scored 53-62%
Approaching	13 scored 30-49%	12	Not available at this time scored 32-52%
Partial	6 scored 10-29%	9	Not available at this time scored 11-31%
Not Meeting	0 scored less than 10%	0	Not available at this time scored less than 11%

LinkIt! CC MATH TEI AG Form A to Form C growth:

Grade 3

Proficiency	# of students Form A 16 students	# of students Form B December	# of students Form C
Exceeding	0 scored 65%+	0	N/A
Meeting	3 scored 46%-64%	1 scored 85%+	Not available at this time scored 81%+
Bubble	3 scored 36%-45%	3 scored 57-66%	Not available at this time scored 71%-80%
Approaching	5 scored 19%-35%	7 scored 40-56%	Not available at this time scored 53%-70%
Partial	5 scored 1%-18%	1 scored 23-39%	Not available at this time scored 35%-52%
Not Meeting	0 scored <1%	5 scored <23%	Not available at this

			time scored <35%
Grade 4:			
Proficiency	# of students Form A 27 students	# of students Form B December	# of students Form C
Exceeding	0 scored 79%+	0	N/A
Meeting	0 scored 55%-78%	5 scored 67-89%	Not available at this time scored 83%+
Bubble	1 scored 45%-54%	3 scored 57-66%	Not available at this time scored 73%-82%
Approaching	9 scored 26%-44%	7 scored 39-56%	Not available at this time scored 51%-72%
Partial	17 scored 7%-25%	7 scored 21-38%	Not available at this time scored 30%-50%
Not Meeting	0 scored <7%	2 scored	Not available at this time scored <30%
Grade 5:			
Proficiency	# of students Form A	# of students Form B December	# of students Form C
Exceeding	scored 74%+	0	N/A
Meeting	scored 52%-73%	1 scored 71-91%	Not available at this time scored 82%+
Bubble	scored 42%-51%	4 scored 61-70%	Not available at this

					time scored 72%-81%
		Approaching	scored 22%-41%	18 scored 42-60%	Not available at this time scored 52%-71%
		Partial	scored 2%-21%	1 scored 23-41%	Not available at this time scored 31%-51%
		Not Meeting	scored <2%	0	Not available at this time scored <31%
Homeless Students	LinkIt Assessments	LinkIt! CC ELA TEI AG Form A to Form C growth: Grade 3			
		Proficiency	# of students Form A September 2 students	# of students Form B December 2 students	# of students Form C May
		Exceeding	0 scored 80%+	0	-
		Meeting	0 scored 51-79%	0	Not available at this time scored 70%+
		Bubble	0 scored 41-50%	0	Not available at this time scored 60-69%
		Approaching	0 scored 25-40%	1 scored 40-56%	Not available at this time scored 43-59%
		Partial	2 scored 9-24%	1 scored 23-39%	Not available at this time scored 26-42%
		Not Meeting	0 scored less than 9%	0	Not available at this time scored less than 26%

		Grade 4			
Proficiency	# of students Form A September 1 student	# of students Form B December 2 student	# of students Form C May		
Exceeding	0 scored 71%+	0	Not available at this time scored 82%+		
Meeting	1 scored 55-70%	0	Not available at this time scored 61-81%		
Bubble	0 scored 45-54%	1 scored 57-66%	Not available at this time scored 51-60%		
Approaching	0 scored 28-44%	1 scored 39-56%	Not available at this time scored 31-50%		
Partial	0 scored 12-27%	0	Not available at this time scored 12-30%		
Not Meeting	0 scored less than 12%	0	Not available at this time scored less than 12%		
		Grade 5			
Proficiency	# of students Form A September 3 students	# of students Form B December 3 students	# of students Form C May		
Exceeding	0 scored 90%+	0	Not available at this time scored 95%+		
Meeting	1 scored 60-89%	2 scored 71-91%	Not available at this time scored 63-94%		
Bubble	2 scored 50-59%	0	Not available at this time scored 53-62%		

Approaching	0 scored 30-49%	1 scored 42-60%	Not available at this time scored 32-52%
Partial	0 scored 10-29%	0	Not available at this time scored 11-31%
Not Meeting	0 scored less than 10%	0	Not available at this time scored less than 11%

LinkIt! CC Math TEI AG Form A to Form C growth:

Proficiency	# of students Form A	# of students Form B December	# of students Form C
	2 students		
Exceeding	0 scored 65%+	0	-
Meeting	0 scored 46%-64%	0	Not available at this time scored 81%+
Bubble	0 scored 36%-45%	0	Not available at this time scored 71%-80%
Approaching	1 scored 19%-35%	1 scored 40-56%	Not available at this time scored 53%-70%
Partial	1 scored 1%-18%	0	Not available at this time scored 35%-52%
Not Meeting	0 scored <1%	1 scored <23%	Not available at this time scored <35%

