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: Long Branch Middle School
Chief School Administrator: Dr. Michael Salvatore	Address: 350 Indiana Ave. Long Branch, NJ 07740
Chief School Administrator's E-mail: msalvatore@longbranch.k12.nj.us	Grade Levels: 6-8
Title I Contact: Bridgette Burtt	Principal: Michael Viturello
Title I Contact E-mail: bburtt@longbranch.k12.nj.us	Principal's E-mail: mviturello@longbranch.k12.nj.us
Title I Contact Phone Number: (732) 571-2868	Principal's Phone Number: (732) 229-5533

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

_____ _____ _____

Principal's Name (Print) **Principal's Signature** **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 $12,381,946, which comprised 97.36% of the school's budget in 2016-2017.
- State/local funds to support the school will be $12,195,973, which will comprise 97.43% 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
Parent Involvement	Priority Problem 3	Family and Community Engagement	200-800	$3000
After School Tutors	Priority Problems ,1 & 2	Extended Learning Time and Extended Day	18	$43,200
Supplemental Materials for Afterschool Program (Math and ELA)	Priority Problems 1 & 2	Extended Day	150-300	$5000
ESEA Improvement Leaders	Priority Problems 1 & 2	ELA & Mathematics Programs	2 Leaders	$14,000

Professional Development	Priority Problems 1, 2 & 3	PD throughout school year to continue best practices for all intervention strategies	200-300	$10,000

§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
Mr. Viturello	School Staff-Administrator-Lead Principal	Yes	Yes	Yes	
Ms. Alexander	School Staff-ELA Leader	Yes	Yes	Yes	

Ms. Stavola	School Staff-Math Leader	Yes	Yes	Yes	
Mrs. Smith	School Staff Social Studies	Yes	Yes	Yes	
Mrs. Marlin	School Staff ELA	Yes	Yes	Yes	
Mrs. Sherrier	School Staff ELA	Yes	Yes	Yes	
Mr. T. Smith	School Staff Science	Yes	Yes	Yes	
Mr. Martin	School Staff Guidance	Yes	Yes	Yes	
Ms. Rock	School SAC	Yes	Yes	Yes	
Mrs. Vanbeuren	School Parent	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
9/14/16	Main Office Conference Room	• Schoolwide Plan Development discussed with Stakeholders for 2016-2017 and will reflect, analyze, and develop 2018 Title 1 Plan • Comprehensive Needs Assessment targeting Priority Problems in Middle School	Yes		Yes	

		• Parent Involvement Data Analysis • Math and Language Arts Data Analysis				
10/12/16	Main Office Conference Room	• Conducted the Comprehensive Needs Assessment process for Interventions of the three priority problems • Schoolwide Plan Development Program Evaluation of the three priority problems • Stakeholders were involved in the implementation of interventions, strategies, programs, and initiatives of the plan • SCIP Representatives for Committee	Yes		Yes	
11/9/16	Main Office Conference Room	Discussion of the following topics:	Yes		Yes	

		● Data Benchmarks ● Data Interventions ● Data Attendance ● Data Parent Portal ● Focus Groups-Surveys ● After school intervention programs ● SCIP ● Allocation of Funds. Online software programs. Cost and effectiveness of such programs.				
12/14/16	Main Office Conference Room	● Reviewed Data Results from Benchmarks and Parent Portal ● Parent Involvement Night ● Comprehensive Needs Assessment Progress towards Priority Problems	Yes		Yes	
1/11/17	Main Office Conference Room	● Progress towards Priority Problems;	Yes		Yes	

		After School interventions and parent portal ● Discussion of Implementation of research based Climate Surveys.				
2/8/17	Main Office Conference Room	● Analyzed data survey results ● Shared survey results with committee ● Math & ELA Title 1 Afterschool Intervention Program	Yes		Yes	
3/8/17	Main Office Conference Room	● Discussed programs and initiatives that will be implemented for the remainder of the year ● Reviewed attendance data ● Reviewed parental involvement attendance	Yes		Yes	

4/6/17	Main Office Conference Room	● Began to write the 2017-2018 Title 1 Plan ● Evaluated Goals and report results a. Attendance Data b. Parent Portal Data c. Title 1 intervention Programs ● Reviewed Vision and Mission Statement to see if they need to be updated ● Based on data collected, identified the priority problems for 2017-2018	Yes		Yes	
5/10/17	Main Office Conference Room	● Finalized Title 1 Title 1 Schoolwide Plan	Yes		Yes	

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?

Yes, the 2016-2017 plan was implemented to address student's struggling in both Language Arts and Mathematics. The Middle School Mathematics Department implemented Connected Mathematics 3, Big Ideas (piloted program this year), and Discovering Algebra to address the Mathematics priority problem. Although there was some improvement in student's ability using Connected Mathematics 3, the piloted program, Big Ideas, proved to be a superior program enhancing student's ability to think critically and applied this to solve higher level problems. The Middle School Language Arts Department implemented Read 180, Systems 44, Glencoe, National Geographic Inside, Treasures, and Reading Fundamentals to address the English Language Arts priority problem. Continued refinement took place in each program throughout the year to increase proficiency in all reading standards. Both Language Arts and Mathematics addressed increasing professional development opportunities such as department meetings, weekly PLC's, and opportunities for data discussion and remediation. The plan also increased parent involvement through school events and community outreach programs.

2. What were the strengths of the implementation process?

The strengths of the implementation process were the communication and collaboration of the leadership team in the building to ensure that the plans were carried out and that there was accountability. To ensure this process was carried out the three administrators were

each aligned with a specific content area: VPA: ELA – Mr. Viturello, SCT: Science and Social Studies – Ms. Cruz, and LDR: Mathematics – Ms. Hyde. The leadership team allotted time for professional development during PLC's, Professional Development and teacher training in new programs and initiatives with Big Ideas. Block scheduling for ELA and Mathematics were part of the discovery process for collaborative and independent work. Students were administered individual needs assessments of state standards and best practices during the Mathematics and ELA block. Ongoing review of data showed both growth and areas still in need.

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

Since we just completed year five for ELA and year four for Math of this implementation, teachers are fine tuning their practice. Barriers to this implementation process for ELA were teachers were still refining their practice in year five of the new ELA programs and mastering the strategies of these programs. Barriers to this implementation process for math teachers were still refining their practice in year four. Math classes were not able to complete all Connected Math units. Connected Mathematics 3 deems not to be an effective intervention to increase student achievement as per our data and that of researched data in comprehensive needs assessment. Big Ideas Curriculum was piloted in selected classes, taking the place of Connected Mathematics 3. As with any new piloted curriculum, challenges arose, but teachers successfully worked through it with Professional Development and mentorship.

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

The goals and expectations were communicated throughout the school year during faculty meetings, department meetings, PLCs and

professional development. Having Chromebooks for students in ELA and Math added consistency and smoothness for the implementation of the programs. The weaknesses were not having enough chromebooks resulting in teachers sharing devices. In Read 180 several new classes were added without materials.

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

At the end of the fourth year of implementation (Connected Mathematics 3) and fifth year for all ELA programs, meetings were held to reflect and collaborate about what was working well and how improvements could be made to keep the integrity of the ELA and Math programs. While maintaining the fidelity of the programs, the curriculum supervisors refined the implementation based on the needs of our students. In Mathematics, the Exploratory Committee, which included the Chief Academic Officer, Math Supervisor, Special Education Supervisor, Bilingual Supervisor, and Regular Education teachers researched a new curriculum, Big Ideas. The new curriculum was piloted this year and the resulted data proved far superior to the current Connected Mathematics 3. The Long Branch Board of Education approved Big Ideas for the Mathematics Department on May 10, 2017.

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

The New Jersey Climate Survey was administered to all staff members this year in an effort to assist in reinforcing positive conditions and addressing vulnerabilities for learning at the Middle School. Based on a 100 point scale where 100 represents completely satisfied, the survey results are as follows:

Domain	Staff Results
Physical environment	61
Teaching and learning	58.3
Morale in the school community	55.9
Relationships	58.0
Parental support and engagement	56.1
Safety	78.4
Emotional environment	56.1
Administration Support	61.2

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

The New Jersey Climate Survey was administered to all staff members this year in an effort to assist in reinforcing positive conditions and addressing vulnerabilities for learning at the Middle School. Based on a 100 point scale where 100 represents completely satisfied, the survey results are as follows:

Domain	Parent/Community Results	Student Results
Physical environment	81.1	55.2
Teaching and learning	74.2	64.8
Morale in the school community	73.1	55.1
Relationships	73.8	49.2
Parental support and engagement	76.2	76.7
Safety-Emotional Environment	62.4	66.7

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

A researched-based School Climate Survey was offered to Middle School Community. Parents were provided the Climate Survey to complete online, students were administered the survey online during homeroom, and staff were given the opportunity to complete during PLC's.

