

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2013-2014 TITLE I SCHOOLWIDE PLAN*

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

DISTRICT INFORMATION	SCHOOL INFORMATION
District: LONG BRANCH PUBLIC SCHOOL	School: AUDREY W. CLARK
Chief School Administrator: MICHAEL SALVATORE	Principal: Marissa Fornicola
Chief School Administrator's E-mail: msalvatore@longbranch.k12.nj.us	Principal's E-mail: mformicola@longbranch.k12.nj.us
Title I Contact: Kevin Carey	Principal's Phone Number: 732- 571-4677
Title I Contact E-mail: kcarey@longbranch.k12.nj.us	

Principal's Certification

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

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

__Marissa Fornicola_____
Principal's Name

Principal's Signature

Date

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

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

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

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

Name	Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Marissa Fornicola	School Staff—Administrators	✓	✓	✓	
Catarina Lopes	School Staff—Reading Specialist	✓	✓	✓	
Michelle Clary	School Staff—Math Specialist	✓	✓	✓	
Javier Canchon Vergara	School Staff—Bilingual, LEP	✓	✓	✓	
Gustavo Barrientos	School Staff—Guidance	✓	✓	✓	
Arminda Tomes	Parent representative was added for the 13/14 school year and has already participated in district NCLB meeting.				
Mrs. Nelyda Perez	Administrator District Coordinator for Special Services				

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

Stakeholder/Schoolwide Committee Meetings

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

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

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
09/20/2012	Audrey W. Clark	-School's Mission & Vision -School-wide Goals -Implementation of New Programs -Data Talk: 2012 Standardized Assessment Results -Parent Involvement Initiatives -Data Collection Responsibilities	✓		✓	
02/27/2013	Audrey W. Clark	-School-wide Awareness (Learning Goals) - Distribution of Perception Surveys	✓		✓	
May 2013	Audrey W. Clark	Began collecting data for next year's report.		✓ The team did not need to meet because all necessary data had already been collected by the responsible parties, and the		✓

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

				responsible members started to write the plan during these dates. In addition, School Improvement Panel meetings were held with District Coordinator for Special Services, who offered strategies for ELL populations. Follow-up meeting took place in October of 2013.		
June 2013	Audrey W. Clark	Begin writing 2013-2014 report		✓ The team did not need to meet because all necessary data had already been collected by the responsible parties, and the responsible members started to write the plan during these dates. In addition, School Improvement Panel meetings were held with District Coordinator for Special Services, who offered strategies for ELL populations. Follow-up meeting took place in October of 2013.		✓

School's Vision

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

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

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

What is the school's vision statement?

The singular aim and sole commitment of our school system is to equip every Long Branch student with the competence and confidence to shape his/her own life, participate productively in our community, and act in an informed manner in a culturally diverse global society. Our District Leadership Team diagnostically crafted an Instructional Focus, which will serve as a roadmap for making Long Branch Public Schools a benchmark of excellence among school districts in New Jersey. The roadmap is built on four foundations, or Four Pillars, namely:

- Holding students and adults to high expectations of conduct and performance.
- Ensuring that all students master the academic standards.
- Working collaboratively and basing decisions on fact, not opinion.
- Building strong partnerships with families and community.

New and refined school wide programs in reading, writing and math are incorporated to raise student achievement. Parental involvement activities are offered to build a stronger community partnership to enhance the education of our students.

With an intense, rigorous Instructional Focus, Long Branch Public Schools will continue our collective journey to turn our good intentions into strong results for all students, without exception.

SCHOOLWIDE COMPONENT: EVALUATION

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

Evaluation of 2012-2013 Schoolwide Program

1. Was the program implemented as planned? The schoolwide program was implemented as planned. The new reading program Treasures and our continued use of the Everyday Math program were both executed as planned. The initiation of the research based literacy program, Treasures, provided teachers with more opportunities to differentiate their instruction to meet students reading needs. The new reading program was introduced because with the previous ELA program the reading proficiency data had plateaued and the program was not aligned with the Common Core State Standards. Teachers were provided with Treasures training before and during the implementation of the program. The mathematics program, Everyday Math was in its third year of implementation along with a district wide emphasis of basic facts mastery. Growth has been shown on the NJASK for math as a result of this new implemented plan. Both the Treasures and Everyday Math programs include online resources and materials that provide students with additional practice and at home involvement through technology. In conjunction with the Treasures and Everyday Math programs two technology based programs were also utilized: Study Island and Kid Biz. Both of these programs are accessible from home and parents were given student log on information. Time spent on either of these two programs varied from student to student varying student achievement. Parent Involvement consisted of parental visitation days both in reading and

SCHOOLWIDE COMPONENT: EVALUATION

math and a district wide math night, open house, parent teacher conferences, and special evening activities for parents and students. Parent involvement was greater for social activities rather than academic activities.

2. What were the strengths of the implementation process? The strength of the implementation process was the provision of PLC time where teachers could gather, discuss, evaluate, and analyze the new Treasures reading program and the newly adopted common core state standards and standards based report cards. This focus on standards helped teachers become more aware of the concepts and skills that students would be held accountable to master. The strengths of the implementation process was the provision of PLC time where teachers could gather, discuss, evaluate and analyze the new Treasures reading program and the newly adopted common core state standards and standards based report cards. The online components and professional development of each of these programs helped teachers with continued professional development.
3. What were the barriers or challenges during the implementation process?

The barriers or challenges during the implementation process included the need for staff and students to learn a new ELA program process as well as unpacking the common core state standards for all subjects. In addition, a new standards based report card was implemented, a new teacher evaluation system was introduced, and collection of artifacts became a focus of teacher time.
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? The apparent strengths of the implementation of the program were the collaboration of all stakeholders and the use of numerous tools to collect data to address the specific needs of Long Branch students. The first step was to make scheduling changes to provide teachers with more time to collaborate on successful teaching strategies and to analyze and discuss student assessment data. PLCs met weekly and sometimes daily to provide opportunities to discuss lesson planning that would focus on specific grade level concerns. The next

SCHOOLWIDE COMPONENT: EVALUATION

step was to use additional faculty meetings to analyze data and determine best strategies to effectively implement Everyday Math and Treasures, as well as address ELL concerns. Another step was the addition of professional development days built into the 2013-2014 calendar to provide teachers with opportunities to improve their teaching techniques, to refine differentiated instruction, address curriculum, and how to meet the needs of all students in the classroom. Teachers were then asked to use the data to identify students in need of additional support and refer them for After School Tutorials, RTI, or homework club. The apparent strength of implementation is the process of identifying students with specific needs and then providing them with the additional resources available such as Study Island, On Our Way to English or Kidbiz 3000. The weaknesses of the program included not having all materials for the start of the school year and technology malfunctions.

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

Stakeholders were presented the state data to drive purposeful implementation. The parents were invited to observe the new program in action during a parent visitation day. The school distributed information regarding the new language arts program and the newly aligned standards based report cards through the school handbook and school webpage.

6. What were the perceptions of the staff?

The staff's perceptions were collected through an online survey, an EdSol survey provided by the district's bilingual department, and an End-of-Year school teacher survey. The surveys implied that teachers felt the need for professional development in the following areas: writing instruction, strategies for ELLs, and differentiating instruction to meet the needs of all learners.

7. What were the perceptions of the community? Perceptions of the community were collected through an online parent survey during parent conference week. Building community relations to share the school's vision and priority problems started with a meet and greet BBQ which was followed up with several curriculum theme nights to increase parent involvement. The community was pleased

SCHOOLWIDE COMPONENT: EVALUATION

with the out reach and the survey indicated that the beginning of the year phone calls by the teaching staff also provided an opportunity to discuss parental concerns towards positive student achievement. Perceptions of the community were collected through an online parent survey which suggested overall positive results in school leadership, school climate and academic performance.

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

The method of delivery for Language Arts, teachers followed the whole group, small group, centers techniques incorporated in Treasures. Treasures groupings are based in the Gradual Release of Responsibility model. Teachers used multiple methods including small group instruction, one-on-one instruction, and programs such as KidBiz, Study Island, and Lexia to address the individual needs of struggling student populations

In Mathematics, the online differentiated tool provided by Everyday Mathematics identified specific areas of need for students so that teachers could provide individualized small group and whole group differentiated activities to help reinforce weak concepts and skills in mathematics. Teachers were also encouraged to use the differentiated activities and programs such Study Island to address the individual needs of struggling student populations.