Grade 4:

Proficiency	# of students Form A	# of students Form B December	# of students Form C

			1 students		
		Exceeding	0 scored 79%+	0	N/A
		Meeting	1 scored 55%-78%	1 scored 67%-89%	Not available at this time scored 83%+
		Bubble	0 scored 45%-54%	0	Not available at this time scored 73%-82%
		Approaching	0 scored 26%-44%	0	Not available at this time scored 51%-72%
		Partial	0 scored 7%-25%	1 scored 21%-38%	Not available at this time scored 30%-50%
		Not Meeting	0 scored <7%	0	Not available at this time scored <30%
Grade 5:					
		Proficiency	# of students Form A 3 students	# of students Form B December	# of students Form C
		Exceeding	0 scored 74%+	0	N/A
		Meeting	0 scored 52%-73%	0	Not available at this time scored 82%+
		Bubble	1 scored 42%-51%	1 scored 61%-70%	Not available at this time scored 72%-81%
		Approaching	2 scored 22%-41%	2 scored 42%-60%	Not available at this time scored 52%-71%
		Partial	0 scored 2%-21%	0	Not available at this time scored 31%-51%

		<table border="1"> <tr> <td>Not Meeting</td> <td>0 scored <2%</td> <td>0</td> <td>Not available at this time scored <31%</td> </tr> </table>	Not Meeting	0 scored <2%	0	Not available at this time scored <31%																								
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Migrant Students	N/A	N/A																												
English Language Learners	LinkIt Assessments	<p>LinkIt! CC ELA TEI AG Form A to Form C growth:</p> <p>Grade 3: N/A</p> <p>Grade 4</p> <table border="1"> <thead> <tr> <th>Proficiency</th> <th># of students Form A September 2 students</th> <th># of students Form B December 2 students</th> <th># of students Form C May</th> </tr> </thead> <tbody> <tr> <td>Exceeding</td> <td>0 scored 71%+</td> <td>0</td> <td>Not available at this time scored 82%+</td> </tr> <tr> <td>Meeting</td> <td>0 scored 55-70%</td> <td>0</td> <td>Not available at this time scored 61-81%</td> </tr> <tr> <td>Bubble</td> <td>0 scored 45-54%</td> <td>0</td> <td>Not available at this time scored 51-60%</td> </tr> <tr> <td>Approaching</td> <td>0 scored 28-44%</td> <td>0</td> <td>Not available at this time scored 31-50%</td> </tr> <tr> <td>Partial</td> <td>2 scored 12-27%</td> <td>2</td> <td>Not available at this time scored 12-30%</td> </tr> <tr> <td>Not Meeting</td> <td>0 scored less than 12%</td> <td>0</td> <td>Not available at this time scored less than 12%</td> </tr> </tbody> </table> <p>Grade 5: N/A</p> <p>LinkIt! CC Math TEI AG Form A to Form C growth:</p> <p>Grade 3: N/A</p> <p>Grade 4:</p>	Proficiency	# of students Form A September 2 students	# of students Form B December 2 students	# of students Form C May	Exceeding	0 scored 71%+	0	Not available at this time scored 82%+	Meeting	0 scored 55-70%	0	Not available at this time scored 61-81%	Bubble	0 scored 45-54%	0	Not available at this time scored 51-60%	Approaching	0 scored 28-44%	0	Not available at this time scored 31-50%	Partial	2 scored 12-27%	2	Not available at this time scored 12-30%	Not Meeting	0 scored less than 12%	0	Not available at this time scored less than 12%
Proficiency	# of students Form A September 2 students	# of students Form B December 2 students	# of students Form C May																											
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Economically Disadvantaged	LinkIt Assessments	<p>LinkIt! CC ELA TEI AG Form A to Form C growth: Grade 3</p> <table border="1"> <thead> <tr> <th>Proficiency</th> <th># of students Form A September 70 students</th> <th># of students Form B December 70 students</th> <th># of students Form C May</th> </tr> </thead> <tbody> <tr> <td>Exceeding</td> <td>0 scored 80%+</td> <td>0</td> <td>-</td> </tr> <tr> <td>Meeting</td> <td>5 scored 51-79%</td> <td>7</td> <td>Not available at this time scored 70%+</td> </tr> <tr> <td>Bubble</td> <td>7 scored 41-50%</td> <td>19</td> <td>Not available at this time scored 60-69%</td> </tr> <tr> <td>Approaching</td> <td>22 scored 25-40%</td> <td>14</td> <td>Not available at this time scored 43-59%</td> </tr> </tbody> </table>	Proficiency	# of students Form A September 70 students	# of students Form B December 70 students	# of students Form C May	Exceeding	0 scored 80%+	0	-	Meeting	5 scored 51-79%	7	Not available at this time scored 70%+	Bubble	7 scored 41-50%	19	Not available at this time scored 60-69%	Approaching	22 scored 25-40%	14	Not available at this time scored 43-59%								
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Meeting	5 scored 51-79%	7	Not available at this time scored 70%+																											
Bubble	7 scored 41-50%	19	Not available at this time scored 60-69%																											
Approaching	22 scored 25-40%	14	Not available at this time scored 43-59%																											