9. How did the school structure the interventions?

After analyzing state and school data, students scoring below proficiency in both Language Arts Literacy were targeted. Students scoring below proficient in ELA Benchmark A (6^{th}-64%, 7^{th}-56.6 %, 8^{th}-56.1%) were placed in reading programs accordingly. Students who scored

below proficiency for ELA were selected for the after-school tutoring sessions. Math intervention was based on student's scores on the PARCC that did not meet expectations. Students scoring within 725-749 and in a level 3 category were candidates for the after-school tutorial program. Throughout the school year, students (both ELA and Math) were monitored to ensure programs were continuously meeting the needs of the students. Interventions were dependent on the needs of each student. Interventions included differentiated instruction, small group instruction and smaller size groups, ranging from 5 - 10 children, some models with one-to-one instruction were used. Homework Club and Algebra 1 Tutoring presented students with additional opportunities for one on one and group instruction for students.

10. How frequently did students receive instructional interventions?

Instructional interventions were provided daily on an as needed basis after reviewing the student's data from both formative and summative assessments. The math department continues to remediate during classes to provide individual students who were not meeting the state standards, using NJ Student Learning Standards taught in classes, while other students were given more challenging problems who were proficient. The after-school tutorial programs for Math and ELA were held two times per week for 90 minutes of instruction. In the Read 180 intervention classes students are constantly regrouped based on software data of skills and standards. Students below proficiency in skills are retaught while the others are presented with stretch materials. Discovery Algebra 1 instructional tutoring took place every morning before school for 1 hour for those students needing remediation.

11. What technologies did the school use to support the program? Technologies the school used to support the program were Link-it progress monitoring and Google Chromebooks. Math continues to use technology with Smart Slates, motion detectors, Google Classroom, and teacher webpages. Read 180 and Systems 44 uses instructional software for each student within the reading intervention program as well as Google Classroom. Through the use of mobile learning devices, students are provided with individualized content, assessment and support, while having the opportunity to utilize current technology. Both ELA and Math student technology components were available for student use from home. However, additional and current technology would be beneficial to help support our goals.

12. Did the technology contribute to the success of the program and, if so, how?

Yes, technology addressed individual areas in need for each student. The use of the Chromebooks and Google Classroom for grades 6-8 allowed teachers to target the needs of each student by assigning specific lessons (from Link-it, Read 180, and Systems 44, Big Ideas, Discovering Algebra). Additional materials online such as NEWSELA and CommonLit were accessible for teachers. There are three computer labs in the Middle School available for staff and students. In addition, communication increased between parents and teachers through posting homework assignments and other important tasks on their web pages, Remind 101 and Google Classroom.

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 *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 6	PARCC Grade 6 209/343	TBD	● Homework Club ● Summer Enrichment Camp ● Systems 44 ● Job embedded professional development in ELA through PLC/department meetings, and demo lessons. ● Common planning periods for all grade level ELA teachers.	● Attendance for Homework Club is not mandatory. ● Professional development was provided during PLC meetings. However, additional professional development is needed to be directly focused on N.J Student Learning Standards for ELA. ● Systems 44 students increased an average of 114 points in their Lexile scores from September 2016 Lexile average of 358 to April 2016 Lexile average of 472 points.
Grade 7	PARCC Grade 7 173/354	TBD	● After school Tutoring Program ● Homework Club ● Summer Enrichment Camp ● Systems 44 ● Read 180 ● Job embedded professional development in ELA through PLC/department meetings, and demo lessons. ● Common planning periods for all grade level ELA teachers.	● Attendance for Homework Club is not mandatory. ● Attendance for after-school tutoring is not mandatory. ● After school Tutoring Program baseline score was 31% in February and 58% in April 2017, an increase of 27% ● Systems 44 students increased an average of 192 points in their Lexile scores. September 2016 Lexile average of 231 Lexile points to April 2017 Lexile average of 423 points.

Grade 8	PARCC Grade 8 185/357	TBD	● After school Tutoring Program ● Homework Club ● Summer Enrichment Camp ● Systems 44 ● Job embedded professional development in ELA through PLC/department meetings, and demo lessons. ● Common planning periods for all grade level ELA teachers.	● Attendance for Homework Club is not mandatory. ● Attendance for after-school tutoring is not mandatory. ● After school Tutoring Program baseline score was 30% in February 2017 and 48% in April 2017, an increase of 18%. ● Systems 44 students increased their SRI score an average of 289 Lexile points from September 2016 average of 332 to April 2017 average of 621 points.

Mathematics	2015-2016	2016-2017	Interventions Provided	Describe why the interventions did or did not result in proficiency (Be specific for each intervention).
Grade 6	PARCC Grade 6 235/351	TBD	● After school Tutoring Program ● Homework Club ● Common planning periods for all grade level mathematics teachers ● Job embedded professional development in mathematics through PLC/department meetings, lesson studies, and demo lessons. Connected Mathematics/Big Ideas(pilot program).	● Attendance for Homework Club is not mandatory. ● Attendance for the Afterschool tutoring Program is not mandatory. ● After school Tutoring Program baseline score was 37.6% in February 2016 and 49% in April 2017. An increase of 11.4%. ● Professional development was provided during PLC meetings and Department meeting. However, additional professional development is needed to be directly focused on the N.J. Student Learning Standards Best Practices. ● Comparison of Student Learning Standards taught in Big Ideas (the pilot program) to overall school growth including both Big Ideas & Connected Mathematics was very encouraging. Using a sample standard 6.EE.A.2, Big Ideas student growth was 44% as compared to Whole School of 23%, Big Ideas shows an increased growth by 21%.
Grade 7	PARCC Grade 7 252/372	TBD	● After school Tutoring Program ● Homework Club ● Common planning periods for all grade level mathematics teachers. ● Job embedded professional development in mathematics through PLC/department meetings, lesson studies, and demo lessons. Connected Mathematics/Big Ideas(pilot program)	● Attendance for Homework Club is not mandatory. ● Attendance for after-school tutoring is not mandatory. After school Tutoring Program baseline score was 17% in February 2016 and 52.3% in April 2017. An increase of 35.30%. ● Professional development was provided during PLC meetings and Department meeting. However, additional professional development is needed to be

				directly focused on N.J. Student Learning Standards Comparison of N.J. Student Learning Standards taught in Big Ideas (the pilot program) to overall school growth including both Big Ideas & Connected Mathematics was very encouraging. Using a sample standard 7.EE.A.1, Big Ideas student growth was 27% as compared to Whole School of 7%, Big Ideas shows an increased growth by 20%.
Grade 8	PARCC Grade 8 189/321	TBD	● Homework Club ● Common planning periods for all grade level mathematics teachers. ● Job embedded professional development in mathematics through PLC/department meetings, lesson studies, and demo lessons. Connected Mathematics/Big Ideas(pilot program).	● Attendance for Homework Club is not mandatory. ● Attendance for after-school tutoring is not mandatory. ● Professional development was provided during PLC meetings and Department meeting. However, additional professional development is needed to be directly focused on the N.J. Student Learning Standards and Best Practices. ● Comparison of N.J. Student Learning Standards taught in Big Ideas (the pilot program) to overall school growth including both Big Ideas & Connected Mathematics was very encouraging. Using a sample standard 8.G.A.3, Big Ideas student growth was 31% as compared to Whole School of 16%, Big Ideas shows an increased growth by 15%. ● After school Tutoring Program baseline score was 6.% in February 2016 and 88% in April 2017, an increase of 35.30%
Grade 8	PARCC Algebra 1	TBD	Algebra 1 Morning Tutoring Lunch Tutoring After school Tutoring	● Mandatory tutoring for those students earning below proficient on formative and summative assessments.

				• Lunch and After school Tutoring is optional PARCC comparison to School Data in Algebra 1 shows the percent of Grade 8 students reaching a Level 4 or 5 in 2015-2016 was 95.9% compared to the District percent of 24.1%.

