

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	School: West End
Chief School Administrator: MICHAEL SALVATORE	Principal: Christopher Volpe
Chief School Administrator's E-mail: msalvatore@longbranch.k12.nj.us	Principal's E-mail: cvolpe@longbranch.k12.nj.us
Title I Contact: Kevin Carey	Principal's Phone Number: 732-571-2868
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.

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
Mr. Christopher Volpe	School Staff- Administrator	X	X		
Mr. Mark Steinbrick	School Staff- Support Team Advisor	X	X		
Mrs. Michelle Merckx-Clary	School Staff- Math Facilitator	X	X		
Mrs. Felicia Gadson	School Staff- Support	x	x		
Mrs. Sarah Choi	School Staff- Classroom Teacher	X	X		
Ms. Laurie DeMuro	School Staff- Classroom Teacher	X	X		
Mrs. Robyn Silberstein	School Staff- Classroom Teacher	X	X		
Ms. Kalliopi Stavarakis	School Staff- Classroom Teacher	X	X		
Mrs. Katie Wachter	School Staff- Classroom Teacher	X	X		
Mrs. Victoria Ferrara	School Staff- ELA Facilitator	X	X		

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

Mrs. Mirveta Bektesevic	Parent Representative	X	X		

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
November 30, 2012	West End School	Review School Wide Goals	X		X	
December 2012	West End School	Allocation of Funds	X			X
January 17, 2013	West End School	Review Assessment Results	X		X	
February 14, 2013	West End School	Distribution of Perception Surveys	X		X	
March 14, 2013	West End School	Analyze Survey Results	X		X	
April 18, 2013	West End School	Program Evaluation	X		X	
May 2013	West End School	Begin collecting data for next year's report.	X			X
June 2013	West End School	Begin writing 2013-2014 report	X			X

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

School's Vision

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

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

What is the school's vision statement?

The staff of West End School is committed to developing academically proficient students who are nurtured in a learning climate that fosters the development of critical thinking skills such as the understanding, application and creation of the learning process. These skills will encourage the appreciation of self and others so that they are confident and well prepared for future learning experiences.

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 initiation of the research based literacy program, Treasures provided teachers with more opportunities to differentiate their instruction to meet students reading needs. Teachers were provided with Treasures training before and during the implementation of the program. The mathematical program, Everyday Math was in its third year of implementation along with a district wide emphasis of basic facts mastery. Parent Involvement consisted of parental visitation days both in reading and math and a district wide math night, open house, parent teacher conferences, and special evening activities for parents and students.
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 curriculum standards and standards based report cards.
3. What were the barriers or challenges during the implementation process? The barriers or challenges during the implementation process were learning a new language arts program along with common core curriculum standards for all subjects. Many essential district initiatives began this year that caused time to be directed in many directions causing a lack of focus. The SES program was

SCHOOLWIDE COMPONENT: EVALUATION

eliminated therefore eliminating tutoring opportunities for students that were seen to make an improvement in scores the following year.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? The strengths of the implementation were the collaborative leadership style of the school administration and the communication between all stakeholders in the new program. The weaknesses of the implementation were time needed for teachers, community, and students to adjust to the new instructional initiatives.
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? The parents were invited to see 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 school handbook and school webpage.
6. What were the perceptions of the staff? Perceptions of the staff were collected through an online survey. The survey suggested positive results in climate, leadership and vision, and direction of the school leading to increased student achievement.
7. What were the perceptions of the community? Perceptions of the community were collected through an online parent survey during parent conference week. The survey suggested overall positive results in school leadership, school climate, and academic performance. Overall the community was pleased with the teaching staff and their efforts to provide positive student achievement.