Partial	32 scored 9-24%	24	Not available at this time scored 26-42%
Not Meeting	4 scored less than 9%	6	Not available at this time scored less than 26%

Grade 4

Proficiency	# of students Form A September 111 students	# of students Form B December 102 students	# of students Form C May
Exceeding	3 scored 71%+	5	Not available at this time scored 82%+
Meeting	12 scored 55-70%	5	Not available at this time scored 61-81%
Bubble	24 scored 45-54%	19	Not available at this time scored 51-60%
Approaching	47 scored 28-44%	51	Not available at this time scored 31-50%
Partial	25 scored 12-27%	22	Not available at this time scored 12-30%
Not Meeting	0 scored less than 12%	0	Not available at this time scored less than 12%

Grade 5

Proficiency	# of students Form A September 102 students	# of students Form B December 101 students	# of students Form C May
Exceeding	0 scored 90%+	0	Not available at this

			time scored 95%+
Meeting	27 scored 60-89%	22	Not available at this time scored 63-94%
Bubble	14 scored 50-59%	6	Not available at this time scored 53-62%
Approaching	42 scored 30-49%	46	Not available at this time scored 32-52%
Partial	19 scored 10-29%	27	Not available at this time scored 11-31%
Not Meeting	0 scored less than 10%	0	Not available at this time scored less than 11%

LinkIt! CC Math TEI AG Form A to Form C growth:
Grade 3

Proficiency	# of students Form A 70 students	# of students Form B December	# of students Form C
Exceeding	0 scored 65%+	0	N/A
Meeting	6 scored 46%-64%	13 scored 67%-84%	Not available at this time scored 81%+
Bubble	11 scored 36%-45%	10 scored 57%-66%	Not available at this time scored 71%-80%
Approaching	38 scored 19%-35%	25 scored 40%-56%	Not available at this time scored 53%-70%
Partial	15 scored 1%-18%	16 scored 23%-39%	Not available at this time scored 35%-52%

		Not Meeting	0 scored <1%	6 scored <23%	Not available at this time scored <35%
Grade 4:					
		Proficiency	# of students Form A 111 students	# of students Form B December	# of students Form C
		Exceeding	0 scored 79%+	4 scored 90%+	N/A
		Meeting	5 scored 55%-78%	24 scored 67%-89%	Not available at this time scored 83%+
		Bubble	9 scored 45%-54%	22 scored 57%-66%	Not available at this time scored 73%-82%
		Approaching	55 scored 26%-44%	32 scored 39%-56%	Not available at this time scored 51%-72%
		Partial	42 scored 7%-25%	16 scored 21%-38%	Not available at this time scored 30%-50%
		Not Meeting	0 scored <7%	5 scored <21%	Not available at this time scored <30%
Grade 5:					
		Proficiency	# of students Form A 102 students	# of students Form B December	# of students Form C
		Exceeding	0 scored 74%+	0	N/A
		Meeting	13 scored 52%-73%	12 scored 71%-91%	Not available at this time scored 82%+
		Bubble	27 scored 42%-51%	16 scored 61%-70%	Not available at this time scored 72%-81%

		Approaching	58 scored 22%-41%	58 scored 42-60%	Not available at this time scored 52%-71%
		Partial	4 scored 2%-21%	15 scored 23-41%	Not available at this time scored 31%-51%
		Not Meeting	0 scored <2%	0	Not available at this time scored <31%

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT -ESEA §1114(b)(1)(A)
2017-2018 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment? The Anastasia School conducted a comprehensive needs assessment using teacher surveys and local assessment data. The committee analyzed the data gathered. Results from the surveys along with standardized assessments and students’ achievement on local assessments were analyzed and discussed at PLC and faculty meetings. This report focuses on goals in the area of English Language Arts, Mathematics and School Climate and Culture.
2. What process did the school use to collect and compile data for student subgroups? District administrators, building administrators, curriculum supervisors, and teachers analyze results from State Assessments, Benchmark Assessments, and curriculum based assessments. These data are disaggregated by all subgroups. Once disaggregated, data are used to create action plans with regards to professional development and curriculum revision in an effort to address marked areas of strengths and weaknesses.
3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? 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. For example, the Scholastic Reading inventory (SRI) has been the subject of many scientific validation studies. The SRI research ranges from a norming study with a sample of 512,224 students to an analysis of gender, race, and ethnic differences among 19,000 fourth through ninth grade students.

