NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2013-2014 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

DISTRICT INFORMATION	SCHOOL INFORMATION
District: LONG BRANCH PUBLIC SCHOOLS	School: The Gregory School
Chief School Administrator: MICHAEL SALVATORE	Principal: Bridgette Burtt
Chief School Administrator's E-mail: msalvatore@longbranch.k12.nj.us	Principal's E-mail: bburtt@longbranch.k12.nj.us
Title I Contact: Kevin Carey	Principal's Phone Number: 732-222-7048
Title I Contact E-mail: kcarey@longbranch.k12.nj.us	

Principal's Certification

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

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

__Bridgette Burtt_____   _____   _____
Principal's Name   **Principal's Signature**   **Date**

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

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.
Note: For continuity, some representatives from this needs assessment stakeholder committee should be included in the stakeholder group planning committee. Identify the stakeholders who participated in the needs assessment and/or development of the plan. Signatures should be kept on file in the school office for review. Print a copy of this page to obtain signatures. *Add lines as necessary.

Name	Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Bridgette Burtt	School Staff-Administrator	X	x		
Erica Green	School Staff-Administrator	X	X		
Melanie Harding	School Staff- Math Facilitator	X	X		
Chantal Gudzak	School Staff- ELA Facilitator	X	X		
Nikolas Greenwood	Student Advisor	X	X		
Nikkia Blair	Student Advisor	X	X		
Stephanie Prosser	School Staff- Teacher	X	X		
Candy Wachtel	School Staff – Teacher	X	X		
Jennifer Serviss	School Staff-Teacher	X	X		

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGMENT

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGMENT

Stakeholder/Schoolwide Committee Meetings

The purpose of this committee is to organize and oversee the needs assessment process; lead the development of the schoolwide plan; and conduct or oversee the program's annual evaluation.

List the dates of the meetings when the Stakeholder/Schoolwide Committee discussed the needs assessment and Schoolwide Plan development. *Add rows as necessary.

Date	Location	Topic	Agenda on File		Minutes on File	
11/12/2012	Gregory School	Plan Development: Discussed Professional Development Opportunities with PD committee members.	**Yes**		**Yes**	
12/20/2012	Gregory School	Plan Development: Data Check: Reviewed Benchmark Data.	**Yes**		**Yes**	
1/24/2013	Gregory School	Plan Development: Discussed surveys to be distributed to all stakeholders. Reviewed what data sources have been collected to support the plan.	**Yes**		**Yes**	
2/28/2013	Gregory School	Plan Development: Mid Year ELA and Mathematics data was reported.	**Yes**		**Yes**	
3/21/2013	Gregory School	Plan Development: Discussed upcoming NJASK administration and testing incentive programs.	**Yes**		**Yes**	

4/18/2013	Gregory School	Program Evaluation: Reviewed data necessary to complete the 2013-14 plan.	**Yes**		**Yes**	
5/16/2013	Gregory School	Program Evaluation: Analyzed the results of the surveys from all stakeholders	**Yes**		**Yes**	
6/12/2013	Gregory School	Based on data collected over the year, the priority problems were selected and writing of the plan began.	**Yes**		**Yes**	

School's Vision

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our purpose here?
- What are our expectations for students?
- What are the responsibilities of the adults who work here?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's vision statement?	Our vision at the Gregory School is to inspire all students to succeed and grow to their highest potential by providing a safe, nurturing, and challenging learning environment.

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 2012-2013 Schoolwide Program

1. Was the program implemented as planned?
   Yes, the program was implemented as planned.

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

3. What were the barriers or challenges during the implementation process?
   A new core ELA program was implemented along with an updated report card incorporating the Common Core Standards. Implementing additional training to support these new incentives and programs created additional challenges in implementing the program effectively. Teachers expressed that they were struggling to become proficient in these new initiatives due to the several district wide and school wide changes.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? Strengths of the program stemmed from on-going contact between the NCLB team and staff members. Data was continually analyzed and strategies were implemented to meet the deficiencies identified through review and discussion of the data.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?
    Information was gathered during commons planning periods, PLCs and monthly meetings held by the team.

6. What were the perceptions of the staff? Requested the survey from my administrator...will input results as soon as the survey is in

   hand.

7. What were the perceptions of the community?
   In reviewing the Parent Survey 92% of parents surveyed felt welcome at their child's school and that held the belief that the school is able to meet the academic needs of their children.

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

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

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

10. How frequently did students receive instructional interventions?
    Instructional interventions were implemented daily.

11. What technologies were utilized to support the program? All students and staff in grades three through five were given tablets to increase their access to online curriculum support. Students and staff were able to access Kidbiz 3000, Study Island, Everyday math on-line tools and Treasures on-line tools. Staff was also supplied with the use of a smart slate to enhance and support the curriculum.

12. Did the technology contribute to the success of the program, and if so, how?
    Technology offered students the opportunity to access tools which reinforced concepts and skills presented throughout the school day. The technology component needs to be more supported by the staff and monitored more closely for it to yield greater success.

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2012-2013 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	2011-2012	2012-2013	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Grade 3	36	Data pending results of 2012-2013 NJ ASK Standardized assessment data.	• Kidbiz 3000 • Study Island • Common planning periods for all grade level ELA teachers. • Homework incentives • In class support using support staff • Daily push-in out tutoring • Job embedded professional development in ELA through component meetings, lesson studies, and demo lessons. • Professional development in best practices related to ELA content area. • Incorporation of literacy centers which are designed to provide appropriate materials to help students work independently or collaboratively to meet targeted literacy goals. • Treasures on line tools	• Professional development was provided, but needed to be more directly prescribed for specific classroom instruction and more closely connected to the standards. • Professional development should have also been more targeted to support staff in the areas of data analysis and using data to drive their instruction. • Professional development in the area of differentiation needed to be more prescriptive and an effective follow up plan was not in place supporting the implementation of this practice. • Instruction in writing and reading was also inconsistent from classroom to classroom. • Study Island was implemented this year, but the staff did not utilize it to its fullest potential. The curriculum facilitators could have offered more trainings and support.
Grade 4	44	Data pending results of	• Kidbiz 3000 • Study Island	• Professional development was provided, but needed to be more directly prescribed for specific classroom instruction and more closely