SCHOOLWIDE COMPONENT: EVALUATION

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.) Teachers attended summer workshops on the new language arts literacy program and during Professional Development days during the school year. Professional Learning Communities were used to continue teacher growth in research based literacy strategies that improve student literacy. Feedback was provided to staff through administration data walks and through written feedback from the reading and math coaches.
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 INRS 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. 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 see classroom instruction and ways to enable them to better help their students 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 INRS team and or would be entered in the Study Island after school tutorial. Students would receive this intervention four times a week for an hour and a half after school. All students had access to this extra help through their online log in that they could use at home as well.
11. What technologies were utilized to support the program? The researched based program, Study Island allowed all students access at home and at school on practice of the common core curriculum standards for reading and mathematics. Teacher web pages also

SCHOOLWIDE COMPONENT: EVALUATION

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 and kid biz programs.

12. Did the technology contribute to the success of the program, and if so, how? The study island and kid biz programs gave students more practice on the common core standard skills and concepts in both reading and math. The teacher web pages helped the communication with the home and the classroom.

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	59%		Study Island After School Tutoring SES services	Poor student attendance in the afterschool program did not provide consistent assistance in refining the skills needed to perform at a proficient level.
Grade 5	61%		Study Island After School Tutoring SES services	Poor student attendance in the afterschool program did not provide consistent assistance in refining the skills needed to perform at a proficient level.
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2011-2012	2012-2013	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency.
Grade 4	21%		Study Island After School Tutoring	Poor student attendance in the afterschool program did not provide consistent assistance in refining the skills needed to perform at a proficient level.
Grade 5	27%		Study Island After School Tutoring SES services	Poor student attendance in the afterschool program did not provide consistent assistance in refining the skills needed to perform at a proficient level.
Grade 6				

SCHOOLWIDE COMPONENT: EVALUATION

Grade 7				
Grade 8				
Grade 11				
Grade 12				

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	55%	N/A	The Treasures Literacy Program provides small group guided instruction which allows for more focus and interventions targeting the specific needs of at-risk students.	This program is in the first year of its implementation. Throughout the year, teachers received professional development and support in order to begin to master all elements of the program.
Grade 1	26%	Results Pending	The Treasures Literacy Program provides small group guided instruction which allows for more focus and interventions targeting the specific needs of at-risk students.	This program is in the first year of its implementation. Throughout the year, teachers received professional development and support in order to begin to master all elements of the program.
Grade 2	35%	Results Pending	The Treasures Literacy Program provides small group guided instruction which allows for more focus and interventions targeting the specific needs of at-risk students.	This program is in the first year of its implementation. Throughout the year, teachers received professional development and support in order to begin to master all elements of the program.
Grade 9				
Grade 10				

Mathematics	2011-2012	2012-2013	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency.
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SCHOOLWIDE COMPONENT: EVALUATION

Pre-Kindergarten	N/A	N/A		
Kindergarten	39%	N/A	PLC time for monitoring of students progress with a beginning, middle and end of the year math content one on one testing.	The test itself took several personnel and extremely large amounts of time to complete. While information collected was valuable it came too late for differentiation to occur.
Grade 1	8%	Results Pending	Everyday Math Assessment Differentiation System, which provided teachers with interventions for individual students based on student weakness of mathematical content.	The system was introduced to the teachers effectively during a PD day in January. However, completing this training mid-year did not provide teachers enough time to get used to the system and to implement it effectively.
Grade 2	9%	Results Pending	Everyday Math Assessment Differentiation System, which provided teachers with interventions for individual students based on student weakness of mathematical content.	The system was introduced to the teachers effectively during a PD day in January. However, completing this training mid-year did not provide teachers enough time to get used to the system and to implement it effectively.
Grade 9				
Grade 10				

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	<ul style="list-style-type: none"> • SRI Data • WCPM Data • NJASK State Testing 	<p>--In June 2013, 72.29% of total students were reading on grade level a 0.7% decrease from June 2012.</p> <p>Subgroups highly impacted with students not reading on grade level:</p> <ul style="list-style-type: none"> • White (W) 82.9% proficient • Hispanic (H) 67.78% proficient • African-American(B) 65.75% proficient • Economically Disadvantaged (ED) 67.93% proficient • Limited English Proficient (LEP) 66.67% proficient • Special Education (SE) 52.38 % proficient <p>Subgroups broken down by grade level:</p> <p><u>Grade : 3</u></p> <ul style="list-style-type: none"> - Total Population : 58.7 % proficient - (W) 60.0 % proficient - (H) 46.2 % proficient - (B) 64.7% proficient - (ED) 48.6% proficient - (LEP) 0.0% proficient - (SE) 50.0% proficient <p><u>Grade : 4</u></p> <p>Total Population----- 60.9% proficient</p> <ul style="list-style-type: none"> - (W) 81.8 % proficient