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 *did* or *did not* 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	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A	N/A
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 *did* or *did not* 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	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A	N/A
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	Systems 44	Yes	Data from Scholastic Achievement Manager (SAM)	• Grade 6-Increased from an average of 358 Lexile points in September 2016 to an average of 472 Lexile points in April 2017. • Grade 7- Increased from an average of 231 Lexile points in September 2016 to an average of 422 Lexile points in April 2017. • Grade 8-Increased from an average of 332 Lexile points in September 2016 to an average of 621 Lexile points in April 2017.
Math	Students with Disabilities	Connected Math / Big Ideas(pilot program)	Yes/Yes	Unit Assessments Standard Analysis	• Grade 6: Comparison of standards taught in Big Ideas (the pilot

		Homework Club			program) to overall school growth including both Big Ideas and Connected Mathematics was very encouraging. Using a sample standard 6.NS.A.1, Big Ideas student growth was 33% as compared to Whole School of 24%, Big Ideas shows an increased growth by 9%. ● Grade 7: Comparison of standards taught in Big Ideas (the pilot program) to overall school growth including both Big Ideas and Connected Mathematics was very encouraging. Using a sample standard 7.NS.A.1, Big Ideas student growth was 41% as compared to Whole School of 30%, Big Ideas shows an increased growth by 11%. ● Grade 8: Comparison of standards taught in Big Ideas (the pilot program) to overall school growth including both Big Ideas and Connected Mathematics was very encouraging. Using a sample standard 8.F.A.1, Big Ideas student growth was 31% as compared to Whole School of 25%, Big Ideas shows an increased growth by 6%.
ELA	Homeless	N/A	N/A	N/A	N/A

Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Homework Club	Not quantitative	Linkit Benchmarks Progress Monitoring	• Grade 6, 7 & 8- After school Homework Tutoring was given throughout the year. There are no quantitative data showing a measurable outcome since this was not a mandatory program.
Math	ELLs	Homework Club Connected Mathematics/Big Ideas(pilot program)	Not quantitative Yes	Unit Assessments Standard Analysis	• Grade 6,7, & 8- After school Homework Tutoring was given throughout the year. There are no quantitative data showing a measurable outcome since this was not a mandatory program. • Grade 6: Comparison of standards taught in Big Ideas (the pilot program) to overall school growth including both Big Ideas & Connected Mathematics was very encouraging. Using a sample standard 6.NS.A.1, Big Ideas student growth was 33% as compared to Whole School of 24%, Big Ideas shows an increased growth of 9%. • Grade 7: Comparison of standards taught in Big Ideas (the pilot program) to overall school growth including both Big Ideas & Connected Mathematics was very

					encouraging. Using a sample standard 7.NS.A.1, Big Ideas student growth was 41% as compared to Whole School of 30%, Big Ideas shows an increased growth of 11%. ● Grade 8: Comparison of standards taught in Big Ideas (the pilot program) to overall school growth including both Big Ideas & Connected Mathematics was very encouraging. Using a sample standard 8.F.A.1, Big Ideas student growth was 31% as compared to Whole School of 25%, Big Ideas shows an increased growth of 6%.
ELA	Economically Disadvantaged	Treasures, National Geographic Inside, Glencoe, Read 180	Yes	PARCC Scores, Spring 2016	● Grade 6: 15.2% Met or Exceeded PARCC Expectations ● Grade 7: 30.2 % Met or Exceeded PARCC Expectations ● Grade 8: 26.4% Met or Exceeded PARCC Expectations
Math	Economically Disadvantaged	Connected Math and Big Ideas	Yes	PARCC Scores, Spring 2016	● Grade 6: 14.9% Met or Exceeded PARCC Expectations

					• Grade 7: 18.6% Met or Exceeded PARCC Expectations • Grade 8: 15.9% Met or Exceeded PARCC Expectations
ELA	ELA Students, Grade 6	Treasures, Read 180	Yes	• Data from Linkit Benchmarks • SRI	• Grade 6: SRI baseline lexile score was 818 in September 2016 and 872 in April 2017, an increase of 54 points.
ELA	ELA Students, Grade 7	National Geographic Inside, Glencoe, Read 180	Yes	• Data from Linkit Benchmarks • SRI	• Grade 7: SRI baseline lexile score was 820 in September 2016 and 928 in April 2017, an increase of 108 points.
ELA	ELA Students, Grade 8	Read 180, Glencoe, Reading Fundamentals	Yes	• Data from Linkit Benchmarks • SRI	• Grade 8: SRI baseline lexile score was 924 in September 2016 and 992 in April 2017, an increase of 68 points.
Math	7th grade students who met criteria took Algebra 1 in Grade 8	Discovering Algebra 1	Yes	• Readiness Assessment Results • Data from Linkit Benchmark, PARCC scores • Teacher recommendations	• 89% of student enrolled in Algebra 1 qualified for placement in Honors Geometry for their freshmen year of high school. This was a difference of 1% from last year.

Math	All students, grades 6-8, except students in Algebra 1	Connected Mathematics 3 Big Ideas(Pilot)	Yes	• Data from Linkit Benchmarks (once per marking period) • PARCC Scores, Spring 2016	• Grade 6: Benchmark A baseline score was 35.5% in September 2016 and 46.7% midyear in December 2016. End of year benchmark data for Benchmark C, will be available at the end of May 2017. This shows an increase of 11.2%. • 19.1% of Grade 6 Met or Exceeded PARCC Expectations. • Grade 7: Benchmark A baseline score was 38.2% in September 2016 and 42.8% midyear in December 2016. End of year benchmark data for Benchmark C, will be available at the end of May 2017. This shows an increase of 4.6%.. • 19.1% Grade 7 Met or Exceeded PARCC Expectations. • Grade 8: Benchmark A baseline score was 29.2% in September 2016 and 38.1% midyear in December 2016. End of year benchmark data for Benchmark C, will be available at the end of May 2017. This shows an increase of 8.9% • 17.4% of Grade 8 Met or Exceeded PARCC Expectations.

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

Extended Day/Year Interventions – **Implemented in 2016-2017 to Address Academic Deficiencies**

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, National Geographic Inside, Glencoe, Read 180	Yes	• PARCC Spring 2016 Scores	• Grade 6: 15.3% Met or Exceeded PARCC Expectations • Grade 7: 30.2% Met or Exceeded PARCC Expectations • Grade 8: 26.4% Met or Exceeded PARCC Expectations
Math	Students with Disabilities	Connected Math/Big Ideas	Yes	• PARCC Spring 2016 Scores	• Grade 6: 14.9% Met or Exceeded PARCC Expectations • Grade 7: 18.6% Met or Exceeded PARCC Expectations • Grade 8: 15.9% Met or Exceeded PARCC Expectations • Grade 6: Comparison of standards taught in Big Ideas (the pilot program) to overall school growth including both Big Ideas & Connected Mathematics was very encouraging. Using a sample standard 6.NS.A.1, Big Ideas student growth was 33% as compared to Whole School of 24%, Big Ideas shows an increased

					growth of 9%. ● Grade 7: Comparison of standards taught in Big Ideas (the pilot program) to overall school growth including both Big Ideas & Connected Mathematics was very encouraging. Using a sample standard 7.NS.A.1, Big Ideas student growth was 41% as compared to Whole School of 30%, Big Ideas shows an increased growth of 11%. ● Grade 8: Comparison of standards taught in Big Ideas (the pilot program) to overall school growth including both Big Ideas & Connected Mathematics was very encouraging. Using a sample standard 8.F.A.1, Big Ideas student growth was 31% as compared to Whole School of 25%, Big Ideas shows an increased growth of 6%.
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Non mandatory afterschool homework tutoring	No	No quantitative data	● Grade 6, 7 & 8: After school Homework Tutoring Program was not mandatory and did not show

					quantitative data.
Math	ELLs	Non mandatory afterschool homework tutoring	No	No quantitative data	● Grade 6, 7 & 8: After school Homework Tutoring Program was not mandatory and did not show quantitative data.
ELA	Economically Disadvantaged	Treasures, National Geographic Inside, Glencoe, Read 180	Yes	● PARCC Spring 2016 Scores	● Grade 6: 15.3% Met or Exceeded PARCC Expectations ● Grade 7: 30.2% Met or Exceeded PARCC Expectations ● Grade 8: 26.4% Met or Exceeded PARCC Expectations
Math	Economically Disadvantaged	Connected Math/Big Ideas	Yes	● PARCC Spring 2016 Scores	● Grade 6: 14.9% Met or Exceeded PARCC Expectations ● Grade 7: 18.6% Met or Exceeded PARCC Expectations ● Grade 8: 15.9% Met or Exceeded PARCC Expectations ● Grade 6: Comparison of standards taught in Big Ideas (the pilot program) to overall school growth including both Big Ideas & Connected Mathematics was very encouraging. Using a sample standard 6.NS.A.1, Big Ideas

					student growth was 33% as compared to Whole School of 24%, Big Ideas shows an increased growth of 9%. ● Grade 7: Comparison of standards taught in Big Ideas (the pilot program) to overall school growth including both Big Ideas & Connected Mathematics was very encouraging. Using a sample standard 7.NS.A.1, Big Ideas student growth was 41% as compared to Whole School of 30%, Big Ideas shows an increased growth of 11%. ● Grade 8: Comparison of standards taught in Big Ideas (the pilot program) to overall school growth including both Big Ideas & Connected Mathematics was very encouraging. Using a sample standard 8.F.A.1, Big Ideas student growth was 31% as compared to Whole School of 25%, Big Ideas shows an increased growth of 6%.
ELA	Grades 6-8	● Summer Camp	N/A	• Pre and Post Assessment	● Insufficient data from Summer Camp to show growth.