		2012-2013 NJ ASK Standardized assessment data.	- Common planning periods for all grade level ELA teachers. - Homework incentives - In class support using support staff - Daily push-in out tutoring - Job embedded professional development in ELA through component meetings, lesson studies, and demo lessons. - Professional development in best practices related to ELA content area. - Incorporation of literacy centers which are designed to provide appropriate materials to help students work independently or collaboratively to meet targeted literacy goals. - Treasures on line tools	connected to the standards. - Professional development should have also been more targeted to support staff in the areas of data analysis and using data to drive their instruction. - Professional development in the area of differentiation needed to be more prescriptive and an effective follow up plan was not in place supporting the implementation of this practice. - Instruction in writing and reading was also inconsistent from classroom to classroom. Study Island was implemented this year, but the staff did not utilize it to its fullest potential. Not enough facilitator training and support was offered.
Grade 5	64	Data pending results of 2012-2013 NJ ASK Standardized assessment data.	- Kidbiz 3000 - Study Island - Common planning periods for all grade level ELA teachers. - Homework incentives - In class support using support staff - Daily push-in out tutoring - Job embedded professional development in ELA through component meetings, lesson studies, and demo lessons. - Professional development in best	- Professional development was provided, but needed to be more directly prescribed for specific classroom instruction and more closely connected to the standards. - Professional development should have also been more targeted to support staff in the areas of data analysis and using data to drive their instruction. - Professional development in the area of differentiation needed to be more prescriptive and an effective follow up plan was not in place supporting the implementation of this practice. - Instruction in writing and reading was also inconsistent from classroom to classroom.

			• practices related to ELA content area. • Incorporation of literacy centers which are designed to provide appropriate materials to help students work independently or collaboratively to meet targeted literacy goals. • Treasures on line tools	• Study Island was implemented this year, but the staff did not utilize it to its fullest potential. The curriculum facilitators could have offered more trainings and support.

Mathematics	2011-2012	2012-2013	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Grade 4	33	Data pending results of 2012-2013 NJ ASK Standardized assessment data.	• Study Island/Homework Afterschool Tutoring Club • Common planning periods for all grade level mathematics teachers. • Homework and Facts Mastery incentives • In class support using support staff • Job embedded professional development in mathematics through component meetings, lesson studies, and demo lessons.	• Professional development was provided to the staff through data analysis, learning walks, component meetings and common planning time. • Individualized coaching was also offered. Professional development needed to be more directly prescribed for specific classroom instruction and more closely connected to the standards. Professional development should have also been more targeted in supporting staff to utilize the data to directly guide their instruction and support. • Study Island was implemented this year, but the staff did not utilize it to its fullest potential. The curriculum facilitators may need to offer more trainings and support. • In class support staff was not trained in mathematics best practices. They were placed as support, but perhaps should have been included in more PLC meetings with the grade level groups that they were working with.

			Interventions	
Grade 5	51	Data pending results of 2012-2013 NJ ASK Standardized assessment data.	• Study Island/Homework Afterschool Tutoring Club • Common planning periods for all grade level mathematics teachers. • Homework and Facts Mastery incentives • In class support using support staff • Job embedded professional development in mathematics through component meetings, lesson studies, and demo lessons.	• Professional development was provided to the staff through data analysis, learning walks, component meetings and common planning time. • Individualized coaching was also offered. Professional development needed to be more directly prescribed for specific classroom instruction and more closely connected to the standards. Professional development should have also been more targeted in supporting staff to utilize the data to directly guide their instruction and support. • Study Island was implemented this year, but the staff did not utilize it to its fullest potential. The curriculum facilitators could have offered more trainings and support. • In class support staff was not trained in mathematics best practices. They were placed as support, but perhaps should have been included in more PLC meetings with the grade level groups that they were working with.

Evaluation of 2012-2013 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	2011-2012	2012-2013	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Kindergarten	Assessment not administered.	28	• Common planning periods for all grade level ELA teachers. • Homework incentives • In class support using support staff • Daily push-in out tutoring	• Professional development was provided, but needed to be more directly prescribed for specific classroom instruction and more closely connected to the standards. • Professional development should have also been more targeted to support staff in

			- Job embedded professional development in ELA through component meetings, lesson studies, and demo lessons. - Professional development in best practices related to ELA content area. - Incorporation of literacy centers which are designed to provide appropriate materials to help students work independently or collaboratively to meet targeted literacy goals. - Treasures on line tools	the areas of data analysis and using data to drive their instruction. - Professional development in the area of differentiation needed to be more prescriptive and an effective follow up plan was not in place supporting the implementation of this practice. - Instruction in writing and reading was also inconsistent from classroom to classroom.
Grade 1	55	Data pending results of 2012-2013 NJPASS Standardized assessment data.	- Common planning periods for all grade level ELA teachers. - Homework incentives - In class support using support staff - Daily push-in out tutoring - Job embedded professional development in ELA through component meetings, lesson studies, and demo lessons. - Professional development in best practices related to ELA content area. - Incorporation of literacy centers which are designed to provide appropriate materials to help students work independently or collaboratively to meet targeted literacy goals. - Treasures on line tools	- Professional development was provided, but needed to be more directly prescribed for specific classroom instruction and more closely connected to the standards. - Professional development should have also been more targeted to support staff in the areas of data analysis and using data to drive their instruction. - Professional development in the area of differentiation needed to be more prescriptive and an effective follow up plan was not in place supporting the implementation of this practice. - Instruction in writing and reading was also inconsistent from classroom to classroom.