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
				<ul style="list-style-type: none"> - (H) 63.6% proficient - (B) 41.7% proficient - (ED) 56.8% proficient - (LEP) 0.0% proficient - (SE) 71.4% proficient <p>Grade : 5</p> <p>Total Population : 83.7 % proficient</p> <ul style="list-style-type: none"> - (W) 100.0% proficient - (H) 68.8% proficient - (B) 81.3% proficient - (ED) 77.8 % proficient - (LEP) N/A% proficient - (SE) 66.7% proficient <p>-In June 2013, 75.22% of total students met grade-level WCPM norms. This is the first year of testing WCPM.</p> <p>Subgroups highly impacted with students not reading on grade level:</p> <ul style="list-style-type: none"> • White (W) 82.43% proficient • Hispanic (H) 77.38% proficient • African-American(B) 62.5% proficient • Economically Disadvantaged (ED) 71.64% proficient • Limited English Proficient (LEP) % proficient • Special Education (SE) 53.3% proficient <p>-Results of the 2012-2013 NJASK pending.</p>

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
Everyday Math Program Harry Kerr Facts Program Study Island Benchmarks	Mathematics	No	Everyday Math Unit Grades Study Island Fall/Winter Benchmarks Facts Mastery-1 minute test	<p>64% of 3rd grade students were proficient on the March benchmark (An increase of 9% from fall benchmark).</p> <p>41% of 4th grade students were proficient on the winter benchmark (An increase of 14% from fall benchmark).</p> <p>.07% of 5th grade students were proficient on the winter benchmark (An increase of .07% from fall benchmark).</p> <p>2012-2013 Everyday Math Unit Grade Averages 34.8% of the total students were proficient on their marking period unit grades. (A 13.6% decrease from previous year)</p> <p>3rd Grade: Total: 42.6 % proficient White: 57.1% proficient Hispanic: 35.7% proficient African American: 33.3% proficient Asian: 100% proficient LEP: 0% proficient SE: 0% proficient ED: 31.4% proficient</p> <p>4th Grade: Total: 26.5% proficient White: 36.4% proficient Hispanic: 34.8% proficient African American: 7.7% proficient Asian: 50.0% proficient</p>

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5												
				<p>LEP: 0% proficient SE: 12.5% proficient ED: 29.5% proficient</p> <p>5th Grade: Total: 36% proficient White: 62.5% proficient Hispanic: 22.2% proficient African American: 20% proficient Asian: 100% proficient SE: 11.1% proficient ED: 29% proficient</p> <p>Study Island Math Benchmarks 2012-2013</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Grade</th> <th style="text-align: left;">Dec. Benchmark</th> <th style="text-align: left;">March Benchmark</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>55% proficient</td> <td>64% proficient</td> </tr> <tr> <td>4th</td> <td>27% proficient</td> <td>41% proficient</td> </tr> <tr> <td>5th</td> <td>0% proficient</td> <td>.07% proficient</td> </tr> </tbody> </table> <p>9% increase in 3rd grade benchmark from Dec. to March, 14% increase in 4th grade benchmark from Dec. to March, and a .07% increase in 5th grade benchmark from Dec. to March.</p> <p>Facts Mastery</p> <p>3rd Grade 28% Passed Multiplication 12-Division 12 4th Grade 33% Passed Multiplication 12-Division 12 5th Grade 72% Passed Multiplication 12-Division 12</p>	Grade	Dec. Benchmark	March Benchmark	3 rd	55% proficient	64% proficient	4 th	27% proficient	41% proficient	5 th	0% proficient	.07% proficient
Grade	Dec. Benchmark	March Benchmark														
3 rd	55% proficient	64% proficient														
4 th	27% proficient	41% proficient														
5 th	0% proficient	.07% proficient														

