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: Long Branch High School
Chief School Administrator: MICHAEL SALVATORE	Principal: Vincent Muscillo
Chief School Administrator's E-mail: msalvatore@longbranch.k12.nj.us	Principal's E-mail: vmuscillo@longbranch.k12.nj.us
Title I Contact: Kevin Carey	Principal's Phone Number: (732) 229-7300 EXT. 41004
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.

Vincent J. Muscillo

_____   _____   _____

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

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGMENT

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
Vincent Muscillo	Lead Principal	Yes	Yes	Yes	
Desmond Dunkley	Teacher	Yes	Yes	Yes	
Nicole Esposito	Teacher	Yes	Yes	Yes	
Salome Monteiro	Teacher	Yes	Yes	Yes	
Robin Reinhold-Canneto	Math Facilitator	Yes	Yes	Yes	
Allyson Winter	ELA Facilitator	Yes	Yes	Yes	
Maria Chaves	Parent	Yes	Yes	Yes	

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 15, 2012	Long Branch High School	Review of school-wide goals	X		X	
December 20, 2012	Long Branch High School	Data check	X		X	
January 17, 2013	Long Branch High School	Review assessment results	X		X	
February 21, 2013	Long Branch High School	Conducted focus groups	X		X	
March 21, 2013	Long Branch High School	Analyze results of surveys	X		X	
April 18, 2013	Long Branch High School	Data check	X		X	
May 16, 2013	Long Branch High School	Data gathering	X		X	
June 4, 2013	Long Branch High School	Evaluating goals and reporting results	X		X	

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?	Long Branch High School's purpose is to strive to meet and exceed the standards set forth by the state of New Jersey. Our goal is to be recognized as the benchmark of excellence among the New Jersey school districts. Further, we seek to ensure that every Long Branch student achieves grade-level standards, graduates ready for college and career, and contributes positively to society. Therefore, our staff is committed to setting high expectations and inspiring all students to achieve academic excellence. Our school leadership and staff have identified data-driven instruction as one of the four pillars of professional practices necessary to promote higher levels of student achievement. As a result, the administration and staff will participate in and promote evidence-based dialogue among all stakeholders, and will engage teachers, staff, and leadership in year-round cycles of inquiry and timely assessments to monitor and adjust professional practices.

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 Plan

1. Was the plan implemented as planned? Overall, the 2012-13 plan was implemented as planned.

2. What were the strengths of the implementation process? English Language Arts and Mathematics data were reviewed consistently over the course of the school year by administrators, curriculum facilitators and teachers. These data were used to drive classroom instruction.

3. What were the barriers or challenges during the implementation process? Parent involvement continues to be an area of concern. Although there were a variety of opportunities for parents to be involved in their child's education attendance fails to show any significant increase or meet our goal.

4. What were the apparent strengths and weaknesses of each step during the plan(s) implementation? In regard to English Language Arts and Mathematics there are regularly scheduled meetings to review and analyze data and provide instructional support for teachers. Attendance at after school programs was poor and as a result did not significantly impact student achievement.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? Professional development was offered throughout the year to the entire school community. Additionally, parent involvement workshops were offered throughout the course of the year.

6. What were the perceptions of the staff? The staff feels strongly that student achievement can increase through integrating instruction across the curriculum, cooperative learning and thematic instruction. Additionally, the staff expressed a need for student self-assessment as well as authentic assessment and sees that close personal student relationships as well as effective parent involvement also support student achievement.

7. What were the perceptions of the community? Although there was not a large response rate, those that responded felt that the school expects quality work from its students and that the school succeeds in preparing the students for future work. They also feel that parent volunteers are vital to the school community.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.) Professional development opportunities as well as parent involvement opportunities were offered in small group settings. Additionally, one on one conferences were held between teachers and facilitators as well as whole school faculty and department meetings throughout the course of the year.

9. How were the interventions structured? Instructional interventions were offered to students who were performing below grade level as identified through multiple measures. Read 180 was offered as an elective course during the school day. Study Island tutoring was an after school tutoring opportunity.

SCHOOLWIDE COMPONENT: EVALUATION

10. How frequently did students receive instructional interventions? Students identified to receive instructional interventions during the school day, received an additional 97 minutes of instruction every other day. Intervention programs were available daily both before and after school.