SCHOOLWIDE COMPONENT: EVALUATION

| Grade 2 | 13 | Data pending results of 2012-2013 NJPASS Standardized assessment data. | • Common planning periods for all grade level ELA teachers.
• Homework incentives
• In class support using support staff
• Daily push-in out tutoring
• Job embedded professional development in ELA through component meetings, lesson studies, and demo lessons.
• Professional development in best practices related to ELA content area.
• Incorporation of literacy centers which are designed to provide appropriate materials to help students work independently or collaboratively to meet targeted literacy goals.
• Treasures on line tools | • Professional development was provided, but needed to be more directly prescribed for specific classroom instruction and more closely connected to the standards.
• Professional development should have also been more targeted to support staff in the areas of data analysis and using data to drive their instruction.
• Professional development in the area of differentiation needed to be more prescriptive and an effective follow up plan was not in place supporting the implementation of this practice.
• Instruction in writing and reading was also inconsistent from classroom to classroom.
• Study Island was implemented this year, but the staff did not utilize it to its fullest potential. The curriculum facilitators could have offered more trainings and support. |

Mathematics	2011-2012	2012-2013	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency.
Pre-Kindergarten				
Kindergarten	Assessment not administered.	39	• Common planning time for all kindergarten teachers. • Weekly PLC meetings to analyze student products and students data and plan interventions for weak skills. • Job embedded professional development in mathematics through PLC meetings, lesson studies, and demo lessons from	• Professional development was provided to the staff through data analysis, learning walks, PLC meetings and common planning time. The PLC meetings had little accountability or teacher ownership. They were largely led by curriculum facilitators, and when turned over to teacher teams, very little professional development regarding effective PLC's was offered. • Individualized coaching was also offered.

			curriculum coaches and outside providers. • Online professional development through the Virtual Learning Community of the University of Chicago.	Professional development needed to be more directly prescribed for specific classroom instruction and more closely connected to the standards. Professional development should have also been more targeted in supporting staff to utilize the data to directly guide their instruction and support. • Study Island was implemented this year, but the staff did not utilize it to its fullest potential. The curriculum facilitators could have offered more trainings and support. • In class support staff members were not trained in mathematics best practices. They were placed as support, but perhaps should have been included in more PLC meetings with the grade level groups that they were working with.
Grade 1	54	Data pending results of 2012-2013 NJPASS assessment data.	• Common planning time for all first grade teachers. • Weekly PLC meetings to analyze student products and students data and plan interventions for weak skills. • Job embedded professional development in mathematics through PLC meetings, lesson studies, and demo lessons from curriculum coaches and outside providers. • Online professional development through the Virtual Learning Community of the University of Chicago.	• Professional development was provided to the staff through data analysis, learning walks, PLC meetings and common planning time. The PLC meetings had little accountability or teacher ownership. They were largely led by curriculum facilitators, and when turned over to teacher teams, very little professional development regarding effective PLC's was offered. • Individualized coaching was also offered. Professional development needed to be more directly prescribed for specific classroom instruction and more closely connected to the standards. Professional development should have also been more targeted in supporting staff to utilize the data to directly guide their instruction and

				• support. • Study Island was implemented this year, but the staff did not utilize it to its fullest potential. The curriculum facilitators could have offered more trainings and support. • In class support staff members were not trained in mathematics best practices. They were placed as support, but perhaps should have been included in more PLC meetings with the grade level groups that they were working with.
Grade 2	21	Data pending results of 2012-2013 NJPASS assessment data.	• Common planning time for all first grade teachers. • Weekly PLC meetings to analyze student products and students data and plan interventions for weak skills. • Job embedded professional development in mathematics through PLC meetings, lesson studies, and demo lessons from curriculum coaches and outside providers. • Online professional development through the Virtual Learning Community of the University of Chicago.	• Professional development was provided to the staff through data analysis, learning walks, PLC meetings and common planning time. The PLC meetings had little accountability or teacher ownership. They were largely led by curriculum facilitators, and when turned over to teacher teams, very little professional development regarding effective PLC's was offered. • Individualized coaching was also offered. Professional development needed to be more directly prescribed for specific classroom instruction and more closely connected to the standards. Professional development should have also been more targeted in supporting staff to utilize the data to directly guide their instruction and support. • Study Island was implemented this year, but the staff did not utilize it to its fullest potential. The curriculum facilitators could have offered more trainings and support. • In class support staff members were not trained in mathematics best practices. They

				were placed as support, but perhaps should have been included in more PLC meetings with the grade level groups that they were working with.

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2012-2013 Interventions and Strategies

Interventions to Increase Student Achievement **Implemented in 2012-2013**

1 Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes
Treasures McGraw-Hill Core Reading Program	ELA	Yes	• Data from Fall and Winter Benchmarks • SRI Data • WCPM data • Unit Assessments	• In June 2013, 52% of African American students were reading on grade level. This is an 18% decrease from the goal set in the 2012-2013 plan, but an 8% increase from the September 2012 baseline of 44%. • In June 2013, 48% of Economically Disadvantaged students were reading on grade level. This is a 22% decrease from the goal set in the 2012-2013 plan, but an 8% increase from the September 2012 baseline of 40%. • In June 2013, 22% of Special Education students were reading on grade level. This is a 48% decrease from the goal set in the 2012-201 plan, but a 10% increase from the September 2012 baseline of 12%. • In June 2013, 47% of Hispanic students were reading on grade level. This is a 23% decrease from the goal set in the 2012-2013 plan, but an 8% increase from the September 2012 baseline of 39%.
Everyday Mathematics	Mathematics	No	• Unit Assessment Data • Data from Fall and Winter Benchmarks • Facts data	Mathematics Unit Assessment Data: • Grade 1: 75% of students scored an average of 85% or better • Grade 2: 76% of students scored an average of 85% or better • Grade 3: 65% of students scored an average of 85% or better • Grade 4: 52% of students scored an average of

1	2	3	4	5
				85% or better • Grade 5: 15% of students scored an average of 85% or better Mathematics Benchmarks: All grade levels had less than 50% of the students score in the proficient range. 4th and 5th grade showed 10% less failures from the fall to the winter benchmark. The total amount of 3rd grade students scoring in the proficient range decreased. • Grade 3: 59.6% proficient (fall 2012) to 49.6% proficient (winter 2013) • Grade 4: 24.7% proficient (fall 2012) to 36.7% proficient (winter 2013) • Grade 5: 2.8% proficient (fall 2012) to 16% proficient (winter 2013)
District facts routine	Mathematics	no	• Facts data	35% of students in grades 1-5 met the facts fluency goal set based on the CCSS for each grade level. Considering this program is new, 35% is a baseline and growth cannot be shown, however, to show effectiveness in its first year of implementation at least 50% of students should meet the grade level facts fluency goal.