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
	Students with Disabilities			
	Homeless/Migrant			
	ELLs			

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	No	Performance Level Breakdown at the completion of the Study Island Afterschool Program	<p>16% of all students in the Study Island afterschool program scored proficient or higher based on the performance level breakdown for ELA(Common Core). This is the first year of utilizing the Common Core Standards in Study Island.</p> <p>Breakdown by Grade Level:</p> <ul style="list-style-type: none"> • 7.7% of all students in the Study Island after school program scored proficient or higher based on the performance level breakdown for ELA(Common Core). • 37.5% of students in the fourth grade Study Island afterschool program scored proficient or higher based on the performance level breakdown for ELA (Common Core). • 10% of students in the fifth grade Study Island afterschool program scored proficient or higher based on the Performance Level Breakdown for ELA (Common Core).
Study Island	Mathematics	No	Performance Level Breakdown at the	37% of all students in the Study Island afterschool program scored proficient or higher based on the

SCHOOLWIDE COMPONENT: EVALUATION

	2	3	4	5
			completion of the Study Island Afterschool Program	<p>performance level breakdown for Math (Common Core). This is the first year of utilizing the Common Core Standards in Study Island.</p> <p>Breakdown by Grade Level:</p> <ul style="list-style-type: none"> 64.3% of students in the third grade Study Island afterschool program scored proficient or higher based on the performance level breakdown for Math (Common Core). 12.5% of students in the fourth grade Study Island afterschool program scored proficient or higher based on the performance level breakdown for Math (Common Core). 7.7% of students in the fifth grade Study Island afterschool program scored proficient or higher based on the Performance Level Breakdown for Math (Common Core).
	Students with Disabilities			
	Homeless/Migrant			
	ELLs			

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
Treasures Literacy Training Learning Walks PLC	ELA	Yes	<ul style="list-style-type: none"> • Sign-In Sheets • Sign-In Sheets • Agenda/Sign-In Sheets 	<p>75% of teachers attended the Treasures Literacy Workshop - January 2013. This was a new training this year.</p> <p>100% of teachers attended at least one learning walk lesson for the Treasures Literacy Program. Learning Walk percentage same as last years.</p> <p>100% of teachers attended weekly PLC meetings to analyze and share best practices to enhance classroom effectiveness. Same percentage as last year.</p>
Harry Kerr Facts Training Weekly PLC meetings	Mathematics	Yes	<ul style="list-style-type: none"> • Sign-In Sheets • Agenda/Sign-In Sheets 	<p>95% of teachers attended the Harry Kerr Facts Training Workshop. This was a new training this year.</p> <p>100% of teachers attended weekly PLC meetings to analyze and share best practices to enhance classroom effectiveness. Same percentage as last year.</p>
	Students with Disabilities			
	Homeless/Migrant			
	ELLs			

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
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SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
Parent Visitation Day	ELA	No	<ul style="list-style-type: none"> • Sign-In Sheets 	31% of parents attended this event. This is the first year of visiting a Treasures Literacy Classroom.
Parent Visitation Day	Mathematics	No	<ul style="list-style-type: none"> • Sign-In Sheets 	20% of parents attended this event, a 1% increase from last year.
Back to School BBQ	All Curriculum Areas	Yes	<ul style="list-style-type: none"> • Sign-In Sheets 	82% of parents attended this event. This was first year that this event was held.
Back to School Night	All Curriculum Areas	Yes	<ul style="list-style-type: none"> • Sign-In Sheets 	86% of parents attended this event, a 6% increase from last year.
Parent-Teacher Conferences	All Curriculum Areas	Yes	<ul style="list-style-type: none"> • Sign-In Sheets 	98% of parents attended Fall and Spring Conferences, a 1% increase from last year.
	Students with Disabilities			
	Homeless/Migrant			
	ELLs			

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.) In June 2013, 72.29% of total students were reading on grade level a 0.7% decrease from June 2012