11. What technologies were utilized to support the program? Study Island and Read 180 were utilized to support programs in both English Language Arts and Mathematics. Students utilized laptops during both of these programs and teachers utilized SMART Slates during their lessons.

12. Did the technology contribute to the success of the program, and if so, how? The technology used in Read 180 offered students individualized instruction on their reading level which contributed to an increase in reading achievement.

SCHOOLWIDE COMPONENT: EVALUATION

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

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

English Language Arts	2011-2012	2012-2013	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12	15	7	Summer Scholars was offered to all students that did not demonstrate proficiency. This intensive six-week program provided students with targeted reading and writing instruction driven by the data collected throughout the course of the school year and during the summer program as well. Students in grade 12 who did not demonstrate proficiency were enrolled in an additional English class, AHSA. Students met with their teacher and Language Arts Literacy Facilitator throughout the course of the school year to review reading and writing product and discuss strengths and weaknesses. Students would receive	In the 2011-2012 cohort, there were 15 students that did not demonstrate proficiency. 11 of the 15 students were ELL students and encountered difficulties in both reading and writing and as a result of their language difficulties struggled to demonstrate proficiency on HSPA. Two of the four students were new to Long Branch High School and scored well below 160 on the March 2011 HSPA when they entered. The remaining two students struggled with completing the tasks given the time constraints of the test. In the 2012-2013 cohort, there were 7 students that did not demonstrate proficiency. Four of the seven students were ELL students and one was a former ELL student. These students encountered difficulties in both reading and writing and as a result of their language difficulties struggled to demonstrate proficiency on HSPA. Two of the

| | | | feedback on reading and writing product to revise until student earned a proficient score as measured by the NJ Holistic Scoring Rubric.

Literacy center-based learning activities were created in all AHSA classes to address specific reading and writing tasks as seen on HSPA. There were two teacher led centers that focused on test taking strategies in addition to an independent center, Study Island. | seven had ten or more absences in their Senior English class. |

Mathematics	2011-2012	2012-2013	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grad-e 8				
Grade 11				
Grade 12	103	40	Summer Scholars was offered to all students that did not demonstrate proficiency in the area of mathematics during the March 2012 HSPA administration. This intensive five-week program provided students with targeted instruction on two of the four strands identified by the data collected throughout the course of the school year and during the March 2012 HSPA administration. Students in grade 12 who did not demonstrate proficiency were enrolled in a	In the 2011-2012 cohort, there were 103 students that did not demonstrate proficiency on the HSPA. 5 of the 40 students were ELL students and encountered difficulties in understanding the mathematics portion of the assessment. One student was new to Long Branch High School and received mathematics instruction in another state. One student was classified as a student with disabilities who later was exempt. All of the students that failed to demonstrate proficiency on the HSPA have historically had low math data.

			Senior Math class. Students met with their teachers Math Facilitators throughout the course of the school year to review assessment results and open-ended product and discuss strengths and weaknesses. Students received feedback on open-ended product and were able to revise their work until a proficient score was earned as measured by the task specific or NJ Holistic Scoring Rubric. Center based learning activities were created in all Senior Math classes to address specific math strands as seen on HSPA. There were two teacher led centers that focused on test taking strategies in addition to an independent center, Study Island.	

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

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

English Language Arts	2011-2012	2012-2013	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9				
Grade 10				

Mathematics	2011-2012	2012-2013	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency.
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
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
Block Scheduling	ELA and Math	Yes	High School Schedule	• 2012 Preliminary School Profile Data indicates that all subgroups met the state wide performance goal in Language Arts Literacy. • 2012 Preliminary School Profile Data indicates that all subgroups with the exception of Students with Disabilities met the state wide performance goal in Mathematics.
Read 180	ELA	Yes	Quarterly Scholastic Reading Inventory Reports	• During the 2012-13 school year there were 80 students enrolled in the Read 180 Intervention Program. • In September of 2012, 33% of the students enrolled in the Read 180 Intervention Program were Below Basic. In May of 2012, 17% of the students enrolled in the Read 180 Intervention Program were Below Basic. This represents an increase of 16%. • In September of 2012 7% of the students enrolled were Proficient. In May of 2012 14% of the students enrolled were Proficient. This represents an increase of 7%. Read 180 Scholastic Inventory Data suggest an increase in all categories from the baseline data collected for the 2011-12 school year. This supports the structural changes made to the class last year.
Targeted instruction	ELA and ELL's	Yes	HSPA Scores	• October 2012 and March 2013 HSPA data in