9. How were the interventions structured?

At risk students were provided with tutoring, extended-day and extended-year learning opportunities, mentoring, and support from the I&RS team. Students are placed in Study Island after-school tutorial program, which provides extra help in the areas of reading and math that are tailored to the student's needs. English Language Learners took part in the Spanish Fraternity after-school program, which provided ELLs with additional assistance in language acquisition. All students receive research-based instruction in the areas of reading, writing, math, science, and social studies, and their parents are invited to the building throughout the year to

SCHOOLWIDE COMPONENT: EVALUATION

see classroom instruction and ways to enable them to better help their students at home. In addition, all parents were given students' user names and passwords for ConnectEd, Everyday Mathematics, Study Island, and Kidbiz3000 to practice targeted weaker academic areas at home.

10. How frequently did students receive instructional interventions?

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

11. What technologies were utilized to support the program?

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

SCHOOLWIDE COMPONENT: EVALUATION

other activities that students were doing in class based on the common core curriculum standards. The school houses a student computer lab with 24 workstations to support these programs. Tablets were also available to all students in the school to use for Study Island and KidBiz programs. T.

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

Technology did contribute to the success of the implementation of the schoolwide program. A review of the NJASK data does not show success yet with the use of the new ELA program, however built in program assessments encourage future success beyond the first year of implementation. Technology provided additional resources to customize student learning in Reading (Study Island and Treasures) and Math (KidBiz 3000). In Treasures, the online progress reporter feature allows teachers to assess, grade, generate reports, and receive enhancement and remediation suggestions, which can be used for the entire group or for each student individually based upon proficiency of content or skill. Everyday Math also utilizes technology to customize student learning with an online e-suite assessment management feature. This feature allows teachers to assess, grade, generate reports and receive enhancement and remediation suggestions aimed at targeting student learning preferences including but, not limited to language translation for students with language differences.

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2012-2013 Student Performance *State Assessments-Partially Proficient*

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2011-2012	2012-2013	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency.
Grade 4	64	60	<ul style="list-style-type: none"> -Study Island After School Tutoring -Scientific research based Language Arts program: Treasures - In class support using support staff -Homework incentives -Job embedded professional development in ELA through component and PLC meetings, lesson studies, Learning Walks, and demo lessons -Common planning periods for all grade level reading/writing teachers - Monthly professional development in best practices related to ELA content area 	<ul style="list-style-type: none"> • This was the first year of implementation and many teachers need to further develop their lesson planning for student intervention. • Professional Development was provided, but needed to be more directly prescribed for specific classroom instruction and more closely connected to the standards. • Professional Development should have also been more targeted to support staff in the areas of data analysis and using data to drive their instruction. • Professional development in the area of differentiation needed to be more prescriptive and effective follow up plan was not in place supporting the implementation of this practice. <p>Instruction in reading and writing was also inconsistent from classroom to classroom.</p>
Grade 5	53	46	<ul style="list-style-type: none"> - Study Island After School Tutoring -Scientific research based Language Arts program: Treasures - In class support using support staff -Homework incentives -Job embedded professional development in ELA through component and PLC meetings, lesson 	<ul style="list-style-type: none"> • Professional development was provided to the staff through data analysis, learning walks, professional learning community meetings, and common planning time. • Individualized coaching was also offered. Professional development needed to be more directly prescribed for specific classroom

SCHOOLWIDE COMPONENT: EVALUATION

			<p>studies, Learning Walks, and demo lessons</p> <ul style="list-style-type: none"> -Common planning periods for all grade level reading/writing teachers - Monthly professional development in best practices related to ELA content area 	<p>instruction and more closely connected to the standards.</p> <ul style="list-style-type: none"> • Study Island was implemented this year, but the staff did not utilize it to its full potential. The curriculum facilitators may need to offer more trainings and support.

Mathematics	2011-2012	2012-2013	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency.
Grade 4	43	42	<ul style="list-style-type: none"> • Study Island • Common planning periods for all grade level mathematic teachers. • Professional development in implementation and mathematical concepts presented by education consultants from Everyday Mathematics, curriculum facilitator and Facts Trainer. 	<ul style="list-style-type: none"> • Professional development was provided to the staff through data analysis, learning walks, professional learning community meetings, and common planning time. • Individualized coaching was also offered. Professional development needed to be more directly prescribed for specific classroom instruction and more closely connected to the standards. • Study Island was implemented this year, but the staff did not utilize it to its full potential. The curriculum facilitators may need to offer more trainings and support.
Grade 5	53	20	<ul style="list-style-type: none"> • Common planning periods for all grade level mathematics teachers. • Push In Math Support in classroom with the most partially proficient students • Study Island • Professional development in 	<ul style="list-style-type: none"> • The use of the Everyday Math curriculum is in its third year of implementation. Teachers are more familiar with the material. Teachers received professional development and support to incorporate active inspire and other technology into math instruction which was, was consistent from classroom to classroom. • Lack of mathematical knowledge of teachers limits the

SCHOOLWIDE COMPONENT: EVALUATION

			implementation and mathematical concepts presented by education consultants from Everyday Mathematics, curriculum facilitator and Facts Trainer.	instruction in math classes, which did not result in proficiency. <ul style="list-style-type: none"> Poor student attendance or students coming to school late missing important concepts in did not provide students with the skills needed to perform at a proficient level in math. District Wide initiatives in new reading program, portfolios, standards based report cards results in decreased amount of math planning time from teachers.

Evaluation of 2012-2013 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

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

English Language Arts	2011-2012	2012-2013	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency.
Pre-Kindergarten	N/A	N/A		
Kindergarten	N/A	N/A		
Grade 1	N/A	N/A		
Grade 2	N/A	N/A		
Grade 9	N/A	N/A		
Grade 10	N/A	N/A		

SCHOOLWIDE COMPONENT: EVALUATION

Mathematics	2011-2012	2012-2013	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency.
Pre-Kindergarten	N/A	N/A		
Kindergarten	N/A	N/A		
Grade 1	N/A	N/A		
Grade 2	N/A	N/A		
Grade 9	N/A	N/A		
Grade 10	N/A	N/A		

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2012-2013 Interventions and Strategies

Interventions to Increase Student Achievement Implemented in 2012-2013

1 Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes
Treasures Reading Program	ELA	No	-SRI Data -WCPM Data -Data from Winter and Spring Writing Benchmarks	-In June 2013, 48% of total students were reading on grade level a 20% decrease from June 2012. - Subgroups highly impacted with students not reading on grade level: White (W) ----- 59% proficient Hispanic (H)----- 40% proficient African-American(B)----- 71 % proficient Economically Disadvantaged (ED) -----45% proficient Limited English Proficient (LEP)-----17% proficient Special Education (SE)----- 15% proficient - Subgroups broken down by grade level: Grade :3 Total Population----- 33 % proficient (W) ----- 50% proficient (H)----- 27% proficient (B)-----33-% proficient (ED) -----31% proficient (LEP)-----4% proficient (SE)----- 14 % proficient Grade :4 Total Population----- 44% proficient (W) ----- 61% proficient (H)----- 36% proficient (B)-----68% proficient (ED) -----42% proficient

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
				<p>(LEP)-----39 % proficient (SE)----- 12 % proficient</p> <p>Grade :5</p> <p>Total Population---- 67 % proficient (W) ----- 65% proficient (H)----- 65% proficient (B)-----92 % proficient (ED) -----66% proficient (LEP)-----% proficient (SE)----- 50 % proficient</p> <p>-In June 2013, 60 % of total students met grade-level WCPM norms. - Subgroups highly impacted with students not reading on grade level:</p> <p>White (W) ----- 61 % proficient Hispanic (H)----- 58 % proficient African-American(B)----- 69 % proficient Economically Disadvantaged (ED) -----60 % proficient Limited English Proficient (LEP)-----37 % proficient Special Education (SE)----- 31 % proficient</p> <p>-12% of students were proficient on the Explanatory Writing Winter Benchmark increasing 10% to the Spring Benchmark for a result of 22% proficiency. Data Breakdown by grade-level: 3rd Grade: Winter ----- 5 % proficient Spring----- 19 % proficient 4th Grade:</p>