Extended Day/Year Interventions **Implemented in 2012-2013 to Address Academic Deficiencies**

Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes
KidBiz300	ELA	Yes	• Kidbiz3000 report	• 100% of students were able to access Kidbiz at home, after school throughout the year. The goal was achieved from the 2013 plan. • In June 2013, 60% of 3rd-5th grade students were

	2	3	4	5
				reading on grade level. This is an 11% increase from the September 2012 baseline of 49%.
Study Island	ELA and Math	Yes	• Study Island Report	• 100% of students were able to access Study Island at home, after school throughout the year. The goal was achieved from the 2013 plan. • In June 2013, 60% of 3rd-5th grade students were reading on grade level. This is an 11% increase from the September 2012 baseline of 49%.
Everyday Math On-line	Mathematics	Yes	• Everyday Math Report	• 100% of students were able to access Everyday Math Online after school and throughout the school year. The goal was achieved from the 2013 plan.
Treasures On-line	ELA	Yes	• Treasures on-line class roster • Scholastic Reading Inventory	• 100% of students were able to access Treasures on-line at home, after school throughout the year. The goal was achieved from the 2013 plan. • In June 2013, 60% of 3rd-5th grade students were reading on grade level. This is an 11% increase from the September 2012 baseline of 49%.
Summer Enrichment Camp	ELA and Math	Yes	• Summer Camp Roster	• 66% of all k-4 students from Gregory School attended Summer Enrichment Camp for both Math and LAL during the summer of 2013 in an effort to bridge the achievement gap. This goal was achieved from the 2013 plan. • In June 2013, 60% of 3rd-5th grade students were reading on grade level. This is an 11% increase from the September 2012 baseline of 49%.

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2012-2013 Interventions and Strategies

Professional Development **Implemented in 2012-2013**

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes
Program Specific Staff Training	ELA	Yes	• Sign-in Sheets	• 100% of staff attended specific PD trainings during the summer and the school year in order to increase students increase student test scores. This goal was achieved from the 2013 plan. • In June 2013, 60% of 3rd-5th grade students were reading on grade level. This is an 11% increase from the September 2012 baseline of 49%.
Program Specific Staff Training	Mathematics	Yes	• Sign-in Sheets • Surveys	• 100% of staff attended specific PD trainings during the summer and the school year in order to increase students increase student test scores. This goal was achieved from the 2013 plan. • 100% of staff completed a survey rating the trainings and offering suggestions.
Professional Technology Training	All	Yes	• Sign-in Sheets	• 100% of teachers participated in specific Professional Technology trainings. This goal was achieved from the 2013 plan.
Component Meetings	Mathematics	Yes	• Sign in sheets • Teacher Surveys	• 100% of staff took part in 2 or more component meetings monthly in the area of mathematics. • Through surveys, 100% of participants said they would utilize a new best practice learned through their peers and/or coaches
Component Meetings	ELA	Yes	• Sign in sheets • SRI Quarterly	• 100% of staff took part in 2 or more component meetings monthly in the area of ELA. • In June 2013, 60% of 3rd-5th grade students were

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
			Assessments	reading on grade level. This is an 11% increase from the September 2012 baseline of 49%.
PD 360	All	Yes	• PD360 school usage report	• 100% of staff utilized PD360 and received professional development hours through viewing and reflecting on best practices individually and in PLC's.
Professional Learning Communities	All	Yes	• Sign In sheets • Action Plans	• 100% of staff was a member of a professional learning community.
Peer Coaching	ELA and Mathematics	Yes	• Sign in sheets • SRI Quarterly Assessments	• In June 2013, 60% of 3rd-5th grade students were reading on grade level. This is an 11% increase from the September 2012 baseline of 49%.

Family and Community Engagement **Implemented in 2012-2013**

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes
Back to School Night	All	Yes	• Parent Sign-In Sheets	• In September 2012, 90% of parents/guardians attended Back to School Night. The 2013 goal of 90% was met. • 97% of parents surveyed felt that they had a clear understanding of what their child's teacher expected of them.
Fall Parent/Teacher Conferences	All	Yes	• Parent Sign In Sheets	• 100% of parents attended both the Fall and Spring Parent-Teacher Conferences or participated in a phone conference. The 2013 goal of 90% was met.
Spring/Parent/Teacher	All	Yes	• Parent Sign In Sheets	• 100% of families either attended the Spring Parent-

1	2	3	4	5
Conferences			• Perception Survey	Teacher Conferences or participated in a phone conference. The 2013 goal of 90% was met. • 96% of parents surveyed felt that they were informed regarding their child's progress.
Math Centers/Explorations Parent Visitation Day	All	Yes	• Parent Sign In Sheets • Perception Survey	• 21% of families attended the school wide math parent visitation days.
Treasures Informational Evening for Parents	All	Yes	• Parent Sign In Sheets • Perception Survey	• 31% of parents attended a Workshop focusing on Treasures, the new ELA program implemented this year.
Family Math Night	All	Yes	• Parent Sign In Sheets • Perception Survey	• 30% of families attended the Family Math night

SCHOOLWIDE COMPONENT: EVALUATION

Principal's Certification

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

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

_____   _____   _____

Principal's Name   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2013-2014 Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Needs Assessment Process for 2013-2014 Interventions and Strategies (Results and outcomes must be measurable.)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
Academic Achievement – Reading	• Quarterly Reading Assessments • Scholastic Reading Inventory • NJ ASK	• In June 2013, 52% of African American students were reading on grade level. This is an 18% decrease from the goal set in the 2012-2013 plan, but an 8% increase from the September 2012 baseline of 44%. • In June 2013, 48% of Economically Disadvantaged students were reading on grade level. This is a 22% decrease from the goal set in the 2012-2013 plan, but an 8% increase from the September 2012 baseline of 40%. • In June 2013, 22% of Special Education students were reading on grade level. This is a 48% decrease from the goal set in the 2012-201 plan, but a 10% increase from the September 2012 baseline of 12%. • In June 2013, 47% of Hispanic students were reading on grade level. This is a 23% decrease from the goal set in the 2012-2013 plan, but an 8% increase from the September 2012 baseline of 39%. • In June 2013, 52% of African American students were reading on grade level. This is an 18% decrease from the goal set in the 2012-2013 plan, but an 8% increase from the September 2012 baseline of 44%. • In June 2013, 48% of Economically Disadvantaged students were reading on grade level. This is a 22% decrease from the goal set in the 2012-2013 plan, but an 8% increase from the September 2012 baseline of 40%. • In June 2013, 22% of Special Education students were reading on grade