ELA	Grades 6-8	● Homework Club	N/A	● Student Attendance	● Insufficient data from Homework Club to show growth.
Math	Grades 6-8	● Summer Camp	N/A	● Pre and Post Assessment	● TBD
Math	Grades 6-8	● Homework Club	● No	● Student Attendance	● Insufficient data from Homework Club to show growth.
Math	Grades 6-8	● After School Tutoring Program	● Yes	● Receiving an increase in score from the pre to post Linkit Assessment	● Grade 6: After school Tutoring Program baseline score was 37.6% in February 2017 and 49% in April 2017, an increase of 11.4%. ● Grade 7: After school Tutoring Program baseline score was 17% in February 2017 and 52.3% in April 2017, an increase of 35.3%. ● Grade 8: After school Tutoring Program baseline score was 16.3% in February 2017 and 88% in April 2017, an increase of 71.7%.
ELA	Grades 7-8	● After school Tutoring Program	● Yes	● Receiving an increase in score from the pre to post Linkit assessment.	● Grade 7: After school Tutoring Program baseline score was 31% in February 2017 and 58% in April 2017, with an increase of 27%. ● Grade 8: After school Tutoring

					Program baseline score was 30% in February 2017 and 48% in April 2017, with an increase of 18%.

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	Yes	Sign in sheets Walk through (admin)	100% of teachers were given the opportunity to attend PLC during contractual time
Math	Students with Disabilities	PLC	Yes	Sign in sheets Walk through (admin)	100% of teachers were given the opportunity to attend PLC during contractual time
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A

ELA	ELLs	PLC'S (Job embedded professional development) Learning Walks	Yes	• Formal and informal observations/evaluations • Classroom walkthroughs • Development of Writing Portfolio • Peer to Peer classroom visits	100% of new teachers' were given the opportunity to attend PLC's, either as a presenter or observer during contractual time.
Math	ELLs	PLC'S (Job embedded professional development) Learning Walks	Yes	● Formal and informal observations/evaluations ● Classroom walkthroughs ● Development of Writing Portfolios Peer to Peer classroom visits	100% of new teachers' were given the opportunity to attend PLC's, either as a presenter or observer during contractual time.
ELA	Economically Disadvantaged	PLC'S (Job embedded professional development) Learning Walks	Yes	● Formal and informal observations/evaluations ● Classroom walkthroughs ● Development of Writing Portfolios Peer to Peer Classroom Visits	100% of new teachers' were given the opportunity to attend PLC's, either as a presenter or observer during contractual time.
Math	Economically Disadvantaged	PLC'S (Job embedded	Yes	● Formal and informal	100% of new teachers' were given the

		professional development) Learning Walks		observations/evaluations ● Classroom walkthroughs ● Development of Writing Portfolios Peer to Peer Classroom Visits	opportunity to attend PLC's, either as a presenter or observer during contractual time.
ELA	ELA	PLC'S (Job embedded professional development) Learning Walks	Yes	● Formal and informal observations/evaluations ● Classroom walkthroughs ● Development of Writing Portfolios Peer to Peer Classroom Visits	100% of teachers' were given the opportunity to attend PLC's, either as a presenter or observer during contractual time.
Math	Mathematics	Model Lessons (job embedded professional development) Learning Walks	Yes	● Formal and informal observations/evaluations ● Classroom walkthroughs ● Student Data Conferences	100% of teachers' were given the opportunity to attend PLC's, either as a presenter or observer during contractual time.

ALL	ALL	New Teacher Monthly Professional Development	Yes	● Written Feedback ● Goal Setting	100% of new teachers' were given the opportunity to attend PLC's, either as a presenter or observer during contractual time. Monthly district and school level new teacher professional development sessions as stated in the 2016-17 plan

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)
ALL	Whole School (subgroups included)	Back to School Night Board Presentation Parent-Teacher Conference Awards Night Plays Concerts Multicultural Night Grade 8 Dance Parent Involvement Night Graduation Parent Portal Letter &	Yes	Sign in Sheets	● 6th Grade Orientation: 573 in attendance ● 7th & 8th Grade Information Sessions: 40 ● Back to School Night: 271 in attendance ● Board Presentation- approximately 150 in attendance ● Parent-Teacher Conferences: Fall-466 in attendance, Spring 876 in attendance ● Awards Night: approximately 250 in attendance ● Plays: Fall: `400 in attendance based

		Applications			on ticket sales. Spring: 800 based on ticket sales ● Concerts: approximately 400 in attendance ● Multicultural Night: 76 in attendance ● Grade 8 Dance: approximately 350 in attendance ● Parent Involvement Movie Night: 40 families in attendance ● Graduation: approximately 1600 in attendance ● Parent Portal: 924 active accounts
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	See “Whole School “ above	See “Whole School “ above	See “Whole School “ above	See “Whole School “ above
Math	ELLs	See “Whole School “ above	See “Whole School “	See “Whole School “ above	See “Whole School “ above

			above		
ELA	Economically Disadvantaged	See “Whole School “ above	See “Whole School “ above	See “Whole School “ above	See “Whole School “ above
Math	Economically Disadvantaged	See “Whole School “ above	See “Whole School “ above	See “Whole School “ above	See “Whole School “ above
ELA	Students with Disabilities	N/A	N/A	N/A	N/A
Math	Students with Disabilities	N/A	N/A	N/A	N/A
ALL	ALL	• Multicultural Night	Yes	• Parent Sign-in Sheets	• Approximately 76 people in attendance (students, parents, and staff)
ALL	ALL	● 6th Grade Orientation/Multicultural BBQ	Yes	• Parent Sign-in Sheets	● 492 in attendance
ALL	ALL	● Grades 7-8 LBMS Information Session/Orientation	Yes	• Parent Sign-in Sheets	● 110 in attendance
ALL	ALL	● Back to School Night	Yes	• Parent Sign-in	● 271 in attendance

				Sheets	
ALL	ALL	● Parent/Teacher Conferences (fall & winter)	Yes	• Parent Sign-in Sheets	● Fall: 466 in attendance ● Spring: 826 in attendance
ALL	ALL	● Holiday Baskets	Yes	• List of families	● 300+ families were helped for Thanksgiving Food Drive. ● 300+ families were helped for Christmas Baskets.
ALL	ALL	● Winter Play	Yes	• Ticket Sales	● 400 in attendance
Science	ALL	● District Holiday Brunch	Yes	• List of families	● 50 invited families
ALL	Students who received all A's and B's on their report card for every subject.	• VPA Honor Roll 1st/2nd / 3rd MP	Yes	• Sign-in Sheet	• MP 1-87 students ● MP 2- 100 students ● MP 3- 97 students
ALL	Students who received all A's and B's on their report card for every subject.	• SCT Honor Roll 1st/2nd /3rd MP	Yes	• Sign-in Sheet	● MP 1- 69 students ● MP 2 -102 students ● MP 3 -103 students
ALL	Students who received all A's	• LDR Honor Roll 1st/2nd /3rd MP	Yes	• Sign-in Sheet	● MP 1-124 students ● MP 2-150 students

	and B's on their report card for every subject.				● MP 3-135 students
ALL	ALL	● Spring Play	Yes	● Ticket Sales	● Approximately 800 in attendance
ALL	ALL	● Winter Concert and Honors Chorus	Yes	● No sign in sheet	● Approximately 400 in attendance
ALL	Select Honor Roll Students	● NJHS Induction	Yes	● Number in attendance	● Approximately 140 parents/students and staff in attendance.
ALL	Select 8th grade students	● 8th Grade Awards Ceremony	Yes	● Number in attendance	● TBA approximately 250
ALL	8th grade class and families	● 8th Grade Graduation	Yes	● Number of tickets per student	● Approximately 1,600 people including students and staff.
ALL	Parent events with communication	● Inviting families to parent events in a timely manner by using various methods of communication vehicles (district web site, auto dialer, letters home, flyers, and the digital marquee outside of school).	Yes	● Parent Sign-In Sheets ● Parent Survey	● 100% for parental contact in 2016-2017 through autodialer and letters mailed home.

ALL	Parents and their children -Movie Night	• District Title 1 Event	No	● Parent Sign-In Sheets	• All Middle School students and parents were invited but despite many modes of communication, there was a low turnout of 40 families.
ALL	Parent Involvement in regard to their child's academics	• Worked diligently to promote parents to use the Parent Portal to see child's grades and teacher comments	Yes	● Number of Active Parents from September to May	• 277 of Parents logged into Parent Portal in September. In May, it increased to an additional 647 parents accessing the Parent Portal.

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.

_____ _____ _____

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	● PARCC Scores, Spring 2016 ● Linkit Benchmark Data	The Middle School did not reach its progress targets in reading schoolwide in 2015-2016. 27.5% of total students met or exceeded PARRC expectations. ● Grade 6 PARCC 2015: 19.5 % of total students met or exceeded PARRC expectations. ● Grade 7 PARCC 2015: 32.5% of total met or exceeded PARRC expectations. ● Grade 8 PARCC 2015: 30.5% of total students met or exceeded PARRC expectations. ● 100% (schoolwide and subgroups)exceeded the statewide participation rate of 95% in 2015. ● PARCC 2017 TBA ● Grade 6 Benchmark A proficiency score was 37.9% in September 2016 and 45.4% in mid-year, December. This shows an increase of 7.5%. End of year data for Benchmark C will be available at the end of May 2017. ● Grade 7 Benchmark A proficiency score was 44.4% in September 2016 and 51% in mid-year, December. This shows an increase of 6.6%. End of year data for Benchmark C will be available at the end of May 2017.