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
				<p>Winter ----- 14 % proficient Spring----- 23 % proficient 5th Grade: Winter ----- 16 % proficient Spring----- 23 % proficient</p> <p>-11% of students were proficient on the Speculative Writing Winter Benchmark increasing 11% to the Spring Benchmark for a result of 22% proficiency. Data Breakdown by grade-level: 3rd Grade: Winter ----- 8 % proficient Spring----- 19 % proficient 4th Grade: Winter ----- 12 % proficient Spring----- 21 % proficient 5th Grade: Winter ----- 11 % proficient Spring----- 26 % proficient</p>
Everyday Math Program Harry Kerr Facts Program Study Island Benchmarks	Mathematics	Yes	Everyday Math Unit Grades Study Island Fall/Winter Benchmarks Facts Mastery	<ul style="list-style-type: none"> 45% of 3rd grade students were proficient on the March benchmark (A increase of 9% from fall benchmark). 34% of 4th grade students were proficient on the winter benchmark (A increase of 17% from fall benchmark). .02 % of 5th grade students were proficient on the winter benchmark (An increase of .01% from fall benchmark). 34.5% of the total students were proficient on their marking period unit grades. <p>2012-2013 Everyday Math Unit Grade Averages by Subgroups 3rd Grade:</p>

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
				<p>Total: 46.3% proficient White: 68% proficient Hispanic: 40.8% proficient African American: 33.3% proficient Asian: 100% proficient LEP: 45% proficient SE: 42.9% proficient ED: 53.6% proficient</p> <p><u>4th Grade:</u> Total: 26.5% proficient White: 42.1% proficient Hispanic: 24.4% proficient African American: 0% proficient Asian: 100% proficient LEP: 14.3% proficient SE: 11.1% proficient ED: 23.0%</p> <p><u>5th Grade:</u> Total: 15.1% proficient White: 16.7% proficient Hispanic: 15.1% proficient African American: 7.1% proficient Asian: 100% proficient LEP: 12.5% proficient SE: 0 % proficient ED: 13.2% proficient</p> <p><u>3-5 Bundled-Whole School</u> Total: 29.6% proficient White: 41.5% proficient</p>

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5												
				<p>Hispanic: 27.7% proficient African American: 10% proficient Asian: 100% proficient LEP: 24.6% proficient SE: 18.5% proficient ED: 28.6% proficient</p> <p><u>Study Island Math Benchmarks 2012-2013</u></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Grade</th> <th style="text-align: left;">Fall Benchmark</th> <th style="text-align: left;">March Benchmark</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>36% proficient</td> <td>45% proficient</td> </tr> <tr> <td>4th</td> <td>17% proficient</td> <td>34% proficient</td> </tr> <tr> <td>5th</td> <td>.01% proficient</td> <td>.02% proficient</td> </tr> </tbody> </table> <p><u>Facts Mastery</u></p> <p>3rd Grade 36% Passed Multiplication 12-Division 12 4th Grade 55% Passed Multiplication 12-Division 12 5th Grade 68% Passed Multiplication 12-Division 12</p>	Grade	Fall Benchmark	March Benchmark	3 rd	36% proficient	45% proficient	4 th	17% proficient	34% proficient	5 th	.01% proficient	.02% proficient
Grade	Fall Benchmark	March Benchmark														
3 rd	36% proficient	45% proficient														
4 th	17% proficient	34% proficient														
5 th	.01% proficient	.02% proficient														

SCHOOLWIDE COMPONENT: EVALUATION

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

Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes
Study Island	ELA/ Mathematics At risk sub-groups (Hispanic. & Economically Disadvantage)	Yes	<ul style="list-style-type: none"> Pre/post assessments Weekly student scores 	<ul style="list-style-type: none"> 83% of the targeted student population increased proficiency scores from the pre-assessment to the post-assessment conducted every 8 weeks. 69% was the average proficiency score obtained by the targeted student population on weekly skills.
On Our Way to English	ELL Students	Yes	<ul style="list-style-type: none"> Meeting AMAO Report Indicators 	<p>1st AMAO Indicator 79% of students had to improve 10 scale score points or more on the ACCESS for ELLs test. Results: In 3rd grade, 88% of students met goal In 4th grade, 94% of students met goal In 5th grade, 100% of students met goal</p> <p>2nd AMAO Indicator 5% of ELLs in language assistance program for less than one year through four years will obtain a composite score of 4.5 on ACCESS for ELLs test. Results: 45.8% of ELLs in language assistance program for less than one year through four years obtained a composite score of 4.5 on ACCESS for ELLs test.</p> <p>50% of ELLs in language assistance program for 5 years or more will obtain a composite score of 4.5 on ACCESS for ELLs test. Results: 61.5% of ELLs in language assistance program for 5 years or more obtained a composite score of 4.5 on ACCESS for ELLs test.</p>

SCHOOLWIDE COMPONENT: EVALUATION

	2	3	4	5

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2012-2013 Interventions and Strategies

Professional Development Implemented in 2012-2013

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes
Weekly Component & PLC Meetings	-ELA Teachers -Mathematics Teachers -ESL Teachers -Special Ed. Teachers	Yes	<ul style="list-style-type: none"> • Math Benchmark • ELA Benchmark • Math Unit Assessment Data • Make& Take Center Activities developed during sessions • Student Portfolios 	<ul style="list-style-type: none"> • 100% of mathematics and reading teachers in the school attained 20 hours or more professional development hours. • 43% of total students are now reading on grade level. Quarterly Lexile data showed that there was a 9% increase in the total number of students reading on grade level from the baseline mastery taken in September of 2012. • Speculative Writing Benchmark results show that proficiency increased from the winter to spring benchmarks (11 % to 22%). • Explanatory Writing Benchmark results show that proficiency increased from the winter to spring benchmarks (12 % to 22%). • 100% of teachers attended weekly PLC meetings to analyze and share best practices in mathematics and language arts to enhance classroom effectiveness. Same percentage as last year.
Peer Coaching	-ELA Teachers -Mathematics Teachers -ESL Teachers -Special Ed. Teachers	Yes	<ul style="list-style-type: none"> • Feedback Forms • Written Reflection 	<ul style="list-style-type: none"> • During the 2012-2013 school year, 100% of classroom teachers participated in a minimum of 2 peer coaching sessions. • All Reading and Mathematics teachers receive weekly feedback through verbal and written feedback.
Demo Lessons	-ELA Teachers -Mathematics Teachers -ESL Teachers -Special Ed. Teachers	Yes	<ul style="list-style-type: none"> • Written Reflection • Changes made to lesson plans • Coaches Feedback • Administrator Data Walks 	<ul style="list-style-type: none"> • During the 2012-2013 school year, 100% of classroom teachers participated in 1 or more demonstration lessons.
Lesson Study	-ELA Teachers -Mathematics Teachers -ESL Teachers	Yes	<ul style="list-style-type: none"> • Coaches Feedback • Changes made to lesson plans 	<ul style="list-style-type: none"> • During the 2012-2013 school year 100% of all teachers participated in a minimum of 2 lesson studies.

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
	-Special Ed. Teachers		<ul style="list-style-type: none"> Administrator Data Walks 	
Learning Walks		Yes	<ul style="list-style-type: none"> Data Walk results presented at follow-up PLC meeting Changes made to lesson plans Coaches Feedback Administrator Data Walks Teachers planned 2 higher level questions for each daily lesson 	<ul style="list-style-type: none"> During the 2012-2013 school year 100% of all teachers participated in one Learning Walk which focused on student discussion and higher-level questioning, both district goals.
Harry Kerr	Math Teachers	Yes	<ul style="list-style-type: none"> Creation of facts activities for centers during facts practice 	<ul style="list-style-type: none"> During the 2012-2013 school year 87% of all teachers participated in a Harry Kerr Math Facts training, which focused on student acquisition of math facts mastery. This was an intervention needed to increase math facts mastery as per common core curriculum standards.
Treasure Program Training	ELA Teachers		<ul style="list-style-type: none"> Sign In Sheet 	<ul style="list-style-type: none"> During the 2012-2013 school year 100% of all teachers had training for the new literacy program (Treasures), which focused on the implementation of the program and differentiation of instruction. The training also addressed questions teachers had about the program.
PD 360	All Staff Members	Yes	<ul style="list-style-type: none"> Reflection Questions 	<ul style="list-style-type: none"> 100 % of teachers watched at least 5 professional development videos and answered reflection questions to address the disproportionate representation of Black and Special Education populations in the district.
Standards Solutions Writing Demo	-ESL Teachers -ELA Teachers	Yes	<ul style="list-style-type: none"> Changes made to lesson plans Teacher/Student Writing Conferences Student Writing Portfolios 	<ul style="list-style-type: none"> 12% of students were proficient on the Explanatory Writing Winter Benchmark increasing 10% to the Spring Benchmark for a result of 22% proficiency. 11% of students were proficient on the Speculative Writing Winter Benchmark increasing 11% to the Spring Benchmark for a result of 22% proficiency.
Standards Based Report Cards Training Session	All teachers	Yes	<ul style="list-style-type: none"> Parent/Teacher Conference Modeled Sign-in Sheets from 	<ul style="list-style-type: none"> Winter Conferences: 83 % of parents attended the event. This was a 11% decrease from the 11/12 school year.