4. What did the data analysis reveal regarding classroom instruction? The data analysis revealed that most of the interventions are contributing to an increase in student achievement; however, because of the large achievement gap, data is not meeting the New Jersey Student Learning Standards rigorous expectations. Classroom instruction is improving as teachers gain familiarity and ownership of using data, standards, and curriculum to drive prescriptive 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. The data showed that there is some evidence that implementation of learned strategies has been carried over into classroom instruction.
6. How does the school identify educationally at-risk students in a timely manner? Students identified through standardized assessment data, quarterly benchmarks, unit assessments, and/or local assessments, interim reports, teacher recommendation, observation conducted by student facilitators, weekly attendance data, and discipline referrals. These data help student facilitators and teachers identify and place students in proper intervention programs as well as help to monitor their progress and length of participation in them, whether it be through modified instruction, afterschool tutorial, or I&RS.
7. How does the school provide effective interventions to educationally at-risk students? Educationally at-risk students are provided with effective assistance by receiving differentiated, small group instruction in the classroom, as well as extended day and year programs, & focusing on areas in need of academic assistance. Weekly and quarterly data is reviewed to provide specific support. In addition, the ELA and Math programs have built in differentiation activities, which in ELA include Tier 2 interventions. Students with attendance

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

- 8.** How does the school address the needs of migrant students? N/A
- 9.** How does the school address the needs of homeless students? Transportation is provided as needed for each individual student. Additionally, the school's family support team provides resources throughout the school 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? Grade level representatives and elected members of the teaching staff serve on the Title I committee as well as the Professional Development and School Improvement committee. At these committee meetings, data is gathered, presented and utilized to determine school wide goals and implementation of new programs to reach these goals. All classroom teachers are a part of professional learning communities that analyze data and make informed instructional decisions based on their analysis.
- 11.** How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? The school helps student's transition from kindergarten to first grade, elementary to middle school through articulation meetings with the Early Childhood learning centers and the middle school during entry and exit of students through Anastasia. The school makes sure to evaluate students' growth on the state standards along with the designed curricula spiral in both ELA and mathematics. On-going articulation between the kindergarten and first grade 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 2017-2018 schoolwide plan? A Comprehensive Needs Assessment was conducted and all stakeholder participated to identify the priority problems. All available data was collected, shared and analyzed by the NCLB Committee. From this process we identified the top three priority problems and explored their possible root causes.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT -ESEA §1114(b)(1)(A)

2017-2018 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school’s needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2																																																																								
Name of priority problem	ELA	Mathematics																																																																								
Describe the priority problem using at least two data sources	Diagnostic Reading Assessment <ul style="list-style-type: none"> ● Grade 1 Proficiency <ul style="list-style-type: none"> ○ Baseline: 17% (18/104) ○ Mid-year: 27% (27/99) ○ End-of-year: Not available at this time Scholastic Reading Inventory % Proficient...	Everyday Math Unit Assessment 80% Proficiency +																																																																								
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Grade 4	35%	43%	48%	57%	Not available at this time																					
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Describe the root causes of the problem	<p>LinkIt Assessments 60% Proficiency +</p> <table border="1"> <thead> <tr> <th></th> <th>Sept - Form A</th> <th>Dec - Form B</th> <th>May - Form C</th> </tr> </thead> <tbody> <tr> <td>Grade 1</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Grade 2</td> <td>6% (8/128)</td> <td>13% (13/124)</td> <td>Not available at this time</td> </tr> <tr> <td>Grade 3</td> <td>5% (4/84)</td> <td>17% (14/84)</td> <td>Not available at this time</td> </tr> <tr> <td>Grade 4</td> <td>11% (14/182)</td> <td>8% (11/129)</td> <td>Not available at this time</td> </tr> <tr> <td>Grade 5</td> <td>26% (30/117)</td> <td>30% (36/118)</td> <td>Not available at this time</td> </tr> </tbody> </table> <p>Due to socioeconomic status, environmental disadvantages, and non-English speaking homes, much of the population comes to school with limited</p>		Sept - Form A	Dec - Form B	May - Form C	Grade 1	N/A	N/A	N/A	Grade 2	6% (8/128)	13% (13/124)	Not available at this time	Grade 3	5% (4/84)	17% (14/84)	Not available at this time	Grade 4	11% (14/182)	8% (11/129)	Not available at this time	Grade 5	26% (30/117)	30% (36/118)	Not available at this time	<p>Areas of concern include students who are not performing on grade level in basic skills and students are who are reading below grade level.</p>
	Sept - Form A	Dec - Form B	May - Form C																							
Grade 1	N/A	N/A	N/A																							
Grade 2	6% (8/128)	13% (13/124)	Not available at this time																							
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Grade 5	26% (30/117)	30% (36/118)	Not available at this time																							