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
		level. This is a 48% decrease from the goal set in the 2012-201 plan, but a 10% increase from the September 2012 baseline of 12%. • In June 2013, 47% of Hispanic students were reading on grade level. This is a 23% decrease from the goal set in the 2012-2013 plan, but an 8% increase from the September 2012 baseline of 39%.
Academic Achievement - Writing	• Benchmark Assessments • NJ ASK	• Gregory School was able to make AYP in 2012. 48.5% of total students scored in the proficient range. All subgroups attained AYP • Hispanic students attained AYP with a total of 38.4% scoring proficient however this percentage must increase to 47.5% during the 2012-2013 test administration to attain AYP. • Economically Disadvantaged students attained AYP with a total of 39.9% scoring proficient however this percentage must increase to 46.3% during the 2012-2013 test administration to attain AYP. • African American students attained AYP with a total of 40.2% scoring proficient however this percentage must increase to 45.7% during the 2012-2013 test administration to attain AYP. • Of those subgroups, Special Education scored the lowest with 25.5% of students in grades three to five scoring in the proficient range with a target of 33.4% for the 2012-2013 test administration.
Academic Achievement - Mathematics	• Benchmark Assessments • NJ ASK	• Gregory School was able to reach its progress targets in mathematics in all subgroups in 2012. 64.1% of total students scored in the proficient or advanced proficient range. • Hispanic students met their progress target with a total of 57.6% scoring proficient or advanced proficient. • Economically Disadvantaged met their progress target with a total of 52.7% scoring proficient or advanced proficient.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
		• African American students met their progress target with a total of 55.1% scoring proficient. • Of those subgroups, Special Education scored the lowest with 37.3% of students in grades three to five scoring in the proficient or advanced proficient range.
Family and Community Engagement	• Sign in sheets • Teacher contact Logs	• 100% of families had been contacted at least twice during the 2012-2013 school year as indicated through sign in sheets and parent contact logs. • 90% of families attended the Back to School night this was a 2% decrease from the 2011-2012 school year. • 21% of families attended the school wide math parent visitation. This was a 5% decrease from the 2011-2012 school year. • 30% of families attended the family math night. Last year 24% of families attended. • 100% of 5th grade students had a family member attend the 5th grade Moving Up Ceremony. • 31% of parents attended a Workshop focusing on Treasures
Professional Development	• PLC Meetings • Curriculum Component Meetings • Learning Walks • Lesson Study • Sign-in sheets from • Professional Development Surveys	Sign in sheets: • 100% of staff was offered weekly Professional Learning Community time during common planning periods. • 100% of staff was offered weekly curriculum component meetings. The goal was met from the 2012-2013 plan. • 100% of staff attended two or more curriculum component meetings monthly • 100% of teachers were offered specific PD trainings in order to increase student test scores in both LAL and Math.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
Students with Disabilities		
English Language Learners		
Economically Disadvantaged		
School Climate and Culture	• Survey results	• %100 of teachers were asked to participate in a school and climate survey
Leadership		
School-Based Youth Services		

2013-3014 Needs Assessment Process
Narrative

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

 Gregory School conducted a needs assessment using data, teacher surveys, and focus groups during PLC meetings. The NCLB committee analyzed data gathered throughout the 2012-2013 school year.   All results were then analyzed and discussed at faculty and component meetings.

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

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

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

In LAL, data gathered from Grade Summary Forms as well as benchmark assessments showed a high percentage of students reading below grade level and scoring below proficiency. Economically Disadvantaged, Hispanic, Special Education and African American students are among the subgroups with the lowest number of students performing on grade level. Teachers may benefit from additional professional development assisting them with differentiating their instruction to reach the needs of all students, with an increased focus on our Economically Disadvantaged, Hispanic, African American and Special Ed. populations.

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

The quantitative data from the collection methods is valid and reliable because the assessment tools measure what they intend to measure and the assessments will yield same results on repeated occasions as proven through research. The surveys used to collect qualitative data are both established and reliable (Victoria Bernhardt's School Portfolio Perception Surveys). For example, the Scholastic Reading inventory *(*SRI) has been the subject of many scientific validation studies. The SRI research ranges from a 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.

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

There has been an increased focus on job-embedded professional development opportunities. There is evidence of data analysis, lesson study, and demo lessons however unit and weekly assessments along with benchmark data show that implementation of learned strategies and conveyance of data analysis to the classroom is weak. Additional training paired with one on one feedback sessions is required increase student proficiency.

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

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

7. How does the school provide effective interventions to educationally at-risk students?   A myriad of opportunities are available for academically at risk students such as daily push in classroom support in both reading and math, extended day/year programs such as Study Island tutoring. Weekly and quarterly data is reviewed to provide specific support. Students with attendance concerns are identified with on-going family contact and support given to assist these students in improving their attendance. All students are instructed using research based programs. Parents are invited to various workshops which offer information so that they can assist their children at home. The School I&RS team addresses all at risk students referred to the team for either academic, attendance or behavior concerns.

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

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

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? To assist in improving the instructional program elected members of the teaching staff serve on the No Child Left Behind committee as well as the Professional Development committee. At these committee meetings, data is gathered, presented and utilized to determine school wide goals and implementation of new programs to reach these goals. All classroom teachers are a part of professional learning communities that analyze data and make informed instructional decisions based on their analysis.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high school? On-going articulation between the pre-kindergarten and kindergarten teachers support seamless transition between the two programs. Professional Development for teachers in these grade levels provides insight of program components and how they are implemented. The Treasures program seamlessly creates a bridge from the kindergarten curriculum preparing students to transition to the upper grades with consistent language, strategies and exposure to literature. Students transitioning from elementary to middle school attend assemblies and visit the middle school to better understand what to expect in the upcoming year. A summer reading assignment is also presented to students to complete which may assist in preparing them in completing a typical middle school assignment. These strategies may make the transition to the middle school less stressful.

12. How did the school select the priority problems and root causes for the 2013-2014 schoolwide plan? Data, from a variety of sources, was gathered and carefully analyzed by the school wide NCLB Committee. The team selected the priority problems for this plan after analyzing the data.