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
			conferences	<ul style="list-style-type: none"> Spring Conferences 88 % of parents attended the event. This was a 2% decrease from the 11/12 school year.

Family and Community Engagement Implemented in 2012-2013

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes
Welcome Back Family Barbeque August 21, 2012 Meet	ELA & Mathematics	No	-Parent Sign In Sheets -Bookmark incentive given to parents to attend other school events during the year.	<ul style="list-style-type: none"> 18 % of parents attended the event. This was the first year this event was held. Next time, welcome back phone calls will be completed prior to event by homeroom teacher. District call will be made in family's native language informing families of event.
Treasures Parent Night October 23, 2012	ELA	No	-Parent Sign In Sheets -Workshop offered in Spanish and Portuguese as well	<ul style="list-style-type: none"> 21% of parents attended the event. This was the first year this event was held.
Everyday Math Game Night	Mathematics	No	Parent Sign In Sheets	<ul style="list-style-type: none"> 16 % of parents attended the event. This was a 6% decrease from the 11/12 school year. Next time, phone calls will be completed prior to event by homeroom teacher. District call will be made in family's native language informing families of event.
ELA Family Day April 30, 2013	ELA	Yes	Parent Sign In Sheets	<ul style="list-style-type: none"> 23% of parents attended the event. This was a 3% increase from the 11/12 school year.
Math Visitation Day May 23, 2013	Mathematics	No	Parent Sign In Sheets	<ul style="list-style-type: none"> 6 % of parents attended the event. This was a 7 % decrease from the 11/12 school year. Most of our parent population are working parents, therefore, we need to start holding the family/classroom events during the evening.
Science Family Night May 21, 2013	Parental Involvement	No	Parent Sign In Sheets	<ul style="list-style-type: none"> 4 % of parents attended the event. This was a 14% decrease from the 11/12 school year Next time, we plan event, we must check with district calendar to insure other events are not being held of the same date/time.

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
ELA Family Day June 4, 2013	ELA	No	Parent Sign In Sheets	<ul style="list-style-type: none"> • 17 % of parents attended the event. • This was the first time this event was held twice in one school year. • Most of our parent population are working parents, therefore, we need to start holding the family/classroom events during the evening.
Winter Parent/Teacher Conferences	ELA & Mathematics	Yes	-Parent Sign In Sheets -Conferences offered in parents' native languages -Offered Report Cards Spanish	<ul style="list-style-type: none"> • 83 % of parents attended the event. • This was a 11% decrease from the 11/12 school year.
Spring Parent/Teacher Conferences	ELA & Mathematics	Yes	-Parent Sign In Sheets -Conferences offered in parents' native languages -Offered Report Cards Spanish	<ul style="list-style-type: none"> • 88 % of parents attended the event. • This was a 2% decrease from the 11/12 school year.

SCHOOLWIDE COMPONENT: EVALUATION

Principal's Certification

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

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

Principal's Name

Principal's Signature

Date

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children . . . that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards . . ."

2013-2014 Needs Assessment Process Data Collection and Analysis

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
Academic Achievement – Reading	<ul style="list-style-type: none"> • Scholastic Reading Inventory (SRI) • WCPM Fluency Assessment 	<ul style="list-style-type: none"> • 48% of the total students were at grade-level or higher (proficient) on the SRI for the final quarter of the 2012-2013 school year. (A 20 decrease from the previous year.) • In June 2013, 60 % of total students met grade-level WCPM norms. This assessment is in its first year of implementation.
Academic Achievement - Writing	<ul style="list-style-type: none"> • Benchmark Assessments 	<ul style="list-style-type: none"> • 12% of students were proficient on the Explanatory Writing Winter Benchmark increasing 10% to the Spring Benchmark for a result of 22% proficiency. • 11% of students were proficient on the Speculative Writing Winter Benchmark increasing 11% to the Spring Benchmark for a result of 22% proficiency.
Academic Achievement - Mathematics	<ul style="list-style-type: none"> • Unit Grade Sheets • Benchmarks 	<ul style="list-style-type: none"> • 45% of 3rd grade students were proficient on the March benchmark (A increase of 9% from fall benchmark). • 34% of 4th grade students were proficient on the winter benchmark (A increase of 17% from fall benchmark). • .02 % of 5th grade students were proficient on the winter benchmark (An increase of .01% from fall benchmark). • 34.5% of the total students were proficient on their marking period unit grades.
Family and Community Engagement	<ul style="list-style-type: none"> • Evening Parent-Teacher Conferences- Fall & Spring 	<ul style="list-style-type: none"> • 83 % of parents attended Fall Parent-Teacher Conferences; a 11% decrease from the previous year.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
	<ul style="list-style-type: none"> • Math Night • Math Visitation Days • ELA Visitation Days 	<ul style="list-style-type: none"> • 88% of parents attended Fall Parent-Teacher Conferences; a 4% decrease from the previous year. • 16% of parents attended math night; a 3% increase from the previous year. • 6% families of students in grades 3-5 attended a math visitation during the school day; a 3% increase from the previous year. • 23% families of students in grades 3-5 attended an ELA visitation during the school day.
Professional Development	<ul style="list-style-type: none"> • Sign in Sheets for Component Meetings 	<ul style="list-style-type: none"> • 100% of teachers attend weekly PLC meetings, which are built into the teacher schedule to ensure opportunities for staff/facilitator coaching, support and mentoring in LAL and Math programs. • 100% of teachers participated in learning walk opportunities that resulted in collaborative feedback from colleagues.
ELL- Academic Achievement	<ul style="list-style-type: none"> • Scholastic Reading Inventory (SRI) • WCPM Fluency Assessment • On Our Way to English After School Program • Tesoros de Lectura 	<ul style="list-style-type: none"> • 37% of the total students were at grade-level or higher (proficient) on the SRI for the final quarter of the 2012-2013 school year. • In June 2013, 17% of total students met grade-level WCPM norms. This assessment is in its first year of implementation. • 1st AMAO Indicator 79% of students had to improve 10 scale score points or more on the ACCESS for ELLs test. Results: In 3rd grade, 88% of students met goal In 4th grade, 94% of students met goal In 5th grade, 100% of students met goal • 2nd AMAO Indicator 5% of ELLs in language assistance program for less than one year through four years will obtain a composite score of 4.5 on ACCESS for ELLs test. Results: 45.8% of ELLs in language assistance program for less than one year through four years obtained a composite score of 4.5 on ACCESS for ELLs test. 50% of ELLs in language assistance program for 5 years or more will obtain a composite score of 4.5 on ACCESS for ELLs test.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
		<p>Results:</p> <p>61.5% of ELLs in language assistance program for 5 years or more obtained a composite score of 4.5 on ACCESS for ELLs test.</p>
Economically Disadvantaged - Academic Achievement	<ul style="list-style-type: none"> • Scholastic Reading Inventory (SRI) • WCPM Fluency Assessment 	<ul style="list-style-type: none"> • 45.% of the total students were at grade-level or higher (proficient) on the SRI for the final quarter of the 2012-2013 school year. • In June 2013, 59% of total students met grade-level WCPM norms. This assessment is in its first year of implementation.
Special Education	<ul style="list-style-type: none"> • Scholastic Reading Inventory (SRI) • WCPM Fluency Assessment 	<ul style="list-style-type: none"> • 30% of the total students were at grade-level or higher (proficient) on the SRI for the final quarter of the 2012-2013 school year. • In June 2013, 15% of total students met grade-level WCPM norms. This assessment is in its first year of implementation.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2013-3014 Needs Assessment Process

Narrative

1. What process did the school use to conduct its needs assessment? Our school conducted a comprehensive needs assessment using teacher perception surveys, standardized assessments, and local assessments. The committee analyzed the data gathered. Results from the surveys along with standardized assessments and students' achievement on local assessments were analyzed and discussed at PLC and faculty meetings. This report focuses on goals in the area of English Language Arts and Mathematics. The report also addresses the needs of specialized populations as identified in the information gathered.
2. What process did the school use to collect and compile data for student subgroups? In September, the committee held its first meeting to review plan as well as discuss curricula, professional development opportunities, parent involvement and extended day ideas and programs. In addition, we also reviewed the school's Mission and Vision and presented the statements at the faculty meeting for input and feedback. During the school year, perception surveys were distributed to all students and teachers. Results were then discussed. The committee also implemented Extended Learning Programs and analyzed its data. Data from the Fall Benchmark Assessment was reviewed. In the spring, the committee started to gather and review data needed to complete Unified plan for the upcoming school year.
3. How does the school ensure that the data used in the needs assessment is valid and reliable? ¹ Data collected from standardized assessments, which are administered under regulations of the state of New Jersey, are reported out through Measurement Inc., which also operated under the regulations of the state of New Jersey, therefore making the collection method valid and reliable. The staff and parent perception survey data came from an established writer, Victoria L. Bernhardt, Ph.D., a noted author of several data analysis books, and were given anonymously to ensure candid responses from all participants.