	background knowledge and exposure to foundational skills for reading, such as phonics and word recognition. These challenges affect many students, which results in lower reading proficiency. Teachers received professional development through job embedded trainings, reviewed data to modify instruction, and attended PLC meetings in an effort to address the educational needs of historically underserved populations. However, teachers are continuing to refine their best practices as they also try new research-based practices to aid instruction.	Targeted PD to gain a stronger grasp of concepts and basic mathematical knowledge; stronger ability to differentiate instruction to student's needs.
Subgroups or populations addressed	All	All
Related content area missed (i.e., ELA, Mathematics)	English Language Arts	Mathematics
Name of scientifically research based intervention to address priority problems	<ul style="list-style-type: none"> ● Treasures Reading Program ● Schoolwide Writing Program ● Kidbiz3000 ● READ180 	<ul style="list-style-type: none"> ● Everyday Math ● Link It
How does the intervention align with the Common Core State Standards?	Treasures Reading Program, Schoolwide Writing Program, Kidbiz3000, and READ180 are aligned with the Common Core State Standards: Reading Standards for Literature K–5 Reading Standards for Informational Text K–5 Reading Standards: Foundational Skills K–5 15 College and Career Readiness Anchor Standards for Writing Writing Standards K–5 Speaking and Listening Standards K–5 Language Standards K–5 Standard 10: Range, Quality, and Complexity of Student Reading K–5 Staying on Topic Within a Grade and Across Grades	Everyday Mathematics and the CCSS have a shared origin in decades of research and authoritative opinion. Everyday Mathematics was built and is constantly revised using an ever-growing body of research in the learning sciences, authoritative recommendations such as those from the National Council of Teachers of Mathematics and the National Mathematics Advisory Panel, and the professional judgment of the authors. The CCSS are built on the same foundation. So, as a result, good alignment between CCSS and Everyday Mathematics is evident. Everyday Mathematics has produced grade level correlation charts for Kindergarten through Grade 6 to show how the lessons in Everyday Mathematics align to the Common Core State Standards for Mathematics.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT -ESEA §1114(b)(1)(A)

2017-2018 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Parent Involvement	N/A
Describe the priority problem using at least two data sources	<p>Parent Visitation Days/Night: Grade 1&2 Sharing Day: 100 families attended Sharing Day (Fall) Grade 1&2 Sharing Day: 105 families attended Sharing Day (Winter) Grade 3: 29 families attended Grade 3 Parent Visit Day. Grade 4: 40 Families attended Parent Visit Day Grade 5: 28 families attended Ellis Island Day Title I Parent Workshop: 18/18 parents attended</p> <p>Talented Presentation Family Attendance: September 11th performance:10 families 1st and 2nd grade sharing day: 50 families Board of Education Meeting Performance: 50 families 3rd Grade City Hall Performance: 35 families Winter Concert/Band Chorus/Dance: 200 families Martin Luther King Performance Band and Chorus:30 families Monmouth Mall Dance Performance: 20 families Monmouth University Dance Performance:30 families Spring Concert: 250 families Count Basie Grant Performance with Chorus and Dance:</p>	N/A

	<p>35 families</p> <p>Back to School Night: 372 out of 599 families(62%) attended Back to School Night.</p> <p>Parent Teacher Conferences: 100% of parents were made aware of conferences, and 83% attended.</p> <p>PTO Fundraisers: Halloween Dance- 150 students Supper with Santa-125 families Fall movie night- 100 families Spring movie night- 50 families</p>	
Describe the root causes of the problem	Conflicts between school events and home/work schedules (i.e. childcare, transportation, work), lack of connection/follow-up between school and home.	N/A
Subgroups or populations addressed	All	N/A
Related content area missed (i.e., ELA, Mathematics)	ELA, Mathematics, and Visual and Performing Arts	N/A
Name of scientifically research based intervention to address priority problems	Reliable and valid parent surveys Parent newsletters, outreach and communication programs	N/A
How does the intervention align with the Common Core State Standards?	Through the New Jersey Standards for Teachers and School Leaders, staff will build relationships with parents, guardians, families, and agencies to support students' learning and well-being (standard 9). Teachers engage in activities to: 9.7 Identify and utilize family and community resources to foster student learning and provide opportunities for parents to share skills and talents that enrich learning experiences; 9.8 Establish respectful and productive relationships and to develop cooperative partnerships with	N/A

	<p>diverse families, educators and others in the community in support of student learning and wellbeing; and 9.9 Institute parent/family involvement practices that support meaningful communication, parenting skills, enriched student learning, volunteer and decision-making opportunities at school and collaboration to strengthen the teaching and learning environment of the school.</p>	
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SCHOOLWIDE COMPONENT: REFORM STRATEGIES -ESEA §1114(b)(1)(B)(i-iii)