2013-2014 Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

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

	#1	#2
Name of priority problem	Language arts literacy and reading	Mathematics
Describe the priority problem using at least two data sources	• In June 2013, 60% of total students are scoring in the grade level range on the Scholastic Reading Inventory. This shows 11% growth from June 2012, but 30% below the state benchmark of 90%. • In June 2013, 52% of African American students were reading on grade level. This is an 18% decrease from the goal set in the 2012-2013 plan, but an 8% increase from the September 2012 baseline of 44%. • In June 2013, 48% of Economically Disadvantaged students were reading on grade level. This is a 22% decrease from the goal set in the 2012-2013 plan, but an 8% increase from the September 2012 baseline of 40%. • In June 2013, 22% of Special Education students were reading on grade level. This is a 48% decrease from the goal set in the 2012-201 plan, but a 10% increase from the September 2012 baseline of 12%. • In June 2013, 47% of Hispanic students were reading on grade level. This is a 23% decrease from the goal set in the 2012-2013 plan, but an	Mathematics Unit Assessment Data: • Grade 1: 75% of students scored an average of 85% or better • Grade 2: 76% of students scored an average of 85% or better • Grade 3: 65% of students scored an average of 85% or better • Grade 4: 52% of students scored an average of 85% or better • Grade 5: 15% of students scored an average of 85% or better Mathematics Benchmarks: All grade levels had less than 50% of the students score in the proficient range. 4th and 5th grade showed 10% less failures from the fall to the winter benchmark. The total amount of 3rd grade students scoring in the proficient range decreased. • Grade 3: 59.6% proficient (fall 2012) to 49.6% proficient (winter 2013) • Grade 4: 24.7% proficient (fall 2012) to 36.7% proficient (winter 2013) • Grade 5: 2.8% proficient (fall 2012) to 16% proficient (winter 2013)

	8% increase from the September 2012 baseline of 39%.	
Describe the root causes of the problem	No consistent method in place for students to achieve assistance in completing missed homework. Teachers were not exposed to a large amount of professional development focused on addressing Special Education, Hispanic and Economically Disadvantaged students. Based on teacher observations there was an inconsistency with the implementation of the Core Reading strategies. Strategies were not fully incorporated across curriculum and supported across disciplines.	Teachers received ongoing professional development from outside providers as well as job embedded trainings. However, teachers are continuing to learn the components of the program and how to effectively use assessments to guide instruction. Teachers are continuing to work towards refining the implementation of the program may have been needed. Though teachers received professional development and support to incorporate weak curriculum areas, such as geometry and measurement and patterns and algebra into their instruction, it was inconsistent from classroom to classroom.
Subgroups or populations addressed	ALL	ALL
Related content area missed	English Language Arts	Mathematics
Name of scientifically research based intervention to address priority problems	- Treasures Reading/Writing Program - Writer's Workshop (Lucy Calkins) - Study Island	Everyday Math
How does the intervention align with the Common Core State Standards?	Treasures Reading and Writer's Workshop are aligned with the Common Core State Standards: Reading Standards for Literature K–5 Reading Standards for Informational Text K–5 Reading Standards: Foundational Skills K–5 15 College and Career Readiness Anchor Standards for Writing Writing Standards K–5 Speaking and Listening Standards K–5	In the past, Everyday Mathematics has fully incorporated the skills and processes described in the Standards for Mathematical Practice. As a school using Everyday Mathematics, the transition from the NJCCCS to the CCSS has been easy since the practices required by the CCSS are fundamental features woven throughout the entire program. Everyday Mathematics and the CCSS have a shared origin in decades of research and authoritative

	Language Standards K–5 Standard 10: Range, Quality, and Complexity of Student Reading K–5 Staying on Topic Within a Grade and Across Grades	opinion. Everyday Mathematics was built and is constantly revised using an ever-growing body of research in the learning sciences, authoritative recommendations such as those from the National Council of Teachers of Mathematics and the National Mathematics Advisory Panel, and the professional judgment of the authors. The CCSS are built on the same foundation. So, as a result, good alignment between CCSS and Everyday Mathematics is evident. Everyday Mathematics has produced grade level correlation charts for Kindergarten through Grade 6 to show how the lessons in Everyday Mathematics align to the Common Core State Standards for Mathematics.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2013-2014 Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Parent Involvement	
Describe the priority problem using at least two data sources	The Gregory School had a high percentage of parents 66% attended Back to School Night, 100% of parents were involved in Parent Teacher conferences, and 100% attended the 5th grade Moving up ceremony. However, curriculum events such as Curriculum Math and ELA Homework Nights and exploration visits for both ELA and Math maintained between 21% and 31% attendance.	
Describe the root causes of the problem	Events with student performances are highly attended venues. Events such as curriculum visitation days are moderately attended by parents. Events which combine a breakfast/lunch/dinner with a school event may increase parental involvement and provide a meal while encouraging family time. Offering transportation during inclement weather could increase family attendance for families who walk. In addition, planning a rain date for events which occur during inclement weather. Lack of routine for teachers to make phone calls home for Back to School Night and Conferences inviting parents. Perhaps, more direct contact with the homes through calls, emails, or a parent classroom web page would yield higher results. With the increased use and contact with families through classroom web pages parents may feel more comfortable attending school functions.	
Subgroups or populations addressed	All	

Related content area missed		
Name of scientifically research based intervention to address priority problems	- Parent Newsletters, outreach and communication programs - Curriculum Nights - Reliable and valid parent surveys. - Ramapo for Children	
How does the intervention align with the Common Core State Standards?	Through the New Jersey Standards for Teachers and School Leaders, staff will build relationships with parents, guardians, families, and agencies to support students' learning and well being (standard 9). Teachers engage in activities to: 9.7 Identify and utilize family and community resources to foster student learning and provide opportunities for parents to share skills and talents that enrich learning experiences; 9.8 Establish respectful and productive relationships and to develop cooperative partnerships with diverse families, educators and others in the community in support of student learning and wellbeing; and 9.9 Institute parent/family involvement practices that support meaningful communication, parenting skills, enriched student learning, volunteer and decision-making opportunities at school and collaboration to strengthen the teaching and learning environment of the school.	