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

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

4. What did the data analysis reveal regarding classroom instruction? In ELA, data gathered from Grade Summary Forms as well as benchmark assessments showed a high percentage of students reading below grade level and scoring below proficiency. Limited English Proficient (LEP), Economically Disadvantage(ED), and Special Education (SE) students are among the subgroups with the lowest number of students performing on grade level. The new reading program, Treasures, implemented during the 2012-2013 school year may benefit from these subgroups. Additional professional development assisting teachers with implementing literacy best practices and differentiation strategies for their instruction to reach the needs of all students will also benefit our Limited English Proficient (LEP), Economically Disadvantage(ED), and Special Education (SE) populations. In mathematics, data gathered from unit assessments as well as benchmark assessments showed a large percentage of students scoring below proficiency. African American and Limited English Proficient students are among the lowest scoring subgroups in all grade levels in mathematics. Teachers may need more effective strategies to use during math instruction to differentiate their instruction to meet the learning styles of these populations as well as learn more skills to motivate and encourage these students. Geometry and Measurement was a low scoring cluster area on the fall and winter benchmark assessments. Facts mastery is also a deficient skill among all students, especially in grade 3. Providing specific tools to differentiate instruction using manipulatives, interactive tools, and other methods of differentiation during geometry and measurement instruction.
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? The data revealed there has been an increased focus on job-embedded professional development opportunities. There is evidence of data analysis, lesson study, and demo lessons however unit assessment and benchmark data show that implementation of learned strategies and conveyance of data analysis to the classroom is weak.
6. How does the school identify its educationally at-risk students in a timely manner? Standardized assessment data, fall and winter benchmark assessments, 8 week reading assessments, math unit assessments, facts mastery data, marking period grades, observations by teachers, curriculum facilitators, and, weekly attendance data, and discipline referrals. These data help teachers, curriculum facilitators, student facilitators, and administrators to assess students and identify them for support.
7. How does the school provide effective assistance to its educationally at-risk students? A myriad of opportunities are available for academically at risk students such as daily one on one reading tutorial services, extended day/year programs such as the Study Island. All students are instructed using research based programs. Parents are invited to various workshops which offer information so that they can assist their children at home.
8. How does the school address the needs of its migrant students?

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

N/A

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

N/A

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?
Grade level representatives and elected members of the teaching staff serve on the No Child Left Behind committee as well as the Professional Development committee. At these committee meetings, data is gathered, presented and utilized to determine school wide goals and implementation of new programs to reach these goals. All classroom teachers are a part of professional learning communities that analyze data and make informed instructional decisions based on their analysis.
11. How does the school help its students transition from preschool to kindergarten, elementary to middle school and/or middle to high school? The school helps students' transition from preschool to kindergarten, elementary to middle school through articulation meetings with preschool and the middle school during entry and exit of students through West End. The school makes sure to evaluate student's growth on the common core state standards along with the designed curricula spiral in both ELA and mathematics. On-going articulation between the pre-kindergarten and kindergarten teachers support seamless transition between the two programs. Professional Development for teachers in these grade levels provides insight of program components and how they are implemented. The Treasures program seamlessly creates a bridge from the kindergarten curriculum preparing students to transition to the upper grades with consistent language, strategies and exposure to literature. Students transitioning from elementary to middle school attend assemblies and visit the middle school to better understand what to expect in the upcoming year. A summer reading assignment is also presented to students to complete which may assist in preparing them in completing a typical middle school assignment. These strategies may make the transition to the middle school less stressful.
12. How did the school select the priority problems and root causes for the 2012-2013 schoolwide plan?
Data, from a variety of sources, was gathered and carefully analyzed by the school wide NCLB Committee. The team selected the priority problems for this plan after analyzing the data.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2013-2014 Needs Assessment Process

Description of Priority Problems and Interventions to Address Them

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

	#1	#2
Name of priority problem	Language Arts (Reading & Writing)	Mathematics
Describe the priority problem using at least two data sources	<p>-In June 2013, 48% of total students were reading on grade level. This is a 20% decrease from June 2012</p> <p>-Priority subgroups are the following:</p> <p>Hispanic (H)----- 40% proficient Economically Disadvantaged (ED) -----45% proficient Limited English Proficient (LEP)-----17% proficient Special Education (SE)----- 15% proficient</p> <p>-In June 2013, 60 % of total students met grade-level WCPM norms.</p> <p>Priority subgroups are the following:</p> <p>Limited English Proficient (LEP)-----37 % proficient Special Education (SE)----- 31 % proficient</p> <p>-12% of students were proficient on the Explanatory Writing Winter Benchmark increasing 10% to the Spring Benchmark for a result of 22% proficiency.</p> <p>-11% of students were proficient on the Speculative Writing Winter Benchmark increasing 11% to the Spring Benchmark for a result of 22% proficiency.</p>	<p>34.5% of the total students had a proficient average on their marking period unit grades; this is the third year of implementation for the Everyday Math program.</p> <p>26.34% of students were proficient on their Winter Math Benchmark. (An 8.67% increase from the Fall Math Benchmark.)</p>

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Describe the root causes of the problem	Teachers are teaching the program and not literacy strategies. Based on teacher observations and surveys, teachers need additional professional development on literacy best practices and differentiated of instruction to meet the needs of all learners, especially the ELL population. Reading strategies found within the Treasures program are not fully incorporated into <u>all</u> classroom instruction. In addition, due the large amount of differentiated materials/instruction found in the program, teachers need assistance in how to select the most valuable components of the program to introduce to students. Furthermore, many teachers need professional development in time management of the program and how to plan effective ELA instruction and activities. Teachers were not exposed to a large amount of professional development focused on addressing reading deficiencies or strategies that could promote better instruction across all subgroups.	Teachers need targeted PD to gain a stronger grasp of concepts and basic mathematical knowledge; stronger ability to differentiate instruction to students needs; improve school/parent communication.
Subgroups or populations addressed	Limited English Proficient, Special Education, Economically Disadvantaged and Hispanic	All students
Related content area missed	Language Arts	Mathematics
Name of scientifically research based intervention to address priority problems	Treasures Language Arts Program Writer's Workshop (Lucy Calkins) Study Island	Everyday Mathematics Study Island
How does the intervention align with the Common Core State Standards?	Treasures Language Arts program and Writer's Workshop are aligned with the Common Core State Standards: Reading Standards for Literature K–5 Reading Standards for Informational Text K–5 Reading Standards: Foundational Skills K–5 15 College and Career Readiness Anchor Standards for Writing Writing Standards K–5 Speaking and Listening Standards K–5 Language Standards K–5 Standard 10: Range, Quality, and Complexity of Student Reading K–5	Everyday Math 2012 Edition is fully aligned to all math common core standards in grades K-5.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

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

	#3	#4
Name of priority problem	Parent Involvement	ELL Population on ELA skills
Describe the priority problem using at least two data sources	Audrey Clark School had a high percentage of parents attend Parent Teacher conferences (83% & 88%) and the Graduation ceremonies for Preschool (95%) and 5 th grade (87%) students. However, all other curriculum/school events had a very low turnout (ELA Family Day 17%, Treasures Parent Night 21%, Everyday Math Game 16% , and Science Family Night 4%).	<ul style="list-style-type: none"> • The ELP population at the Audrey Clark School had a high percentage of students being partially proficient on the NJASK. For ELA, the partially proficient score was 20%, and for math the partially proficient score was 37.5%, not meeting yearly progress indicators. • 37% of the total students were at grade-level or higher (proficient) on the SRI for the final quarter of the 2012-2013 school year. • In June 2013, 17% of total students met grade-level WCPM norms. This assessment is in its first year of implementation. • For math, 24.6% of the LEP population was proficient on the 2012-2013 Everyday Math Unit Grade Averages.
Describe the root causes of the problem	Events with student performances are highly attended venues. Events such as curriculum visitation days are moderately attended by parents. Events which combine a breakfast/lunch/dinner with a school event may increase parental involvement and provide a meal while encouraging family time. Offering transportation during inclement weather could increase family attendance for families who walk. In addition, planning a rain date for events which occur during inclement weather. Lack of routine for teachers to make phone calls home for Back to School Night and Conferences inviting parents. Perhaps, more direct contact with the homes through calls, emails, or a parent classroom web page would yield higher results.	<p>The LEP population entering our school often arrives with very low fundamental skills in reading and math in their native language. With the increasing number of LEP population . We have identified students are entering the school system with little background knowledge and fundamental areas to be successful meeting grade level standards and expectations.</p> <p>As a result, teachers with LEP population do not have a solid understanding of second language acquisition and how to maximize their instruction to insure LEP student growth.</p>
Subgroups or populations addressed	Limited English Proficient, Special Education, African-American, Economically Disadvantaged and Hispanic	Limited English Proficient