		● Grade 8 Benchmark A proficiency score was 43.9% in September 2017 and 54.7% in mid-year, December. This shows an increase of 10.8%. End of year data for Benchmark C will be available at the end of May 2017.
Academic Achievement - Writing	N/A	N/A
Academic Achievement – Mathematics	● PARCC Scores, Spring 2016 ● Linkit Benchmark Data	● ● The Middle School did not reach its progress targets in mathematics schoolwide in 2015-2016. 18.6% of total students met or exceeded PARRC expectations. ● Grade 6 PARCC 2016: 19.1% of total students met or exceeded PARRC expectations. ● Grade 7 PARCC 2016: 19.1% of total met or exceeded PARRC expectations. ● Grade 8 PARCC 2016: 17.4% of total students met or exceeded PARRC expectations. ● 100% (schoolwide and subgroups) exceeded the statewide participation rate of 95% in 2016. ● PARCC 2017 TBA ● Mathematics Benchmarks: All grade levels had less than 80% of the students score in the proficient range after the last Benchmark in December. ● Grade 6: Benchmark A proficiency score was 35.5% in September 2016 and 46.7% mid year in December 2016. This shows an increase of 11.2%. End of year benchmark data for Benchmark C, will be available at the end of May 2017. ● Grade 7: Benchmark A proficiency score was 38.1% in September 2016 and 42.8% mid year in December 2016. This shows an increase of 4.7%. End of year benchmark data for Benchmark C, will be available at the end of May 2017. ● Grade 8: Benchmark A proficiency score was 29.2% in September

		2016 and 38.1% mid year in December 2016. This shows an increase of 8.9%. End of year benchmark data for Benchmark C, will be available at the end of May 2017.
Family and Community Engagement	● Sign-in Sheets ● Parent Surveys ● Teacher Contact Logs	● There are approximately 1087 sixth to eighth grade students enrolled in the Middle School. Based on the sign-in sheets from Back to School Night ,September 29, 2016 there were a total of 271 signatures. The number of signatures represents the number of people that attended the Back to School night. ● 100% of 6th, 7th, and 8th grade students will have family members invited to the National Junior Honor Society Ceremony.
Professional Development	● PLC Meetings ● Curriculum Department Meetings ● Learning Walks ● Sign-in sheets	● Sign in sheets: ● 100% of staff will be offered daily Professional Learning Community time during contractual time (common planning periods). ● 100% of staff will be offered monthly curriculum department meetings during contractual time. ● 100% of staff will attend one or more curriculum department meetings monthly. ● 100% of teachers will be offered specific PD trainings during contractual time in order to increase student test scores in both ELA and Math.
Leadership	● Survey Results ● PLN Meetings (Principal Leadership Network) ● NCLB Improvement Leaders	● 100% of teachers will be asked to participate in a leadership survey. ● Principals from the Middle School and the rest of the district will meet twice a month for their PLN meetings. ● Two NCLB Improvement Leaders for Math and ELA were selected for the Middle School.

School Climate and Culture	● Survey Results	● 100% of teachers will participate in a school and climate survey.
School-Based Youth Services	● Counseling Services	● Counseling services available for identified students.
Students with Disabilities	● PARCC ● DLM	● At this time we do not know if the Middle School has reached its progress targets in Mathematics and ELA schoolwide on the 2016-17 PARCC assessment. ● TBD
Homeless Students	N/A	N/A
Migrant Students	N/A	N/A
English Language Learners	● PARCC, Spring 2017	● TBA
Economically Disadvantaged	● PARCC, Spring 2017	● At this time we do not know if the Middle School has reached its progress targets in Mathematics and ELA schoolwide on the 2016-17 PARCC assessment.

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 Long Branch Middle School conducted a needs assessment by collecting and analyzing data, teacher surveys, and focus groups during department meetings. The Title 1 Stakeholder Committee analyzed data gathered throughout the 2016-2017 school year. All results were then analyzed and discussed

at faculty and department meetings. This plan focuses on goals in the areas of English Language Arts, Mathematics, and Parent Involvement. In addition, data was discussed during PLC meetings. All stakeholders were a part of the meetings to discuss and identify priority problems.

2. **What process did the school use to collect and compile data for student subgroups?** Long Branch Middle School collects both quantitative and qualitative data from all student subgroups. Quantitative student learning data is collected in ELA and Mathematics. ELA benchmark data is collected in the beginning of the year, as a baseline, followed by an SRI assessment (reading comprehension assessment) every eight to ten weeks. Lexile data compiled from each SRI was used to determine student growth and proficiency. Benchmark data for ELA includes three assessments from Linkit for grades 6th-8th. The overall growth was viewed from the first benchmark (Benchmark A) to the second benchmark (Benchmark B), end of year assessment will be at the end of May (Benchmark C). In addition, students are assessed weekly in their reading program and at the end of each unit with an assessment to test for transferability of skills previously learned. Benchmark data for Mathematics includes three assessments from Linkit for grades 6th-8th. The overall growth was viewed from the first benchmark (Benchmark A) to the second benchmark (Benchmark B), and lastly, end of year assessment will be at the end of May (Benchmark C). Our Math Supervisor compiled a comprehensive data analysis for comparison of our Math Curriculum, Connected Mathematics, to our new curriculum pilot program, Big Ideas. Additional quantitative data includes demographic data (attendance) and school processes data (scheduling, policies, and lesson planning). Qualitative data reviewed includes teacher observations and evaluations, as well as curriculum supervisor findings from focused data walks.
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 members of the Title 1 Stakeholder Committee compiled all standardized and local data. Benchmark , formative, and summative assessment scores are gathered from the Mathematics and English Language Arts Head Teachers. Parcc scores are given to the Title 1 Stakeholder Committee from the Data Administrator.

4. **What did the data analysis reveal regarding classroom instruction?** The data analysis revealed specific strands in Math and ELA that need to be further addressed in the curriculum by possibly adjusting district pacing guides to provide additional instruction and supplemental materials in identified areas. The data analysis also revealed the need to change from Connected Mathematics to the new curriculum, Big Ideas, which our exploratory committee selected and was board approved on May 10, 2017. Big Ideas revealed a significant and promising increase in standards from that of Connected Mathematics 3. Big Ideas will be implemented throughout the school next year.
5. **What did the data analysis reveal regarding professional development implemented in the previous year(s)?** The professional development offered supports student achievement; specific job embedded professional development opportunities such as data analysis, peer coaching, standard analysis, and demo lessons. The school held professional learning community meetings on a regular basis. The goals of these meeting were to collaborate and drive instruction, to analyze standards taught in each upcoming unit and to identify student weaknesses for remediation. However, to increase student proficiency and teacher mastery, additional training is needed. The Math Department will be in need of training in the new math curriculum, Big Ideas.
6. **How does the school identify educationally at-risk students in a timely manner?** Students are identified through standardized assessment data, diagnostic and mid-year assessments, benchmarks, unit assessments, interim reports, marking period grades, teacher recommendations, observations conducted by curriculum supervisors, weekly attendance data and discipline referrals. The combination of all the given data help curriculum supervisors to identify and place students in proper intervention programs, as well as, help to monitor their progress and length of participation in them.
7. **How does the school provide effective interventions to educationally at-risk students?** Educationally at-risk students are provided with several types of assistance including Read 180, tutoring, extended day/year programs, homework club, mentoring programs,

academic counseling and I&RS interventions. Weekly and quarterly data is reviewed to provide specific support. All students are instructed using research based programs.

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?** Teachers are engaged in the decision making regarding academic assessment for the improvement of instructional programs by goal setting during department meetings, participation in data-analysis, attending Child Study Team meetings, teacher/tutor collaboration, feedback forms and perception surveys. All classroom teachers are a part of a monthly department meeting, as well as weekly grade level PLC meetings that analyze data and make informed instructional decisions based on their analysis. These learning communities foster educational growth in pedagogy for teachers.
11. **How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?** All eighth grade students are invited to attend various performances at the high school to help the eighth grade students become acclimated with the high school programs. In addition, eighth grade students are part of the high school scheduling meetings with counselors and soon after they are transitioned to the high school, all freshmen are included in our freshmen transitional orientation program during the summer. To help students transition from elementary to middle school, the 21st Century grant provides afterschool activities held in the Middle School for fifth grade students. The administrators visit all fifth grade classes in the spring to discuss the transition to Middle School. In August there will be a sixth grade orientation for the parents and students.
12. **How did the school select the priority problems and root causes for the 2017-2018 schoolwide plan?** All stakeholders are a part of the process: the NCLB Committee, the subject specific supervisors, and the administrators analyzed all relevant data to identify priority

problems to be addressed for this plan.