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

2013-2014 Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (from IES Practice Guide or What Works Clearinghouse)
Program Specific Staff Training	All	Teachers, Facilitators, Administrators	• Curriculum Facilitators • Administrators	• By June 2014, 100% of teachers will participate in specific PD trainings in order to increase student test scores in both ELA and Math. Trainings will be offered throughout the school year and during the summer. • All subgroups will meet the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver in Math and ELA on the 2014 NJASK	*The effects of teachers' professional development on student achievement:* *Findings from a systematic review of evidence* Kwang Suk Yoon (American Institutes for Research) Teresa Duncan (American Institutes for Research) Sylvia Lee (Taiwan National University) Kathy Shapley (Edvance Research) Paper presented at the Annual Meeting of the American Educational Research Association, March 24-28, 2008, New York
Monthly Feedback meeting	ALL	ALL	• Curriculum Facilitators • Staff • Administrator	Monthly feedback sessions will be held between the teacher, facilitator or administrators addressing student achievement with goal setting sessions as a focus.	Patel, P., & Laud, L. E. (2009). Using goal-setting in "P(paw)LANS" to improve writing. *Teaching Exceptional Children PLUS*, 5(4). Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1): 81–112.
Professional Development to support proficient	ALL	ALL	• Curriculum Facilitators • Staff	By June 2014 teachers will participate in on-going specific Professional Development Sessions	October 2008 | Volume **66** | Number **2** **Expecting Excellence** Pages 70-74

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

ESEA §1114(b)(I)(B) *strengthen the core academic program in the school;*					
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (from IES Practice Guide or What Works Clearinghouse)
use of the new Standards based report card			• Administrator	targeting how to identify student proficiency using the Common Core Standards.	**Seven Reasons for Standards-Based Grading** *Patricia L. Scriffiny*
Learning Walks	Math and ELA	All staff	• Curriculum Facilitators • Staff • Administrator	By June 2014 100% of teachers will be involved in a minimum of one math and one ELA learning walk	Educational Leadership December 2007/January 2008 | Volume **65** | Number **4** **Informative Assessment** Pages 81-82 **Classroom Walk-Throughs** *Jane L. David*
Summer Learning Institute	Math and ELA	All staff	• District administrators	During the 2013-2014 school year all teacher will be offered the opportunity to participate in the Summer Learning Institute focusing on new curriculum, strategies and programs.	Systemic vs. one-time teacher professional development: what does research say? Research Note 15 Prepared for Texas Instruments by the Center for Technology in Learning, SRI International, July, 2009 www.*education.ti.com*
Quarterly Data Chats with goal setting and target schedules	Math and ELA	All staff	• Administrators • Facilitators	During the 2013-2014 school year 100% of teachers will meet quarterly to analyze data a establish goals with specific target dates.	Patel, P., & Laud, L. E. (2009). Using goal-setting in "P(paw)LANS" to improve writing. *Teaching Exceptional Children PLUS*, 5(4). Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1): 81–112.

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

*Use an asterisk to denote new programs.

2013-2014 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

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

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
Study Island	ELA and Mathematics	All students	• Curriculum Facilitators • Staff Administrator	In 2012-2013, there were 0 minutes used by students on study island assignments at Gregory School until December 2012. 100% of students will utilize study island 20-120 minutes per week, depending on need. All students will be given a log-in and password which will allow them access from any computer with internet capabilities. 100% of all students will log onto Study Island weekly for prescribed reading and writing activities in areas of deficiencies.	*Study Island Scientific Research Base* iii Magnolia Consulting, LLC October 5, 2011
Summer	ELA and	Total	Camp	Based on reports,	Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross,

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

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

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
Enrichment Camp	Mathematics	Population	Facilitator	that measure daily attendance, 50% of all students from the Gregory School will attend Summer Enrichment Camp during the summer of 2013 in an effort to bridge the achievement gap.	S., Schirm, A., & Taylor, J. (2009). *Structuring out-of-school time to improve academic achievement: A practice guide* (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides
Treasures Online	ELA	Total Population	• Curriculum Facilitators • Staff Administrator	All students will be given a log in which will allow them access from any computer with internet capabilities. 100% of all students will log onto Treasures online weekly for additional support in reading	Effectiveness of McGraw-Hill's **Treasures Reading Program** in Grades 3 – 5. August 4, 2010. **Research** Conducted by Empirical Education Inc *www.mheresearch.com*

*Use an asterisk to denote new programs.

2013-2014 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 <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Program Specific Staff Training	All	Teachers, Facilitators, Administrators	• Curriculum Facilitators Administrators	By June 2014, 100% of teachers will participate in specific PD trainings in order to increase student test scores in both ELA and Math. Trainings will be offered throughout the school year and during the summer.	*The effects of teachers' professional development on student achievement: Findings from a systematic review of evidence* Kwang Suk Yoon (American Institutes for Research) Teresa Duncan (American Institutes for Research) Sylvia Lee (Taiwan National University) Kathy Shapley (Edvance Research) Paper presented at the Annual Meeting of the American Educational Research Association, March 24-28, 2008, New York
PD360 Customized Professional Development Sessions	LAL/Math	All Math and English Language Arts teachers	• Curriculum Facilitators • Staff Administrator	By June 2014, 100% of teachers will be exposed to a minimum of two Customized Professional Development Sessions assigned by their principal following walk-through or observations.	Easton, L.B. (Ed.), 2008. Powerful designs for professional learning (2nd edition). Oxford, OH: National Staff Development Council.
Professional Development to support proficient use of the new Standards based report card	ALL	ALL	• Curriculum Facilitators • Staff Administrator	By June 2014 teachers will participate in on-going specific Professional Development Sessions targeting how to identify student proficiency using the Common Core Standards.	October 2008 | Volume **66** | Number **2** **Expecting Excellence** Pages 70-74 **Seven Reasons for Standards-Based Grading** *Patricia L. Scriffiny*