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Related content area missed	Language Arts & Mathematics	Language Arts & Mathematics
Name of scientifically research based intervention to address priority problems	Parent Newsletters, outreach and communication programs, such as Success Dinner, Curriculum Days/Nights and Reliable and valid parent surveys parent surveys.	Tesoros de Lectura, Treasure Chest, Lexia, and Sheltered Instruction/SIOP Model Workshop for teachers.
How does the intervention align with the Common Core State Standards?	<p>Through the New Jersey Standards for Teachers and School Leaders, staff will build relationships with parents, guardians, families, and agencies to support students' learning and well being (standard 9).</p> <p>Teachers engage in activities to:</p> <p>9.7 Identify and utilize family and community resources to foster student learning and provide opportunities for parents to share skills and talents that enrich learning experiences;</p> <p>9.8 Establish respectful and productive relationships and to develop cooperative partnerships with diverse families, educators and others in the community in support of student learning and wellbeing; and</p> <p>9.9 Institute parent/family involvement practices that support meaningful communication, parenting skills, enriched student learning, volunteer and decision-making opportunities at school and collaboration to strengthen the teaching and learning environment of the school.</p>	<p>Treasures Language Arts program (Tesoros de Lectura and Treasure Chest) are aligned with the Common Core State Standards:</p> <p>Reading Standards for Literature K–5 Reading Standards for Informational Text K–5 Reading Standards: Foundational Skills K–5 15 College and Career Readiness Anchor Standards for Writing Writing Standards K–5 Speaking and Listening Standards K–5 Language Standards K–5 Standard 10: Range, Quality, and Complexity of Student Reading K–5</p>

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

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

2013-2014 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
<p>Treasures Reading Program and Everyday Math Departmentalization of Instruction in an effort to specialize teachers and refine their focus on standards and delivery of instruction, making each more expert in their specific content area</p>	<p>ELA/ Mathematics</p>	<p>Total Student Population</p>	<p>ELA Facilitator, Math Facilitator, and principal</p>	<p>-By June 2014, 60% of total students will be reading on grade level based on Quarterly Reading Assessments.</p> <p>-By June 2014, 51.9% of students will be proficient or advanced proficient on the NJASK, meeting the yearly progress target.</p> <p>-10% less failures on 2013 Spring Writing Benchmark compared to the 2014 Winter Writing Benchmark. 41% of students will score proficient or better on part A on each of the unit grade sheets as measure by the unit grade sheets submitted after each formal assessment. 34% of students will score proficient on benchmarks and continued proficiency on the NJ state assessments.</p>	<p>Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: 12/07</p> <p>Students who read with understanding at an early age gain access to a broader range of texts, knowledge, and educational opportunities, making early reading comprehension instruction particularly critical. This guide recommends five specific steps that teachers, reading coaches, and principals can take to successfully improve reading comprehension for young readers</p> <p>http://ies.ed.gov/ncee/wwc/pdf/practice_guides/readingcomp_pg_092810.pdf</p> <p>Effective Comprehension Instruction: 2011</p> <p>Students need to be taught a set of procedures or strategies that they can use on their own when they read text, especially when they encounter difficulties.</p> <p>http://treasures.macmillanmh.com/assets/extras/0000/2675/Dole2_Author_paper.pdf</p> <p>IES Practice Guide: “Using Student Achievement Data to Support Instructional Decision Making”</p> <p>http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf</p> <p>“New Math Curriculum Formula For Success”, Curriculum Review, v47 n3 p7 November 2007.</p>
<p>Study Island used</p>	<p>ELA &</p>	<p>Partially</p>	<p>Identified by</p>	<p>90 % of students for ELA</p>	<p>Structuring Out-of-School Time to Improve Academic</p>

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
within Centers	Mathematics	proficient population	teachers, facilitators, principal	and Math will show an increase between the Pre and Post Study Island Reading and Math assessment.	Achievement, July 2009 Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). <i>Structuring out-of-school time to improve academic achievement: A practice guide</i> (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides . What Works Clearinghouse Practice Guide citations begin with the panel chair, followed by the names of the panelists listed in alphabetical order. This report is available on the IES website at http://ies.ed.gov/ncee and http://ies.ed.gov/ncee/wwc/publications/practiceguides . http://ies.ed.gov/ncee/wwc/pdf/practice_guides/ost_pg_072109.pdf
Kidbiz3000 used within centers	ELA	All students	teachers, facilitators, principal	<ul style="list-style-type: none"> • 100% of students will utilize the website weekly. • Students will achieve 75% (proficient score) by the second time they complete an activity. 	National Elementary School Lexile Study Elementary students believe — and achieve nearly 2X expected Lexile gains. http://www.achieve3000.com/research/gated/2
*Lexia	ELA/Phonics	ELL Students	-ESL and ELA teachers -ELA facilitator	-40% of targeted students will meet Intermediate proficiency -40% of targeted students will meet Elementary proficiency -80% of students will increase 40 Lexile points from September to June	Meets WWC evidence standards Macaruso, P., Hook, P. E., & McCabe, R. (2006). The efficacy of computer-based supplementary phonics programs for advancing reading skills in at-risk elementary students. <i>Journal of Research in Reading, 29</i> (2), 162–172. http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_lexia_063009.pdf
*Tesoros de Lectura	ELA	ELL Students	Bilingual ELA teachers	-80% of targeted students will score 75% or better on the weekly assessment, recorded on the QAS	August, D., & Shanahan, T. (Eds.). (2006). <i>Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth</i> . Mahwah, NJ: Erlbaum.

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
					<i>Intervention in School and Clinic</i> 2007 43: 57 Monica R. Brown Educating All Students : Creating Culturally Responsive Teachers, Classrooms, and Schools
*Treasure Chest	ELA teachers	ELL Students	-ESL and ELA teachers -ELA facilitator	-70% of targeted students will score 70% or better on the weekly assessment, recorded on the QAS -70% of targeted students will increase 40 Lexile points from September to June	August, D., Beck, I. L., Calderón, M., Francis, D. J., Lesaux, N. K., Shanahan, T., Erickson, F., & Siegel, L. S. (2008). Instruction and professional development. In D. August, & T. Shanahan (Eds.), <i>Developing reading and writing in second-language learners: Lessons from the Report of the National Literacy Panel on Language-Minority Children and Youth</i> (pp. 131-250). New York: Routledge.
*Triumphs Reading Program	Special Needs	Special Needs Students	-Special Needs Teacher -RTI Tutors -ELA facilitator	-80% of targeted students will score 75% or better on the weekly assessment, recorded on the QAS -80% of students will increase 40 Lexile points from September to June	Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, IES PRACTICE GUIDE, NCEE 2009-4045, U.S. DEPARTMENT OF EDUCATION, WHAT WORKS CLEARINGHOUSE, February 2009 http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf
Platooning	ELA/MATH	All students except Students with Disabilities	3-5 ELA & Math Teachers	100% of regular education classes grades 3-5 will platoon ELA and Mathematics	Hood, L. (2009). "Platooning" Instruction. <i>Harvard Education Letter</i> , Volume 25(6) Retrieved from ://hepg.org

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

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

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

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
Study Island	ELA	All Students	3 rd (Last) 8 week Assessment Group Results	90 % of students for ELA and Math will show an increase between the Pre and Post Study Island Reading and Math assessment.	Structuring Out-of-School Time to Improve Academic Achievement, July 2009 Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). <i>Structuring out-of-school time to improve academic achievement: A practice guide</i> (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides . What Works Clearinghouse Practice Guide citations begin with the panel chair, followed by the names of the panelists listed in alphabetical order. This report is available on the IES website at http://ies.ed.gov/ncee and http://ies.ed.gov/ncee/wwc/publications/practiceguides . http://ies.ed.gov/ncee/wwc/pdf/practice_guides/ost_pg_072109.pdf
Study Island	Math	All Students	3 rd (Last) 8 week Assessment Group Results	90% of students in this program showed an increase from pre-assessment to post assessment.	Structuring Out-of-School Time to Improve Academic Achievement, July 2009 Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). <i>Structuring out-of-school time to improve academic achievement: A practice guide</i> (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides . What Works Clearinghouse Practice Guide citations begin with the panel chair, followed by the names of the panelists listed in alphabetical order. This report is available on the IES website at http://ies.ed.gov/ncee and http://ies.ed.gov/ncee/wwc/publications/practiceguides .