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
Academic Achievement – Reading	<ul style="list-style-type: none"> • Scholastic Reading Inventory (SRI) • WCPM 	<ul style="list-style-type: none"> • 72.29% 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 0.7% decrease from the previous year.) • 75.22% of total students met grade-level WCPM norms. This is the first year of testing WCPM.
Academic Achievement - Writing	<ul style="list-style-type: none"> • Benchmark Assessments 	<ul style="list-style-type: none"> • 43%of the students in grade 3 received a grade of 3, 4, or 5 (proficient or better) on the LAL Winter Speculative Writing Prompt. (A 6% decrease from the Fall Speculative Writing Prompt.) • 55%of the students in grade 4 received a grade of 3, 4, or 5 (proficient or better) on the LAL Winter Speculative Writing Prompt. (A 6% increase from the Fall Speculative Writing Prompt.) • 72%of the students in grade 5 received a grade of 3, 4, or 5 (proficient or better) on the LAL Winter Speculative Writing Prompt. (A 14% decrease from the Fall Speculative Writing Prompt.)
Academic Achievement - Mathematics	<ul style="list-style-type: none"> • Unit Grades • Benchmarks • Facts Test 	<p>2012-2013 Math Benchmarks</p> <p>64% of 3rd grade students were proficient on the March benchmark (A increase of 9% from fall benchmark).</p> <p>41% of 4th grade students were proficient on the winter benchmark (A</p>

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
		<p>increase of 14% from fall benchmark).</p> <p>.07% of 5th grade students were proficient on the winter benchmark (An increase of .07% from fall benchmark).</p> <p>2012-2013 Everyday Math Unit Grade Averages</p> <p>34.8% of the total students were proficient on their marking period unit grades. (A 13.6% decrease from previous year)</p> <p>2012-2013 Facts Mastery</p> <p>44% of 3-5 students mastered their basic math facts. *Collection of this was new this year.</p>
Family and Community Engagement		
Professional Development		
Homeless		
Students with Disabilities		
English Language Learners		
Economically Disadvantaged		
School Climate and Culture		
Leadership		
School-Based Youth Services		

2013-3014 Needs Assessment Process *Narrative*

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

1. What process did the school use to conduct its needs assessment? The West End School reviewed the school wide goals at the November 30th meeting. The committee discussed their goals and shared their finding at PLC meetings, data chats and faculty meetings. Goals for our top three priority problems were in the areas of Language Arts Literacy, Professional Development and Parental involvement. During the December 2012 meeting allocation of funds were discussed. Review of assessment results was made available to the NCLB committee to analyze and look over at the January 17, 2013 NCLB meetings. The committee was also mindful of the subgroups identified as needing improvement during data collection and analysis. The results from the surveys as well as standardized assessments and student's achievement on local assessments were analyzed and discussed on the March 14th and April 18th NCLB meetings. These results were used as discussion points to help improve instruction, student achievement and implementation of programs throughout the year as well as collection of information for the writing and implementation of next years plan during the May and June 2013 NCLB meetings.
2. What process did the school use to collect and compile data for student subgroups? Results from state assessments, benchmark assessments, electronic reports, and classroom grade sheets were compiled and analyzed by district administrators, building administrators, curriculum facilitators, teachers and NCLB committee members. Once disaggregated, the data was used to create action plans for professional development, Language Arts Literacy and parental support and involvement with curriculum. The committee was also mindful in using this data to identify areas of strength and weakness that may additionally need to be addressed.
3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?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 machining the collection method valid and reliable. The staff and parent perception survey data came from an

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

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

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.