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

2017-2018 Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Treasures, READ 180	Classroom teachers, Child Study Team, Supervisors, Administrators	During the 2017-2018 school year, 100% of teachers will be given the opportunity to meet quarterly to analyze data and establish goals. At the end of each 8 week cycle of instruction, teachers will be given the opportunity to meet in their PLC's to share data, identify students needing assistance, determine root causes, and develop next steps and SMART goals.	Burkins, J.M., & Croft, M.M. (2010). <i>Preventing misguided reading: New strategies for guided reading teachers</i> . Newark, DE: International Reading Association. Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). <i>Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038)</i> . Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from whatworks.ed.gov/publications/practiceguides .
Math	Students with Disabilities	Everyday Math	Classroom teachers, Child Study Team,	During the 2017-2018 school year, 100% of teachers will be given the opportunity to meet quarterly to analyze data and establish goals.	Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle School (IES Practice Guide,

			Supervisors, Administrators	At the end of each 8 week cycle of instruction, teachers will be given the opportunity to meet in their PLC's to share data, identify students needing assistance, determine root causes, and develop next steps and SMART goals.	April 2009) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=2
ELA	Homeless	Treasures, READ 180	Classroom teachers, Child Study Team, Supervisors, Administrators	During the 2017-2018 school year, 100% of teachers will be given the opportunity to meet quarterly to analyze data and establish goals. At the end of each 8 week cycle of instruction, teachers will be given the opportunity to meet in their PLC's to share data, identify students needing assistance, determine root causes, and develop next steps and SMART goals.	Burkins, J.M., & Croft, M.M. (2010). <i>Preventing misguided reading: New strategies for guided reading teachers</i> . Newark, DE: International Reading Association. Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from whatworks.ed.gov/publications/practiceguides .
Math	Homeless	Everyday Math	Classroom teachers, Child Study Team, Supervisors,	During the 2017-2018 school year, 100% of teachers will be given the opportunity to meet quarterly to analyze data and establish goals. At the end of each 8 week cycle of	US Department of Education, 2010, Use of Education Data at the Local Level : From Accountability to Instructional Improvement

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ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Treasures, READ 180	Classroom teachers, Child Study Team, Supervisors, Administrators	During the 2017-2018 school year, 100% of teachers will be given the opportunity to meet quarterly to analyze data and establish goals. At the end of each 8 week cycle of instruction, teachers will be given the opportunity to meet in their PLC's to share data, identify students needing assistance, determine root causes, and develop next steps and SMART goals.	<p>Burkins, J.M., & Croft, M.M. (2010). <i>Preventing misguided reading: New strategies for guided reading teachers</i>. Newark, DE: International Reading Association.</p> <p>Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from whatworks.ed.gov/publications/practiceguides.</p> <p>Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J.,</p>

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ELA	Economically Disadvantaged	Treasures, READ 180	Classroom teachers, Child Study Team, Supervisors, Administrators	During the 2017-2018 school year, 100% of teachers will be given the opportunity to meet quarterly to analyze data and establish goals. At the end of each 8 week cycle of instruction, teachers will be given	Burkins, J.M., & Croft, M.M. (2010). <i>Preventing misguided reading: New strategies for guided reading teachers</i> . Newark, DE: International Reading Association.

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	Disadvantaged		Child Study Team, Supervisors, Administrators	opportunity to meet quarterly to analyze data and establish goals. At the end of each 8 week cycle of instruction, teachers will be given the opportunity to meet in their PLC's to share data, identify students needing assistance, determine root causes, and develop next steps and SMART goals.	Use of Education Data at the Local Level : From Accountability to Instructional Improvement http://www2.ed.gov/rschstat/eval/tech/use-of-education-data/use-of-education-data.pdf Professional Learning Communities Facilitator's Guide for the What Works Clearinghouse Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, 2015
ELA	N/A	N/A	N/A	N/A	N/A
Math	N/A	N/A	N/A	N/A	N/A

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: REFORM STRATEGIES -ESEA §1114(b)(1)(B)(i-iii)

2017-2018 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Afterschool programs	Administrators, Instructional Staff	Based on the 2016-2017 Benchmark Cutoff Points, expected student growth is as follows...	Burkins, J.M., & Croft, M.M. (2010). <i>Preventing misguided reading: New strategies for guided reading teachers</i> . Newark, DE: International Reading Association.