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

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

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
					http://ies.ed.gov/ncee/wwc/pdf/practice_guides/ost_pg_072109.pdf
*Lexia	ELA/Phonics	ELL Students	-ESL and ELA teachers -ELA facilitator	-40% of targeted students will meet Intermediate proficiency on Lexia report -40% of targeted students will meet Elementary proficiency on Lexia report -80% of students will increase 40 Lexile points from September to June	Meets WWC evidence standards Macaruso, P., Hook, P. E., & McCabe, R. (2006). The efficacy of computer-based supplementary phonics programs for advancing reading skills in at-risk elementary students. <i>Journal of Research in Reading</i> , 29(2), 162–172. http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_lexia_063009.pdf
*School-Based Youth Services- RTI	Math & ELA	At-Risk students sent to I&RS Team	-RTI tutors -I&RS Team	-10% more students will be brought to the I&RS team for request for assistance (Interventions)	Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, IES PRACTICE GUIDE, NCEE 2009-4045, U.S. DEPARTMENT OF EDUCATION, WHAT WORKS CLEARINGHOUSE, February 2009 http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf

*Use an asterisk to denote new programs.

2013-2014 Professional Development to Address Student Achievement and Priority Problems

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

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Professional Learning Communities Meetings	ELA & Mathematics	All Teachers	Facilitators, Teachers	-Meeting annual progress targets -100% of teachers will take part in weekly PLC meetings	Magnuson, P., and Mota, R. (2011). Promoting professional learning from within. <i>International Schools Journal</i> , Vol. 30, Issue 2.
PD 360	All	All	Principal, Curriculum Facilitators, Teachers	-Meeting annual progress targets -100% of teachers will watch and complete reflection questions to at least 5 videos	Retrieved from: http://educationresearchreport.blogspot.com/2010/03/pd-360-helps-student-scores.html Education Research Report Published: March 18, 2010
Peer Coaching	All	All	Principal, Curriculum Facilitators, Teachers	-Meeting annual progress targets -100% of teachers will receive weekly feedback focused on the improvement of instruction	Huston, T. (2008) Peer coaching and professional development for experienced faculty. <i>Innovative Higher Education</i> , 2008, Vol. 33 Issue 1.
Learning Walks	ELA & Mathematics	All	Principal, Curriculum Facilitators, Teachers	-Meeting annual progress targets -100% of teachers will take part in quarterly learning walks focusing on the districts instructional goals	Israel, Michele, Education World® Copyright © 2008 Education World “Teachers Observing Teachers: A Professional Development Tool for Every School”

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

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

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Lesson Study	ELA & Mathematics	All	Principal, Curriculum Facilitators, Teachers	-100% of teachers in the school will be given professional development on lesson study and take part in planning and facilitating at least 3 lesson studies with their grade level PLC.	Easton, L.B. (Ed.), 2008. Powerful designs for professional learning (2 nd edition). Oxford, OH: National Staff Development Council.
Demonstration Lessons	ELA & Mathematics	All	Principal and Curriculum Facilitators	-100% of teachers in the school will attain 20 hours or more professional development hours. -Written Reflections	Rose, S., 2009. Personal professional development through coaching. <i>CEDER Yearbook</i> , p199-214.
Article Study	ELA & Mathematics	All	Curriculum Facilitator, Grade level chairperson, and Principal	-100% of teachers in the school will complete an article study during PLCs or professional development days -Articles were selected on	Rose, S., 2009. Personal professional development through coaching. <i>CEDER Yearbook</i> , p199-214.

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

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

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
				specific needs of our target student populations (ELL and Special Needs)	
*Data Chats	-ELL -Math -Special Ed. -ESL & Bilingual	ALL	-Principal and Curriculum Facilitators -ELL Teachers -Math Teachers -Special Ed. Teachers -ESL Teachers -Bilingual Teachers	-100% of teachers will meet with principal and curriculum coach to have professional discussion about ELA/Math data every 8 weeks. -Meetings will be used to make informed instructional or differentiated discussions about the "at risk" populations of students.	Using Student Achievement Data to Support Instructional Decision Making , National Center for Education Evaluation and Regional Assistance , John Q. Easton September 2009 This report is in the public domain. While permission to reprint this publication is not necessary, the citation should be: Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). <i>Using student achievement data to support instructional decision making</i> (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/ . What Works Clearinghouse Practice Guide citations begin with the panel chair, followed by the names of the panelists listed in alphabetical order. This report is available on the IES website at http://ies.ed.gov/ncee and http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf#page=16
*Sheltered Instruction / SIOP Model	-ALL	ELL Teachers -Math Teachers -Special Ed. Teachers -ESL	District Coordinator for Special Services	-85 % of teachers will complete a 20 hour workshop on understanding second language acquisition and	Sheltered Instruction Observation Protocol® (SIOP®) What Works Clearinghouse™ English Language Learners- Updated February 2013 http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_siop_022013.pdf

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

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

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
		Teachers -Bilingual Teachers		culturation of our different ELL populations. Teachers will benefit from workshop by learning to maximize student prior knowledge into new content.	

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

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

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

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

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Back to School Night	All content areas	All Families	Classroom teachers and student facilitator	-There will be a 10% increase in Back to School Night attendance from the 2012-2013 school year to the 2013-2014 school year. -Parents were informed of and given student user names and passwords for the following programs: StudyIsland, Kidbiz3000, ConnectEd, and Everyday MathOnline, which can be accessed from home with	Family Involvement Makes a Difference in School Success This Research Brief is produced for release at the Raising Student Achievement, 2006 National PTA Legislative Conference. http://www.hfrp.org/publications-resources/browse-our-publications/family-involvement-makes-a-difference-in-school-success

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
				parents' assistance.	
Parent Teacher Conferences	All content areas	All Families	Classroom teachers and student facilitator	-100% of all families will either attend fall and spring Parent Teacher Conferences or be given a home visit or phone conference regarding their child's progress -Conferences offered in parents' native languages -Student Portfolios -Offered Report Cards Spanish	Family Involvement Makes a Difference in School Success This Research Brief is produced for release at the Raising Student Achievement, 2006 National PTA Legislative Conference. http://www.hfrp.org/publications-resources/browse-our-publications/family-involvement-makes-a-difference-in-school-success
Success Dinner	ELA and Mathematics	Students not attaining proficiency on the LAL or Math section of the NJASK 2012.	Curriculum facilitators	-95% of all parents invited will attend this informational dinner. If parents cannot attend, they will be contacted by phone or through a home visit to discuss their child's assessment results.	Family Involvement Makes a Difference in School Success This Research Brief is produced for release at the Raising Student Achievement, 2006 National PTA Legislative Conference. http://www.hfrp.org/publications-resources/browse-our-publications/family-involvement-makes-a-difference-in-school-success
Parent-School Compact	ELA and Mathematics	All Families	Student Facilitator	-100% of parents will sign a parent-school compact.	Family Involvement Makes a Difference in School Success This Research Brief is produced for release at the Raising Student Achievement, 2006 National PTA Legislative Conference. http://www.hfrp.org/publications-resources/browse-our-publications/family-involvement-makes-a-difference-in-school-success

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Attendance Awareness Notifications	School wide attendance	All Families	Student Facilitator	<p>-100% of parents will be given informational attendance handouts at arrival and dismissal in the Fall and Spring. Students who ride the bus will be given notices to take home to their parents.</p> <p>-100% of parents with students identified with attendance concerns will be notified and addressed, as frequently as needed documenting interventions.</p>	<p>Family Involvement Makes a Difference in School Success This Research Brief is produced for release at the Raising Student Achievement, 2006 National PTA Legislative Conference. http://www.hfrp.org/publications-resources/browse-our-publications/family-involvement-makes-a-difference-in-school-success</p>
LAL, Mathematics, and Science Curriculum Nights	ELA and Mathematics	All Families	Curriculum Facilitators	<p>-There will be a 10% increase in attendance of all curriculum nights from the 2012-2013 school year to the 2013-2014 school year.</p> <p>-Workshops will be offered in Spanish and Portuguese</p>	<p>Coleman, B, and McNeese, M. (2009). From home to school: the relationship among parental involvement, student motivation, and academic achievement. <i>International Journal of Learning</i>, 2009, Vol. 16, Issue 7.</p>