4. What did the data analysis reveal regarding classroom instruction? Data analysis revealed that Language Arts Literacy was the area that students needed the most improvement in overall and that professional development in this area was requested.
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? The data analysis revealed that the professional development in the area of language arts literacy was somewhat effective and showed some gains in student scores leading to the school making AYP in both reading and mathematics.
6. How does the school identify educationally at-risk students in a timely manner? At risk students are identified in a timely manner through teacher referral, which is supported directly by standardized assessment data, fall and winter benchmark assessment data, unit assessments, formal and informal classroom assessments, progress reports, marking period grades, observations conducted by the curriculum facilitators and student advisor, attendance data and discipline referrals.
7. How does the school provide effective interventions to educationally at-risk students? Within each classroom, as part of the Treasures Literacy Program, small group guided instruction allows for more focus and interventions for at-risk students. Additionally, at risk students are provided with tutoring, extended-day and extended-year learning opportunities, mentoring, and support from the INRS team. Students are placed in the Study Island after-school tutorial program, which provides extra help in the areas of reading and math, and are tailored to the student's needs. All students receive research based instruction in the areas of reading, writing, math, science and social studies, and their parents are invited into the building throughout the year to see classroom instruction in action.
8. How does the school address the needs of migrant students? N/A
9. How does the school address the needs of homeless students? West End School only had one homeless student during the 2012-2013 school year.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

- 10.** How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? Teachers were engaged in decision making during faculty and PLC meetings along with having district wide input through several mathematics meeting regarding new facts initiatives and year wide planning. The assistant superintendant also engaged the teachers, curriculum facilitators and school principal on ways to improve the implementation of the instructional programs. The school data was reviewed to determine the strengths and weaknesses in all areas of the school; from academic to systems. From these meetings and discussions, lists were generated to identify priority problems and potential strategies to address them.
- 11.** How does the school help student’s transition from preschool to kindergarten, elementary to middle school and/or middle to high school? N/A
- 12.** How did the school select the priority problems and root causes for the 2013-2014-schoolwide plan? All available data was collected, shared and analyzed by the NCLB Committee. From this process we identified the top three priority problems and explored their possible root causes.

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 Literacy	Mathematics
Describe the priority problem using at least two data sources	<p>Students need stronger LAL skills and strategies to improve reading comprehension.</p> <p>Based on the 4th quarter data from the 2012-2013 school year:</p> <ul style="list-style-type: none"> • 27.71% of the students in grades K-5 are reading at a lexile range below grade-level, a 0.7% increase from last year. • 24.78% of students were below grade level on WCPM norms. This is the first year of WCPM testing. 	<p>34.8% of the total students were proficient on their marking period unit grades. (A 13.6% decrease from previous year)</p> <p>35% of students were proficient on their March Math Benchmark. (A 7.3% increase from the Winter Math Benchmark.)</p>
Describe the root causes of the problem	Teachers need PD on the core elements of literacy and how to cater their instruction to focus on those core elements.	Teachers targeted PD to gain a stronger grasp of concepts and basic mathematical knowledge; stronger classroom management to gain more time on task; improve school/parent communication.
Subgroups or populations addressed	All students	All students
Related content area missed	n/a	n/a
Name of scientifically research based intervention to address priority problems	Treasures Reading	Everyday Mathematics Study Island

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

<p>How does the intervention align with the Common Core State Standards?</p>	<p>Macmillan/McGraw-Hill's Treasures is aligned to the Common Core Standards. This leading program offers the correct balance of fiction/nonfiction literature, explicit instruction and ample practice to ensure that students learn and grow as lifelong readers and writers. A Common Core Standards alignment document and a Common Core e-handbook that offers additional exercises are available for each grade level. These materials will support teachers as they transition to the Common Core Standards.</p>	<p>Everyday Math 2012 Edition is fully aligned to the common core curriculum for standards in grades K-5.</p>
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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 with Academics	
Describe the priority problem using at least two data sources	Based on our parent perception survey results, parents have expressed an interest in attending workshops to better equip them to assist and support their children academically.	
Describe the root causes of the problem	Work Schedule, New Teaching Methodology, Limited English proficiency To address this problem we must vary the times workshops are offered at to reach our target, we must also recognize our growing population of LEP students- result is school needs to offer sessions in native languages of parents.	
Subgroups or populations addressed	All students	
Related content area missed	n/a	
Name of scientifically research based intervention to address priority problems	Parent Newsletters, outreach and communication programs, such as, Curriculum Nights and parent surveys/ Tutorial Programs	
How does the intervention align with the Common Core State Standards?	Standard 9.1- 21st-Century Life and Careers <ul style="list-style-type: none"> • Creating an inviting and encouraging atmosphere to encourage parent/guardian and family participation with curriculum changes • Plan parent teacher conferences, open houses and other family forums to foster support for students to successfully complete homework 	