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

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

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Learning Walks	Math and ELA	All staff	• Curriculum Facilitators • Staff Administrator	By June 2014 100% of teachers will be involved in a minimum of one math and one ELA learning walk. Teachers will self reflect and self analyze to determine their areas of weakness. Based on their reflection, they will go on a learning walk in a colleague's room during their targeted area of instruction.	Educational Leadership December 2007/January 2008 | Volume **65** | Number **4** **Informative Assessment** Pages 81-82 **Classroom Walk-Throughs** *Jane L. David*
Summer Learning Institute	Math and ELA	All staff	District administrators	During the 2013-2014 school year all teacher will be offered the opportunity to participate in the Summer Learning Institute focusing on new curriculum, strategies and programs.	Systemic vs. one-time teacher professional development: what does research say? Research Note 15 Prepared for Texas Instruments by the Center for Technology in Learning, SRI International, July, 2009 www.*education.ti.com*
Quarterly Data Chats with goal setting and target schedules	Math and ELA	All staff	• Administrators Facilitators	During the 2013-2014 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 Professional Learning Communities to share data, identify weak skill areas, identify weak students, determine root causes, and develop next steps and SMART goals.	Patel, P., & Laud, L. E. (2009). Using goal-setting in "P(paw)LANS" to improve writing. *Teaching Exceptional Children PLUS*, 5(4). Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1): 81–112.

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance . . . such as family literacy services

Research continues to demonstrate that successful schools have significant and sustained levels of family and community engagement. Therefore, it is important that schoolwide plans contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2013-2014 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Parent Teacher Conferences	All content areas	All families	Classroom teachers and student facilitator	Based on data collected from sign in sheets, 100% of all families will either attend fall and spring Parent Teacher Conferences or be given a home visit or phone conference regarding their child's progress	Parental Involvement Strongly Impacts Student Achievement *Science Daily (May 28, 2008)* — New research from the University of New Hampshire
Parent-School Compact	LAL and Mathematics	All families	Student Facilitator	100% of parents will sign a parent-school compact.	Parental Involvement Strongly Impacts Student Achievement *Science Daily (May 28, 2008)* — New research from the University of New Hampshire
LAL, Mathematics, and Science Curriculum Nights	LAL and Mathematics	All families	Curriculum Facilitators	Based on data collected from sign in sheets, there will be a 10% increase in attendance of all curriculum nights from the 2012-2013 school year to the 2013-2014 school year.	Coleman, B, and McNeese, M. (2009). From home to school: the relationship among parental involvement, student motivation, and academic achievement. *International Journal of Learning, 2009, Vol. 16, Issue 7.*
NCLB Committee	School wide	All parents	Principal	There will be an additional parent	Parental Involvement Strongly

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
	goals and Unified Plan			added to the NCLB Unified Plan Committee.	Impacts Student Achievement *Science Daily (May 28, 2008)* — New research from the University of New Hampshire
Back to School Night	All	All Students	Administrator, Facilitator and Staff	During the 2013-2014 school year 90% of the parents will attend Back to School Night as measured by sign-in sheets. The importance of attendance can be discussed during Back to School Night.	Parental Involvement Strongly Impacts Student Achievement *Science Daily (May 28, 2008)* — New research from the University of New Hampshire
Inviting families to parent events	ALL	All Students	Administrator, Facilitator and Staff	During the 2013-2014 school year 100% of the parents will be invited by a phone call made by the classroom teacher or paraprofessional to attend scheduled family events.	IMPROVING PARENT INVOLVEMENT IN SCHOOLS: A CULTURAL PERSPECTIVE Theresa Keane * Teacher, New Searles Elementary School, Nashua, NH RIVIER ACADEMIC JOURNAL, VOLUME 3, NUMBER 2, FALL 2007

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

2013-2014 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 activities in math and language arts will be implemented. To seek and encourage parental involvement further, teachers will maintain classroom web pages to remain in daily contact with all families to encourage positive participation in their child's education. Teachers will also reach out personally and invite parents to scheduled school and class events.

2. How will the school engage parents in the development of the written parent involvement policy? Parents may be given surveys questionnaires or may attend meeting to discuss the development of the policy.

3. How will the school distribute its written parent involvement policy? The parent involvement policy is sent home with students and displayed on our district site.

4. How will the school engage parents in the development of the school-parent compact? Parents will be invited to attend NCLB meetings.

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

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

7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III? If the district has not met their annual measureable 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? Disaggregated assessment results are reported 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? Parents are involved in the development of the Unified Plan through perception surveys and by having parent representatives attend NCLB monthly meetings.

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 of failing are contacted through phone calls and permission letters home to invite students to attend extended day tutorial services.

On what specific strategies will the school use its 2013-2014 parent involvement funds? The Gregory School will use its 2013-2014 parental involvement funds in multitude of ways. First the funds will be allocated to hold several events that are intended to promote a positive school culture and climate that includes the learning of social skills and study habits that promote student achievement. One example of this is the Open House Night in which the building principal will introduce and inform the parents of the school wide initiatives. Second school funds will be allocated to promote the awareness of curriculum and common core state standards. Third allocations will be set aside for the recognition of student achievement.

SCHOOLWIDE: HIGHLY QUALIFED STAFF

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	71 100%	Teachers will be offered a variety of professional development opportunities in the areas of technology, standards, curriculum, subject area content, classroom guidance and management, parental involvement, and discipline. Coaches will visit classrooms and model lesson, and demonstrate best practices, strategies and techniques.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)	19 100%	Instructional assistants (paraprofessionals) will be offered a variety of professional development opportunities in the areas of technology, standards, curriculum, subject area content, classroom guidance and management, parental involvement, and discipline.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*		

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

SCHOOLWIDE: HIGHLY QUALIFED STAFF

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

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

SCHOOLWIDE: FISCAL REQUIREMENTS

ESEA (b)(1)(J) Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

School Budget Pages

School level budget pages in Excel must be completed along with each school's Title I Schoolwide Plan to identify how the Title I, Part A school allocation is budgeted for schools operating schoolwide programs that **do** and do **not** blend their funds

Budget Detail pages and a Budget Summary are available as an Excel program at the following location:
www.nj.gov/education/grants/entitlement/nclb/ .

Complete the Excel budget pages for each school and upload the file on the Title I Schoolwide upload screen in the *ESEA-NCLB* Consolidated Application. These budget pages are in addition to the Title I Schoolwide Plan for each school operating an approved schoolwide program.

Budget Detail pages must be signed by the district's Business Administrator.