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Curriculum Parent Visitations (classroom and whole school)	ELA and Mathematics	All Families	Curriculum Facilitators	-There will be a 10% increase in all curriculum visitation days from the 2012-2013 school year to the 2013-2014 school year.	Coleman, B, and McNeese, M. (2009). From home to school: the relationship among parental involvement, student motivation, and academic achievement. <i>International Journal of Learning</i> , 2009, Vol. 16, Issue 7.
NCLB Committee	School wide goals and Unified Plan	All parents	Principal	There will be a parent added to the NCLB Unified Plan Committee.	Minke, K., and Anderson, K., (2005). Family school collaboration and positive behavior support. <i>Journal of Positive Behavior Interventions</i> , Vol. 7 Issue 3, p181-185.
Mathematics Family Game Day Volunteers	Math	All Parents	Math Facilitator	Each classroom will have a minimum of one parent volunteer to assist during the fall and spring game days.	Coleman, B, and McNeese, M. (2009). From home to school: the relationship among parental involvement, student motivation, and academic achievement. <i>International Journal of Learning</i> , 2009, Vol. 16, Issue 7.
August Meet & Greet Event	All	All	Principal	There will be a 10% increase in the August Meet & Greet visitation day from the 2012-2013 school year to the 2013-2014 school year.	Family Involvement Makes a Difference in School Success This Research Brief is produced for release at the Raising Student Achievement, 2006 National PTA Legislative Conference. http://www.hfrp.org/publications-resources/browse-our-publications/family-involvement-makes-a-difference-in-school-success
*Encouraging Positive Parenting Skills	All	All	Mrs. Galloway, Social Worker	-50% of parents will attend the workshop -Workshop will promote positive -Workshop offered in Spanish	U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2012, March). <i>Children Classified as Having an Emotional Disturbance intervention report: First Step to Success</i> . Retrieved from http://whatworks.ed.gov . http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_firststep_030612.pdf
*Classroom	All	All		-All classroom	Family Involvement Makes a Difference in School Success

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Parents			Classroom Teachers	teachers have also assigned two parents to be Classroom Parents, so our volunteerism with the classroom/school events can increase.	This Research Brief is produced for release at the Raising Student Achievement, 2006 National PTA Legislative Conference. http://www.hfrp.org/publications-resources/browse-our-publications/family-involvement-makes-a-difference-in-school-success
*Interactive Homework Assignments	All	All	Classroom teachers and parents	<p>-For math, 100% parents were given "Facts Packets" at the beginning of the year, and these must be practiced with an adult on a nightly basis. Parent signature is required.</p> <p>-Interactive homework assignments that requires parents to complete assignments with students. For example, for reading, students must read from 20-40 minutes out loud to parents and get a signature.</p>	<p>Family Involvement Makes a Difference in School Success</p> <p>This Research Brief is produced for release at the Raising Student Achievement, 2006 National PTA Legislative Conference. http://www.hfrp.org/publications-resources/browse-our-publications/family-involvement-makes-a-difference-in-school-success</p>

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
				-The Home-School Connection also goes home on a weekly basis with activities in English and Spanish that parents and students can complete together. -Students planners must be signed on a nightly basis by an adults.	
*Parental Involvement for students referred to I&RS Team	All	All	I&RS Team	<ul style="list-style-type: none"> • The team has increased the number of parents taking part in the I&RS process, helping to develop and monitor goals set by the team as interventions for students' action plans. • Action Plan developed 	Family Involvement Makes a Difference in School Success This Research Brief is produced for release at the Raising Student Achievement, 2006 National PTA Legislative Conference. http://www.hfrp.org/publications-resources/browse-our-publications/family-involvement-makes-a-difference-in-school-success
*Enhancing Reading at Home	ELA	-ELL -Hispanic -Special Ed.	Mrs. Lopes, ELA facilitator	-45% of parents will attend an ELA Family Night. -Parents will be taught about common best	U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2012, March). <i>Children Classified as Having an Emotional Disturbance intervention report: First Step to Success</i> . Retrieved from http://whatworks.ed.gov . http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_firststep_030612.pdf

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
				practices/ideas that promote literacy at home. -Workshop offered in Spanish	
*ESL Classes for Parents	All	-ELL -Hispanic -Economically Disadvantaged	Parents		Family Involvement Makes a Difference in School Success This Research Brief is produced for release at the Raising Student Achievement, 2006 National PTA Legislative Conference. http://www.hfrp.org/publications-resources/browse-our-publications/family-involvement-makes-a-difference-in-school-success

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

2013-2014 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the needs assessment?

The school's family and community engagement program will help to address the priority problems by assisting schools in their effort to increase student proficiency levels. Parents will be made aware and educated about the priority problems identified in the needs assessment. Parents will be informed throughout the school year through notifications sent home that have been translated into multiple languages, scheduling presentation events at various times, student advisory meetings and a variety of curriculum events. Administration and teachers will continue to create and maintain web pages so that we maintain constant contact with families.
2. How will the school engage parents in the development of the written parent involvement policy? Parents will serve on the Schoolwide committee. In addition, parents may be given surveys or questionnaires or may attend meetings to discuss the development of the policy. The Title I Parent Involvement Policy will engage parents in the development of the written parent involvement policy through our website, phone calls, meetings and surveys.
3. How will the school distribute its written parent involvement policy?

The parent involvement policy will be distributed to all students. Parents will be asked to sign that they have received and read this document. Signed forms will be checked and kept on file in the office. The school's parent involvement policy will also be displayed on the school website.
4. How will the school engage parents in the development of the school-parent compact? Parent representatives that serve on the committee will be asked to work with the AWC School committee to develop and revise the written school-parent compact. This includes Parent NCLB Committee meetings held throughout the school year, to discuss concerns contributed to the format of the parent compact. In addition, parents have an opportunity to voice their concerns.
5. How will the school ensure that parents receive and review the school-parent compact? The school will ensure that parents receive and review the school parent-compact by require parents to sign the document and return it to school. Teachers and Student Advisors follow up, by way of phone calls, and if necessary, home visits to ensure a compact is returned by every student.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

6. How will the school report its student achievement data to families and the community? School achievement data will be reported to the public via the school report card (School Web Homepage), parent involvement activities (Parent/Teacher Conferences), Board of Education meetings (Monthly Board Minutes) and through the district website (Family Portals of Genesis).
7. How will the school use notify families and the community if the district has not met its annual measurable objectives for Title III?
Parents will be notified by letter if the district does not meet their annual measurable objectives for Title III.
8. How will the school inform families and the community of the school's disaggregated assessment results? Disaggregated assessment results are reported via the school report card. Additionally, central office presents a public agenda meeting to address these results.
9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? The school involves families and community in the development of the Title I School wide plan by having parent representatives attend NCLB monthly meetings and through yearly parent surveys.
10. How will the school inform families about the academic achievement of their child/children? The school will inform families about the academic achievement of their child/children through marking period standardized report cards, scheduled conferences and online access to students' grades through the Genesis parent portal. Parent-teacher conferences take place twice a year, once in the fall and again in the spring. Progress reports, benchmark data and intervention data are shared during these conferences as well as behavioral data.
11. On what specific strategies and programs will the school use its 2013-2014 parent involvement funds?
Audrey W. Clark School will use its 2013-2014 parental involvement funds in multitude of ways. First the funds will be allocated to hold several events that are intended to promote a positive school culture and climate that includes the learning of social skills and study habits that promote student achievement. One example of this is the Open House Night in which the building principal will introduce and inform the parents of the school wide initiatives. Second school funds will be allocated to promote the awareness of curriculum and common core state standards along with social activities to help garnish parental support and build parent-school communication. Third allocations will be set aside for the recognition of student achievement. This will include awards ceremonies and the distribution of certificates for excellent student achievement. This also will include a whole school initiative for attendance and the recognition of perfect and excellent attendance.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

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

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

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	32	Teachers will have the opportunity to participate in professional development activities which pertain to the subjects taught, discipline and classroom management techniques. Teachers will also have the opportunity to have facilitators give feedback and support.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)	7	Retention rate of paraprofessionals is high in the Long Branch School District. Paraprofessionals are afforded the opportunity to advance their studies by attending in-services, workshops and conferences in and out side of the district.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*		

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

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
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.	Primarily the District Manager of Personnel and Special Projects in collaboration with the Board of Education, Superintendent of Schools, Central Office Staff, Principals, and Supervisors.

SCHOOLWIDE: FISCAL REQUIREMENTS

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

School Budget Pages

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

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

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

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