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	New Jersey Student Learning Standards - English Language Arts	New Jersey Student Learning Standards - Mathematics
Describe the priority problem using at least two data sources	ELA	Math
Describe the priority problem using at least two data sources	**SRI (Scholastic Reading Inventory) All grade levels did not meet the target proficient range.** **ELA Benchmarks from September to May: All grade levels did not meet the target proficient range.** **SRI (Scholastic Reading Inventory)** All grade levels did not meet the target proficient range. ● Grade 6: 41% proficient (September 2016) to 49% proficient (April 2017) ● Grade 7: 36% proficient (September 2016) to	**Mathematics Benchmarks from September to May: All grade levels did not meet the target proficient range.** **Mathematics PARCC Spring 2016 Scores: All grades levels showed the majority of students are Not Meeting Expectations. Due to too few allowable characters, data will be sent upon request.** **Mathematics Benchmarks:** All grade levels did not meet the target proficient range.

	46% proficient (April 2017) ● Grade 8: 34% proficient (September 2016) to 56% proficient (April 2017) ● The Hispanic subgroup did not meet their progress target with a total of 64% scoring below proficient in the SRI. ● The African American subgroup did not meet their progress target with a total of 60% scoring below proficient in the SRI. ● The Special Education subgroup did not meet their progress target with a total of 78% scoring below proficient in the SRI. ● The Economically Disadvantaged subgroup did not meet their progress target with a total of 62% scoring below proficient in the SRI.	● Grade 6: Benchmark A proficiency score from September 2016 to December 2016 shows an increase in proficiency of 17.9%. End of year benchmark data for Benchmark C will be available at the end of May 2017. ● Grade 7: Benchmark A proficiency score from September 2016 to December 2016 shows an increase in proficiency of 22.1%. End of year benchmark data for Benchmark C will be available at the end of May 2017. ● Grade 8 : Benchmark A proficiency score from September 2016 to December 2016 shows an increase in proficiency of 8.8%. End of year benchmark data for Benchmark C will be available at the end of May 2017. **PARCC 2015-2016** ● The Hispanic/Latino subgroup did not meet proficiency on PARCC. 82% scoring below PARCC expectations ● The African American subgroup did not meet their progress target with a total of 90.7% scoring below PARCC expectations ● The White subgroup did not meet their progress target with a total of 73.2% scoring below PARCC expectations
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	Read 180-Houghton Mifflin Harcourt (formerly Scholastic) /Systems 44 Treasures Glencoe Linkit	Connected Mathematics 3 (Pearson) Linkit Algebra 1 Big Ideas (Replaces Connected Mathematics 3)
How does the intervention align with the N.J. Student Learning Standards?	All reading programs are aligned with the New Jersey Student Learning Standards: ● Anchor Standards ● Reading-Literature ● Reading-Informational Text ● Writing-to entertain, to inform, to persuade ● Speaking and Listening ● Language ● Phonics Focused	Big Ideas, Connected Mathematics 3, Linkit, and Algebra 1 are aligned with the New Jersey Student Learning Standards: ● Ratios and Proportional Relationships ● The Number System ● Expressions and Equations ● Geometry ● Statistics and Probability ● Functions (8th Grade only)

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	The Middle School had a low percentage of parents that attended the Back to School Night which was 25.7%.	N/A

	The Middle School had a low percentage of parents that attended the Fall Parent-Teacher Conference, which was 40%.	
Describe the root causes of the problem	The Middle School has seen limited improvement with parental communication despite various attempts.	N/A
Subgroups or populations addressed	ALL	N/A
Related content area missed (i.e., ELA, Mathematics)	Parent Involvement	N/A
Name of scientifically research based intervention to address priority problems	Intervention and Referral Services (I&RS) Curriculum Nights Reliable and Valid Parent Surveys	N/A
How does the intervention align with the N.J. Student Learning Standards?	Need to provide students and their families with support for both behavioral and academic services that will lead to success in and out of the classroom. 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 10). Teachers engage in activities to: Standard Three: Learning Environments Collaboration with learners, families, and colleagues. Creation of a supportive, safe, and respectful learning environment	N/A

	Standard Ten: Leadership and Collaboration. Use of various communication strategies and technological tools to build local and global learning communities that engage learners, families and colleagues	

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)(I)(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	Systems 44	Administrators, ELA Supervisor and Teachers	75% of students will increase lexile scores by 10%. This will be achieved by May 2018, measured by Scholastic Reading Inventory.	IES Practice Guide What Works Clearinghouse "Evidence Review Protocol For Adolescent Literacy Interventions" (April 2010)
Math	Students with Disabilities	Big Ideas - grades 6th-8th: all regular education and special education	Administrators, Math Supervisor and Teachers	Students' ability to achieve mastery of the grade appropriate standards. 100% of math classes will	IES Practice Guide What Works Clearinghouse "Connected Math Project" No studies of CMP meet WWC

		mainstreamed students.		successfully complete at least 85% of the assigned units (following the LBMS curriculum), resulting in a minimum passing rate of 80%. Every summative assessment given will be from the Big Ideas assessment book. This will be achieved by May 2018, measured by Benchmark scores. Quantitative results of the percent of increase from Benchmark A (September) to Benchmark C (May) will be analyzed.	evidence standards. CMP was found to have no discernible effects on math achievement. (January 2010) http://files.eric.ed.gov/fulltext/ED522014.pdf Technology in Education By Kasi Roden July 13, 2011
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Inside	Administrators, ELA Supervisor and	75 % of students will increase lexile scores by	After school Tutoring Program IES Practice Guide

			Teachers	10%. This will be achieved by May 2018, measured by Scholastic Reading Inventory.	What Works Clearinghouse "Evidence Review Protocol For Adolescent Literacy Interventions" (April 2010)
Math	ELLs	Big Ideas - grades 6th-8th/Big Ideas(pilot program)	Administrators, Math Supervisor and Teachers	Students' ability to achieve mastery of the grade appropriate standards. 100% of math classes will successfully complete at least 85% of the assigned units (following the LBMS curriculum), resulting in a minimum passing rate of 80%. Every summative assessment given will be from the Big Ideas assessment book. This will be achieved by May 2018, measured by Benchmark scores. Quantitative results of the percent of increase from Benchmark A (September) to Benchmark C (May) will be analyzed.	IES Practice Guide What Works Clearinghouse "Connected Math Project" No studies of CMP meet WWC evidence standards. CMP was found to have no discernible effects on math achievement. (January 2010)
ELA	Economically Disadvantaged	Treasures, National Geographic Inside,	Administrators,	80% of students will increase lexile score by	IES Practice Guide

		Glencoe, Read 180	ELA Supervisor and Teachers	100-200 points. This will be achieved by May 2018, measured by Scholastic Reading Inventory.	What Works Clearinghouse "Evidence Review Protocol For Adolescent Literacy Interventions" (April 2010)
Math	Economically Disadvantaged	Big Ideas	Yes	Students' ability to achieve mastery of the grade appropriate standards. 100% of math classes will successfully complete at least 85% of the assigned units (following the LBMS curriculum), resulting in a minimum passing rate of 80%. Every summative assessment given will be from the Big Ideas assessment book. This will be achieved by May 2018, measured by Benchmark scores. Quantitative results of the percent of increase from Benchmark A (September) to Benchmark C (May) will be analyzed.	IES Practice Guide What Works Clearinghouse "Connected Math Project" No studies of CMP meet WWC evidence standards. CMP was found to have no discernible effects on math achievement. (January 2010)

ELA	8th grade students who fall just below reading proficiency. Students with disabilities	Read 180	Administrators, ELA Supervisor and Teachers	20% of students will increase their reading Lexile score by the appropriate growth level determined by the SRI chart. This will be achieved by May 2018, measured by Scholastic Reading Inventory.	IES Practice Guide What Works Clearinghouse "Evidence Review Protocol For Adolescent Literacy Interventions" (April 2010)
ELA	7th and 8th grade students scoring basic or below basic on MP SRI plus other measures. Students with disabilities	National Geographic Inside	Administrators, ELA Supervisor and Teachers	20% of students will increase their reading Lexile score by the appropriate growth level determined by the SRI chart. This will be achieved by May 2018, measured by Scholastic Reading Inventory.	IES Practice Guide What Works Clearinghouse "Evidence Review Protocol For Adolescent Literacy Interventions" (April 2010)
ELA	7th & 8th grade students scoring on grade level.	Glencoe	Administrators, ELA Supervisor and Teachers	20% of students will increase their Lexile score by the appropriate growth level determined by the SRI chart. This will be achieved by May 2018, measured by Scholastic Reading	IES Practice Guide What Works Clearinghouse "Evidence Review Protocol For Adolescent Literacy Interventions" (April, 201