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**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: REFORM STRATEGIES -ESEA §1114(b)(1)(B)(i-iii)

2017-2018 Professional Development to Address Student Achievement and Priority Problems

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	PLC meetings, Quarterly data chats with goal setting	Teachers, Administrators	During the 2017-2018 school year, 100% of teachers will meet quarterly to analyze data and establish goals. At the end of each 8 week cycle of instruction, teachers will meet in their PLC's to share data, identify students needing assistance, determine root causes, and develop next steps and SMART goals.	Burkins, J.M., & Croft, M.M. (2010). <i>Preventing misguided reading: New strategies for guided reading teachers</i> . Newark, DE: International Reading Association. Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance,

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

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2017-2018 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 2016-2017? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? The Title I Schoolwide committee will be responsible for evaluating the schoolwide program and it will be conducted internally through monthly committee meetings.
2. What barriers or challenges does the school anticipate during the implementation process? A limited availability of 1-1 technology for students in grades 1 and 2, restricted access to online resources for all grades, and alignment of instruction with best teaching practices.
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? To gain stakeholder support, the school will hold monthly meetings and provide professional development and/or informational sessions. In addition,

continued support through PLC meetings and professional development will be provided.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff? New Jersey School Climate survey was used to gauge perceptions of the staff.
5. What measurement tool(s) will the school use to gauge the perceptions of the community? New Jersey School Climate survey was used to gauge perceptions of the community.
6. How will the school structure interventions? Interventions will be structured according to students' individual needs.
7. How frequently will students receive instructional interventions? Students will receive instructional interventions based on the needs identified through daily/weekly/quarterly data.
8. What resources/technologies will the school use to support the schoolwide program? The school will continue to use tablets (grades 3-5), computer lab and iPads (grades 1-2), and SmartSlate to utilize online programs, tools, and resources on a daily/weekly basis dependent on data, best practices, and differentiation.
9. What quantitative data will the school use to measure the effectiveness of each intervention provided? Assessment data from diagnostic, weekly, unit, and quarterly assessments will be utilized to measure the effectiveness of the interventions.
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? Parent achievement data will be reported to the public via the school report card and a board agenda meeting open to the public.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT:FAMILY AND COMMUNITY ENGAGEMENT -ESEA §1114(b)(1)(F)

SEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must 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.

2017-2018 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Parent Visitation Days/Nights, Talented Events, Back to School Night, Parent Teacher Conferences, PTO Fundraisers	Administratos, Instructional Staff, Non-instructional Staff, Parent/Family	100% of students will be made aware through flyers/announcements for all events.	Ferlazzo, L. (2011). Educational Leadership: School, Families, Communities: Involvement or Engagement? Retrieved from http://www.ascd.org/publications/educational-leadership/may11/vol68/num08/Involvement-or-Engagement%2%A2.aspx
Math	Students with Disabilities	Parent Visitation Days/Nights, Talented Events, Back to School Night, Parent Teacher Conferences, PTO Fundraisers	Administratos, Instructional Staff, Non-instructional Staff, Parent/Family	100% of students will be made aware through flyers/announcements for all events.	Ferlazzo, L. (2011). Educational Leadership: School, Families, Communities: Involvement or Engagement? Retrieved from http://www.ascd.org/publications/educational-leadership/may11/vol68/num08/Involvement-or-Engagement%2%A2.aspx
ELA	Homeless	Parent Visitation Days/Nights, Talented Events, Back to School Night, Parent Teacher Conferences, PTO Fundraisers	Administratos, Instructional Staff, Non-instructional Staff, Parent/Family	100% of students will be made aware through flyers/announcements for all events.	Ferlazzo, L. (2011). Educational Leadership: School, Families, Communities: Involvement or Engagement? Retrieved from http://www.ascd.org/publications/educational-leadership/may11/vol68/num08/Involvement-or-Engagement%2%A2.aspx
Math	Homeless	Parent Visitation Days/Nights, Talented Events, Back to School Night, Parent Teacher	Administratos, Instructional Staff, Non-instructional	100% of students will be made aware through flyers/announcements for all events.	Ferlazzo, L. (2011). Educational Leadership: School, Families, Communities: Involvement or Engagement? Retrieved from

		Conferences, PTO Fundraisers	nal Staff, Parent/Family		http://www.ascd.org/publications/educational-leadership/may11/vol68/num08/Involvement-or-Engagement%2%A2.aspx
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Parent Visitation Days/Nights, Talented Events, Back to School Night, Parent Teacher Conferences, PTO Fundraisers	Staff	100% of students will be made aware through flyers/announcements for all events.	Ferlazzo, L. (2011). Educational Leadership: School, Families, Communities: Involvement or Engagement? Retrieved from http://www.ascd.org/publications/educational-leadership/may11/vol68/num08/Involvement-or-Engagement%2%A2.aspx
Math	ELLs	Parent Visitation Days/Nights, Talented Events, Back to School Night, Parent Teacher Conferences, PTO Fundraisers	Administratos, Instructional Staff, Non-instructional Staff, Parent/Family	100% of students will be made aware through flyers/announcements for all events.	Ferlazzo, L. (2011). Educational Leadership: School, Families, Communities: Involvement or Engagement? Retrieved from http://www.ascd.org/publications/educational-leadership/may11/vol68/num08/Involvement-or-Engagement%2%A2.aspx
ELA	Economically Disadvantaged	Parent Visitation Days/Nights, Talented Events, Back to School Night, Parent Teacher Conferences, PTO Fundraisers	Administratos, Instructional Staff, Non-instructional Staff, Parent/Family	100% of students will be made aware through flyers/announcements for all events.	Ferlazzo, L. (2011). Educational Leadership: School, Families, Communities: Involvement or Engagement? Retrieved from http://www.ascd.org/publications/educational-leadership/may11/vol68/num08/Involvement-or-Engagement%2%A2.aspx
Math	Economically	Parent Visitation	Administratos,	100% of students will be made	Ferlazzo, L. (2011). Educational