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

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

Plan Components for 2013

2013-2014 Interventions to Address Student Achievement

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

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
Treasures Reading Program*	ELA	All Students	Classroom teacher, Reading Facilitator and Principal	<p>79.51% of the students in grades K-5 will perform at or above grade level in reading based on the Quarterly SRI assessment results and the multiple measures reading grade summary form.</p> <p>82.74% of students in grades K-5 will perform at or above grade level based on WCPM norms.</p>	<p>Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: 12/07</p> <p>Students who read with understanding at an early age gain access to a broader range of texts, knowledge, and educational opportunities, making early reading comprehension instruction particularly critical. This guide recommends five specific steps that teachers, reading coaches, and principals can take to successfully improve reading comprehension for young readers</p> <p>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>
Everyday Mathematics	Mathematics	All Students	Math Facilitator and principal	<p>56.8% % of students will score proficient or better on part A on each of the unit grade sheets as measure by the unit grade sheets submitted after each formal assessment, student performance on benchmarks and continued</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>

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

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

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
				proficiency on the NJ state assessments.	
		Homeless Migrant			
		ELLs			
		Students with Disabilities			

*Use an asterisk to denote new programs.

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	LAL & Math	Targeted Students in need of improvement (below grade-level)	Identified by teachers, facilitators, principal	50% of students for ELA and 50% of students for Math will score proficient or advanced proficient based upon the Performance Level Breakdown at the completion the Study Island Afterschool program.	IES Practice Guide: "Structuring Out-Of-School Time to Improve Academic Achievement" http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf
		Homeless Migrant			

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)
		ELLs			
		Students with Disabilities			

*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.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Professional Learning Committees (Job-embedded professional development)	Math/LAL	Math/LAL	Facilitators, math and LAL teachers	During the 2013-2014 school year 100% of teachers will participate in program specific trainings a minimum of 2 times per year per specific academic area including but not limited to Reading, Writing, and Math as noted in facilitator logs, sign in sheets and teacher lesson plans.	Rismark, M., & Solvberg, A. M. (2011). Knowledge sharing in schools: A key to developing professional learning communities. <i>World Journal of Education, 1</i> (2), 150-n/a. Retrieved from http://search.proquest.com/docview/1030087823?accountid=28180 Loertscher, D. (2008). Schoolwide action research for professional learning communities: Improving student learning through the whole faculty. <i>Teacher Librarian, 36</i> (1), 49-49. Retrieved from http://search.proquest.com/docview/224874096?accountid=28180
Learning Walks	All	Teachers, Facilitators, Administration	Curriculum Facilitators	During the 2013-2014 school year 100% of teachers will participate in Cross Grade-Level Learning Walks at	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)
				least 2 times per year as noted in facilitator logs, sign in sheets and teacher lesson plans.	
		Homeless Migrant			
		ELL			
		Students with Disabilities			

*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)
Open House (Evening)	All	Parents/ Guardians	Principal, Facilitators, Homeroom Teachers	94.06% of parents will attend at least 2 school offered functions during the 2013-2014 school year, as measured by back to school night sign-in sheets, parent-teacher conference sign in sheets, and parent workshop sign-in sheets.	IES Practice Guide: "Structuring Out-Of-School Time to Improve Academic Achievement" http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf
Math In-Services	Math	Parents/ Guardians	Math Facilitator	During the 2013-2014 school year 28% of parents will attend a math-in service which will be determine by the use of sign in sheets.	Parental Involvement Strongly Impacts Student Achievement ScienceDaily (May 28, 2008) — New research from the University of New Hampshire shows that students do much better in school when their parents are actively involved in their education.
Parent-Teacher conferences	All	Parents/ Guardians	Principal and teachers	During the 2013-2014 school year 99% of parents will attend	Epstein, Joyce L., "Parent Involvement: What Research Says to Administrators" Education and Urban Society February 1987