				Inventory.	
Math & ELA	ALL	Linkit: The Linkit Dashboard program is fully aligned to the common core state standards. The program tracks performance by school grade, level, subject, teacher, class and individual students. Linkit is able to disaggregate results by race, gender and special programs. Benchmarks from Linkit are fully aligned to grade level N.J. Student Learning Standards.	Administrators, Supervisors and Teachers	100% of teachers will be given the opportunity to participate in professional development in using the Linkit Dashboard program in order to analyze data and utilize resources to increase student achievement. This will be achieved by May 2018, measured by Benchmark scores. Quantitative results of the percent of increase from Benchmark A (September) to Benchmark C (May) will be analyzed.	http://files.eric.ed.gov/fulltext/ED522014.pdf Technology in Education By Kasi Roden July 13, 2011
ELA	Students with Disabilities	Linkit: The Linkit Dashboard program is fully aligned to the N.J. Student Learning Standards. The	Administrators, ELA Supervisor and teachers	20% of students will increase their reading Lexile score by the appropriate growth level determined by the SRI chart.This will be achieved	The Effects of an After School Tutoring Program on the Academic Performance of At Risk Students and Students with Learning Disabilities

		program tracks performance by school grade, level, subject, teacher, class and individual students. Linkit is able to disaggregate results by race, gender and special programs. Benchmarks from Linkit are fully aligned to grade level N.J. Student Learning Standards.		by May 2018, measured by Benchmark scores. Quantitative results of the percent of increase from Benchmark A (September) to Benchmark C (May) will be analyzed.	(May 2011)
Math	Students with Disabilities	Big Ideas	Administrators, Math Supervisor, and Teachers	Students' ability to achieve mastery of the grade appropriate standards. 100% of math classes will successfully complete at least 85% of the assigned units (following the LBMS curriculum), resulting in a minimum passing rate of 80%. Every summative assessment given will be from the Big Ideas assessment book. This will be achieved by May 2018, measured by	IES Practice Guide What Works Clearinghouse "Connected Math Project" No studies of CMP meet WWC evidence standards. CMP was found to have no discernible effects on math achievement. (January 2010) http://files.eric.ed.gov/fulltext/ED522014.pdf Technology in Education

				Benchmark scores. Quantitative results of the percent of increase from Benchmark A (September) to Benchmark C (May) will be analyzed.	By Kasi Roden July 13, 2011

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)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
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	ALL	Linkit: The Linkit Dashboard program is fully aligned to the N.J.	20% of students will increase their reading Lexile score by the appropriate growth level determined by the SRI chart. This will be achieved by May 2018, measured by Benchmark scores. Quantitative results of	The Effects of an After School Tutoring Program on the Academic Performance of At Risk Students and Students with Learning Disabilities (May 2011)

			Student Learning Standards. The program tracks performance by school grade, level, subject, teacher, class and individual students. Linkit is able to disaggregate results by race, gender and special programs. Benchmarks from Linkit are fully aligned to grade level N.J. Student Learning Standards.	the percent of increase from Benchmark A (September) to Benchmark C (May) will be analyzed.	
Math	Students with Disabilities	Ten Marks	Students Teachers	Ten Marks Ten Marks is aligned to the N.J. Student Learning Standards. The program tracks performance by school grade, level, subject, teacher, class and individual	The Effects of an After School Tutoring Program on the Academic Performance of At Risk Students and Students with Learning Disabilities (May 2011)

				students from standards. During the 2017-2018 school year 75% of Summer School students will increase the target score by 10% from pre to post assessments.	
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Project Based Learning	Teachers	Pre- and Post test	The Effects of an After School Tutoring Program on the Academic Performance of At Risk Students and Students with Learning Disabilities (May 2011)
Math	ELLs	Project Based Learning	Teachers	Pre- and Post test	The Effects of an After School Tutoring Program on the Academic Performance of At Risk Students and Students with Learning Disabilities (May 2011)
ELA	Economically Disadvantaged	ALL	Linkit: The Linkit	20% of students will increase Lexile score by 100-200 points.	The Effects of an After School Tutoring Program on the Academic

			Dashboard program is fully aligned to the N.J. Student Learning Standards. The program tracks performance by school grade, level, subject, teacher, class and individual students. Linkit is able to disaggregate results by race, gender and special programs. Benchmarks from Linkit are fully aligned to grade level N.J. Student Learning Standards.	This will be achieved by May 2018, measured by Benchmark scores. Quantitative results of the percent of increase from Benchmark A (September) to Benchmark C (May) will be analyzed.	Performance of At Risk Students and Students with Learning Disabilities (May 2011)
Math	Economically Disadvantaged	Homework Club	Students Teachers	Marking period failures in Math will decrease by 10% at the end of the year.	The Effects of an After School Tutoring Program on the Academic Performance of At Risk Students and

					Students with Learning Disabilities (May 2011)
Math	Accelerated Students	Algebra 1 Tutoring	Students Teacher	90% of Algebra 1 students will perform above grade level and will meet the criteria to enter Geometry Honors in High School. This will be achieved by May 2018, measured by Benchmark Algebra 1 High School scores. Quantitative results of the percent of increase from Benchmark A (September) to Benchmark C (May) will be analyzed.	RMLE Online Research By Terri Rothman http://files.eric.ed.gov/fulltext/EJ925246.pdf (2011)
All	New Teachers	New Teacher Monthly Professional Development	Administration and Teachers	During the 2017-18 school year, 100% of new teachers will attend monthly district and school level new teacher professional development sessions throughout the year. Sign up sheets will be reviewed in May.	ETS and National Comprehensive Center for Teacher Quality. Job-Embedded Professional Development. "What It Is, Who Is Responsible, and How to Get it Done Well" (April 2010)

***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	Data Conferences with Goal Setting and Target Schedules	Administration and Teachers	During the 2017-2018 school year 100% of teachers will meet goals to analyze data and set specific, attainable goals. At the end of each 8 week cycle of instruction, teachers will meet with their department and supervisor to share data, identify weak standard and skill areas, determine root causes, and develop next steps and SMART goals.	(2007). *Reviewing the evidence on how teacher professional development affects student achievement* (Issues & Answers Report, REL 2007-No. 033) What works Clearinghouse. Washington DC: U.S. Department of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational *Laboratory Southwest.*
Math	Students with Disabilities	Data Conferences with Goal Setting and Target Schedules	Administration and Teachers	During the 2017-2018 school year 100% of teachers will meet goals to analyze data and set specific, attainable goals. At the end of each 8 week cycle of instruction, teachers will meet with their department and supervisor	(2007). *Reviewing the evidence on how teacher professional development affects student achievement* (Issues & Answers Report, REL 2007-No. 033) What works Clearinghouse. Washington DC: U.S. Department of Education Sciences, National Center for

				to share data, identify weak standard and skill areas, determine root causes, and develop next steps and SMART goals.	Education Evaluation and Regional Assistance, Regional Educational *Laboratory Southwest.*
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Data Conferences with Goal Setting and Target Schedules	Administration and Teachers	During the 2017-2018 school year 100% of teachers will meet goals to analyze data and set specific, attainable goals. At the end of each 8 week cycle of instruction, teachers will meet with their department and supervisor to share data, identify weak standard and skill areas, determine root causes, and develop next steps and SMART goals.	(2007). *Reviewing the evidence on how teacher professional development affects student achievement* (Issues & Answers Report, REL 2007-No. 033) What works Clearinghouse. Washington DC: U.S. Department of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational *Laboratory Southwest.*
Math	ELLs	Data Conferences with	Administration	During the 2017-2018 school	(2007). *Reviewing the evidence on*

		Goal Setting and Target Schedules	and Teachers	year 100% of teachers will meet goals to analyze data and set specific, attainable goals. At the end of each 8 week cycle of instruction, teachers will meet with their department and supervisor to share data, identify weak standard and skill areas, determine root causes, and develop next steps and SMART goals.	*how teacher professional development affects student achievement* (Issues & Answers Report, REL 2007-No. 033) What works Clearinghouse. Washington DC: U.S. Department of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational *Laboratory Southwest.*
ELA	Economically Disadvantaged	Data Conferences with Goal Setting and Target Schedules	Administration and Teachers	During the 2017-2018 school year 100% of teachers will meet goals to analyze data and set specific, attainable goals. At the end of each 8 week cycle of instruction, teachers will meet with their department and supervisor to share data, identify weak standard and skill areas, determine root causes, and develop next steps and SMART goals.	(2007). *Reviewing the evidence on how teacher professional development affects student achievement* (Issues & Answers Report, REL 2007-No. 033) What works Clearinghouse. Washington DC: U.S. Department of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational *Laboratory Southwest.*
Math	Economically Disadvantaged	Data Conferences with Goal Setting and	Administration and Teachers	During the 2017-2018 school year 100% of teachers will	(2007). *Reviewing the evidence on how teacher professional*

		Target Schedules		meet goals to analyze data and set specific, attainable goals. At the end of each 8 week cycle of instruction, teachers will meet with their department and supervisor to share data, identify weak standard and skill areas, determine root causes, and develop next steps and SMART goals.	*development affects student achievement* (Issues & Answers Report, REL 2007-No. 033) What works Clearinghouse. Washington DC: U.S. Department of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational *Laboratory Southwest.*
ELA/Math	All Staff	Data Conferences with Goal Setting and Target Schedules using technology Professional Development Days	Administration and Teachers	During the 2017-2018 school year 100% of teachers will meet goals to analyze data and set specific, attainable goals. At the end of each 8 week cycle of instruction, teachers will meet with their department and supervisor to share data, identify weak standard and skill areas, determine root causes, and develop next steps and SMART goals.	http://files.eric.ed.gov/fulltext/ED522014.pdf July 13, 2011

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

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

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 Members will be responsible for evaluating the program. The committee is comprised of administrators, staff, and parents. The review will be conducted internally on a monthly basis.
2. **What barriers or challenges does the school anticipate during the implementation process?** A lack of bilingual teachers for our

growing population, and piloting a new math program (Big Ideas)

3. **How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?** To gain stakeholder support, the Middle School will hold monthly meetings and provide professional development and/or informational sessions. In addition, continued support is imperative for teachers PLC meetings, faculty meeting, and professional development.