	Disadvantaged	Days/Nights, Talented Events, Back to School Night, Parent Teacher Conferences, PTO Fundraisers	Instructional Staff, Non-instructional Staff, Parent/Family	aware through flyers/announcements for all events.	Leadership: School, Families, Communities: Involvement or Engagement? Retrieved from http://www.ascd.org/publications/educational-leadership/may11/vol68/num08/Involvement-or-Engagement%20A2.aspx
ELA	N/A	N/A	N/A	N/A	N/A
Math	N/A	N/A	N/A	N/A	N/A

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT:FAMILY AND COMMUNITY ENGAGEMENT -ESEA §1114(b)(1)(F)

2017-2018 Family and Community Engagement Narrative

1. How will the school’s family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? To increase parental involvement in the school and to strengthen the home-school connection, parental involvement activities will be implemented during and after school hours. To seek and encourage parental involvement further, teachers will continue to create and maintain web pages/alternate communication (ClassDojo) to remain in daily contact with all families to encourage positive participation in their child’s education. In addition, HomeLinks and Home Connection newsletters provided by the ELA and Mathematics programs to inform parents of the content being learned during that time period in school will be sent home.
2. How will the school engage parents in the development of the written parent involvement policy? Parents will serve on the

schoolwide committee. In addition, parents may be given surveys or questionnaires or may attend meetings to discuss the development of the policy.

3. How will the school distribute its written parent involvement policy? The school will distribute its written parent involvement policy through the school-parent compact being sent home with students and posted on the school's website.
4. How will the school engage parents in the development of the school-parent compact? The school will engage parents in the development of the school-parent compact as a result of parents involved as stakeholders on the Advisory Committee.
5. How will the school ensure that parents receive and review the school-parent compact? Parents are asked to sign the document and return it to school. Teachers and Student Advisors follow up, by way of phone calls, and if necessary, home visits, to ensure a compact is returned by every student.
6. How will the school report its student achievement data to families and the community? Parent achievement data are reported to the public via the school report card, board meetings, and notifications sent home.
7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III? If the district has not met their annual measurable objectives for Title III, parents are notified by letter.
8. How will the school inform families and the community of the school's disaggregated assessment results? The school will inform families and the community of the school's disaggregated assessment results via the school report card. Additionally, central office presents a public agenda meeting to address these results.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? The school involves families and community in the development of the Title I Schoolwide plan by having parent representatives attend Title I monthly meetings and through parent surveys.
10. How will the school inform families about the academic achievement of their child/children? When received from the testing company, individual student assessment reports are sent home via the U.S. mail from the school. Parents of students at risk or failing are contacted through phone calls and permission letters home to invite students to attend extended day tutorial services.
11. On what specific strategies will the school use its 2017-2018 parent involvement funds? The Anastasia School will use the 2017-2018 parental involvement funds in multitude of ways. The funds will be allocated to hold several events that are intended to promote a positive school culture and climate that promote student achievement, promote the awareness of curriculum and New Jersey Student Learning Standards, and recognition of student achievement. Parents will be invited to all events.

**Provide a separate response for each question.*

SCHOOLWIDE COMPONENT:HIGHLY QUALIFIED STAFF -ESEA §(b)(1)(E)

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 §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	54	Teachers will be offered professional development activities dealing with subject area content, technology, classroom guidance and management, family involvement and discipline.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0%	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	16	Instructional Assistants will be offered professional development activities dealing with subject area content, technology, classroom guidance and management, family involvement and supporting teachers within the classroom.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	
	0%	

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

SCHOOLWIDE COMPONENT:HIGHLY QUALIFIED STAFF -ESEA §(b)(1)(E)

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. The schoolwide plan, therefore, must describe the strategies the school will utilize 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.</p>	<p>Primarily the Assistant Superintendent for Pupil Personnel Services in collaboration with the Board of Education, Superintendent of Schools, Central Office Staff and Principals.</p>