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)
				Parent Teacher Conferences either in person or via conference call.	
		Homeless Migrant			
		ELL			
		Students with Disabilities			

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

2013-2014 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? Parental involvement requires that parents be informed so that programs may be developed to build ties between parents and the school in order to improve their children's achievement in LAL and mathematics.
2. How will the school engage parents in the development of the written parent involvement policy? The school will engage parents in the development of the written parent involvement policy through meetings and surveys.
3. How will the school distribute its written parent involvement policy? The school will distribute its written parent involvement policy through school handbook and school webpage.
4. How will the school engage parents in the development of the school-parent compact? The process is as follows: the school-parent compact is sent home with the students, parents are asked to read and sign the document and return it to school, and homeroom teachers and the student advisor follow-up with phone calls home to ensure that a compact is returned for each student.
5. How will the school ensure that parents receive and review the school-parent compact? The process is as follows: the school-parent compact is sent home with the students, parents are asked to read and sign the document and return it to school, and homeroom teachers and the student advisor follow-up with phone calls home to ensure that a compact is returned for each student.
6. How will the school report its student achievement data to families and the community? The school will report its student achievement data to families and the community through district/school letter.
7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III? If the district has not met their annual measurable objectives for Title, III, parents are notified by letter.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

8. How will the school inform families and the community of the school's disaggregated assessment results? The school will inform families about the academic achievement of their child/children through standards based report cards, teacher parent contact throughout the school year and parent-teacher conferences.
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.
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.
11. On what specific strategies will the school use its 2013-2014 parent involvement funds? The
The West End school will use its 2013-2014 parental involvement funds in multitude of ways. First the funds will be allocated to hold several events that are intended to promote a positive school culture and climate that includes the learning of social skills and study habits that promote student achievement. One example of this is the Open House Night in which the building principal will introduce and inform the parents of the school wide initiatives. Second school funds will be allocated to promote the awareness of curriculum and common core state standards. Third allocations will be set aside for the recognition of student achievement. This will include awards ceremonies and the distribution of certificates for excellent student achievement. This also will include a whole school imitative 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	33	Teachers will be offered a variety of professional development opportunities in the areas of technology, standards, curriculum, subject area content, classroom guidance and management, parental involvement, and discipline. Coaches will visit classrooms and model lesson, and demonstrate best practices, strategies and techniques.
	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)	10	Instructional assistants (paraprofessionals) will be offered a variety of professional development opportunities in the areas of technology, standards, curriculum, subject area content, classroom guidance and management, parental involvement, and discipline.
	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
<p>The Personnel Director and District Administrators attend college and university fairs to recruit highly qualified teachers. Job openings are also posed in the local newspapers and on the district’s website. The district offers a high-quality mentoring program for new teachers, as well as an extensive new teacher induction program. This program is conducted throughout the school year and attendance is mandatory for all new teachers. Highly qualified specialists and district personnel are used to help new teachers achieve success in their classroom. Every new teacher is assigned a veteran teacher to help them with the routine problems and concerns that face new teachers. This program coupled with an extensive interview process has helped the district to retain highly qualified teachers. Teachers are afforded the opportunity to advance their studies by attending in-services, workshops and conferences in and out of the district.</p> <p>Every paraprofessional in the district has met the NCLB requirement. With the onset of the new legislation, Long Branch entered into an agreement with Brookdale Community College to offer courses to all of the paraprofessionals in the district. This was done at the expense of the district and enabled many paraprofessionals to receive their Associate of Arts Degree and become highly qualified. Those who did not attend Brookdale courses attended prep sessions so that they were able to take the Para-Pro test. Portfolio assessment was not an option in Long Branch. Retention rate of paraprofessionals is high in the Long Branch School District.</p>	<p>Primarily the District Manager of Personnel and Special Projects in collaboration with the Board of Education, Superintendent of Schools, Central Office Staff and Principals.</p>

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.