4. **What measurement tool(s) will the school use to gauge the perceptions of the staff?** The Middle School will continue to use a researched based Perception Survey to gather feedback from all stakeholders.

5. **What measurement tool(s) will the school use to gauge the perceptions of the community?** The Middle School will use the research based N.J. Climate Survey to gather valuable feedback from the community. Parents will have access to the survey from the district website.

6. **How will the school structure interventions?** The school will structure afterschool interventions such as Homework Club, ELA and Math tutoring services, and academic based Summer Enrichment Camp will be provided after evaluation during scheduled I&RS meetings.

7. **How frequently will students receive instructional interventions?** Students will receive instructional interventions on a daily basis. Ongoing assessments will be reviewed by teachers and administration and shared at department meetings.

8. **What resources/technologies will the school use to support the schoolwide program?** Online tools supporting both ELA and math will be implemented daily. In conjunction, professional development and weekly meetings (Faculty Meetings, PLC meetings, and Department meetings) will be designed to support both curriculum and best practices.

9. **What quantitative data will the school use to measure the effectiveness of each intervention provided?** Unit assessments, along with formative assessments and anecdotal notes, from teacher observations during small group instruction will be used. Additionally, Linkit and SRI benchmarks, and diagnostic assessments will be analyzed for the results.

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

data will be reported to the public via the school report card, designated board agenda meetings, and notifications sent home.

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	Increase Usage of Parent Portal	Title 1 Committee,	100% of Parents will be offered to engage in	Harvard Family Research Project Making the Case for

			Administrators, Teachers, and Parents	online viewing of child's academics. During Back To School night in September, parents will watch the Principal's video on the importance and ease of utilizing parent portal, as well as directions for completing the Parent Portal application. Results will be analyzed in May 2018.	Family–School–Community Partnerships: Linking Partnerships with Student Achievement May 2011
Math	Students with Disabilities	Increase Usage of Parent Portal	Title 1 Committee, Administrators, Teachers, and Parents	100% of Parents will be offered to engage in online viewing of child's academics. During Back To School night in September, parents will watch the Principal's video on the importance and ease of utilizing parent portal, as well as directions for completing the Parent Portal application. Results will be analyzed in May 2018.	Harvard Family Research Project Making the Case for Family–School–Community Partnerships: Linking Partnerships with Student Achievement May 2011
ELA	Homeless	N/A	N/A	N/A	N/A

Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Increase Usage of Parent Portal	Title 1 Committee, Administrators, Teachers and Parents	100% of Parents will be offered to engage in online viewing of child's academics. During Back To School night in September, parents will watch the Principal's video on the importance and ease of utilizing parent portal, as well as directions for completing the Parent Portal application. Results will be analyzed in May 2018.	Harvard Family Research Project Making the Case for Family–School–Community Partnerships: Linking Partnerships with Student Achievement May 2011
Math	ELLs	Increase Usage of Parent Portal	Title 1 Committee, Administrators, Teachers and Parents	100% of Parents will be offered to engage in online viewing of child's academics. During Back To School night in September, parents will watch the Principal's video on the	Harvard Family Research Project Making the Case for Family–School–Community Partnerships: Linking Partnerships with Student Achievement May 2011

				importance and ease of utilizing parent portal, as well as directions for completing the Parent Portal application. Results will be analyzed in May 2018.	
ELA	Economically Disadvantaged	Increase Usage of Parent Portal	Title 1 Committee, Administrators, Teachers and Parents	100% of Parents will be offered to engage in online viewing of child's academics. During Back To School night in September, parents will watch the Principal's video on the importance and ease of utilizing parent portal, as well as directions for completing the Parent Portal application. Results will be analyzed in May 2018.	Harvard Family Research Project Making the Case for Family–School–Community Partnerships: Linking Partnerships with Student Achievement May 2011
Math	Economically Disadvantaged	Increase Usage of Parent Portal	Title 1 Committee, Administrators, Teachers and Parents	100% of Parents will be offered to engage in online viewing of child's academics. During Back To School night in September, parents will watch the Principal's	Harvard Family Research Project Making the Case for Family–School–Community Partnerships: Linking Partnerships with Student Achievement

				video on the importance and ease of utilizing parent portal, as well as directions for completing the Parent Portal application. Results will be analyzed in May 2018.	May 2011

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?**

The school's family and community program will help strengthen parent's understanding to promote academic success within their families which is critical to achieve growth in the two other priority problems, Math and ELA. To increase parental involvement in the school and to strengthen the home-school connection, parents need to be encouraged to use the Parent Portal, school Twitter accounts and District Facebook accounts to remain in daily contact with the school community to encourage positive participation in their child's education. More parent involvement meetings and events must occur to educate and support their child's academic path to success.

2. **How will the school engage parents in the development of the written parent involvement policy?**

The school will engage parents in the development of the written parent involvement policy by inviting parents to take part in the Title 1 committee. In addition, parents will be given surveys or questionnaires that will provide valuable input in regards to the district's parent i

3. **How will the school distribute its written parent involvement policy?**

The school will send its written parent involvement policy home with the students. It will be posted on the school district's parent portal so that it will be accessible to all families and community stakeholders. Paper copies (translated into student's native language) will be provided, as needed.

4. How will the school engage parents in the development of the school-parent compact?

The school will engage parents in the development of school-parent compact by inviting parents to become stakeholders on the Title 1 Committee as well as completing all parent surveys and questionnaires and offering invitation to all school events.

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 the Student Advisor will follow-up, by way of phone calls and home visits, to ensure a compact is returned for every student.

6. How will the school report its student achievement data to families and the community?

School achievement data is reported to the public via the school report card, Parent Involvement activities, 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, parents will be notified by letter and by school report card.

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, a public presentation is given at a designated board meeting.

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

Parent representatives are members of the school Title 1 Committee and parent input is solicited through perception surveys, focus groups, and evaluation forms.

10. How will the school inform families about the academic achievement of their child/children?

Parent/Teacher conferences will be held twice a year. Report cards will be sent home at the end of each marking period. Parents of students at risk will be contacted through phone calls and letters home to invite them to attend Intervention and Referral Team Meetings, as needed. Parents will be active members of the I&RS Team and will help to develop Action Plans to increase their child's achievement. If available, letters will be sent home inviting students to attend before/after school tutoring sessions focusing on specific and measurable goals. All contact with parent will be documented on Genesis Database.

11. On what specific strategies will the school use its 2016-2017 parent involvement funds?

Funds will be allocated for supplemental supplies, light refreshments, as well as materials for parent research-based handouts during curriculum nights, family fun nights, parent curriculum walks and parent - teacher conferences.

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	99	The Personnel Director and District Administrators attend college and

	100%	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 outside of the district. Through the negotiated contract teachers also receive 85% of the state tuition rate if they decide to further their studies at accredited institutions of higher learning.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, ParaPro test, Portfolio assessment, passing score on ParaPro test)	11 Paraprofessionals 100%	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 ParaPro test. Portfolio assessment was not an option Paraprofessionals who meet the qualifications required by NCLB n in Long Branch. Retention rate of paraprofessionals is high in the Long Branch School District.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on	0	

ParaPro test)*		

* 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
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 outside of the district. Through the negotiated contract teachers also receive 85% of the state tuition rate if they decide to further their studies at accredited institutions of higher learning. Every Instructional Assistant in the district has met the NCLB requirement. With the onset of the new legislation, Long Branch entered into an agreement with Brookdale Community College to offer courses to all of the paraprofessionals in the district. This was done at the expense of the district and enables 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 ParaPro test. Portfolio assessment was not an option in Long Branch. Retention rate of paraprofessionals is high in the Long Branch School District.	Assistant Superintendent for Pupil and Personnel Services in collaboration with the Board of Education, Superintendent of Schools, Central Office Staff, Principals, and Supervisors.