1	2	3	4	5
for the seniors who scored partially proficient on HSPA			AHSA Scores Student product	addition to AHSA 2012-13 data indicate that 93.3% of the seniors who scored partially proficient on the March 2012 HSPA demonstrated proficiency as set forth by the state of New Jersey. This demonstrates a 6.63% increase in proficiency from the previous year. • In both June 2012 and June 2013, 100% of all ELL students met the standards set forth by the state of New Jersey by demonstrating proficiency on either the HSPA or AHSA.
Targeted instruction for the seniors who scored partially proficient on HSPA	Mathematics and ELL's	Yes	HSPA Scores AHSA Scores Student product	• October 2012 and March 2013 HSPA data in addition to AHSA 2012-13 data indicate that 62.5% of the seniors who scored partially proficient on the March 2012 HSPA demonstrated proficiency as set forth by the state of New Jersey. This demonstrates a 0.17% increase in proficiency from the previous year. • In both June 2012 and June 2013 100% of all ELL students met the standards set forth by the state of New Jersey by demonstrating proficiency on either the HSPA or AHSA.
Algebra II Lab Classes	Mathematics	Yes	HSPA Scores	• 46.67% of students enrolled in the Algebra II Lab Class scored proficient during the 2013 HSPA administration.
Hampton-Brown Edge Reading, Writing and Language	ELL's	Yes	HSPA Scores	• 42.8% of student who participated in the Hampton-Brown Edge Reading, Writing and Language program scored proficient during the 2013 HSPA administration. This number represents baseline data as it is the first year of implementation.

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

SCHOOLWIDE COMPONENT: EVALUATION

Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes
Summer Scholars	ELA, Mathematics and ELL	Yes	HSPA Scores AHSA Scores Student product	English Language Arts: • 15 students attended the Summer Scholars Program during July and August of 2012 for ELA. Of these students 14 demonstrated proficiency on either the HSPA or AHSA. • There was one ELL student that attended the Summer Scholars program. She demonstrated proficiency during both the 2013 AHSA and HSPA administrations. Mathematics: • October 2012 and March 2013 HSPA data in addition to AHSA 2012-13 data indicate that 75.41% of the seniors that scored partially proficient on the March 2012 HSPA demonstrated proficiency as set forth by the state of New Jersey.
Study Island	Mathematics	Yes	Attendance data	• During the first tutoring cycle there was a 23% attendance rate. • During the second tutoring cycle there was a 39% attendance rate.
Homework Club	All Courses	Yes	Attendance Sheets, Interim Reports and Report Cards	• Attendance sheets and class reports indicated that 97% of athletes who attended Homework Club passed all of their classes with a 77% or higher. This is a 32% increase from the 2011-2012 school year.
Bilingual After school Tutorial	ELL's	Yes	HSPA and EPP results	• 35% of ELL students regularly attended. Of those students who attended 100% met the graduation requirement as set forth by the state of New Jersey.

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
Formative Questioning Techniques Workshop	ELA	Yes	- Sign in sheets - Student products - Formal and informal observations - Formative assessment grades	92% of the English Department staff members attended Formative Questioning Workshops throughout the course of the school year. 86% of the English Department incorporated formative questioning techniques into their classroom lessons. 2012 Preliminary School Profile Data indicates that all subgroups met the state wide performance goal in Language Arts Literacy. This is consistent with the data from the previous school year.
Critical Reading Workshops	ELA	Yes	Sign in sheets and student products	100% of the English Department staff members attended Critical Reading Workshops throughout the course of the school year. 100% of the English Department incorporated critical reading strategies into their classroom lessons. 2012 Preliminary School Profile Data indicates that all subgroups met the state wide performance goal in Language Arts Literacy. This is consistent with the data from the previous school year.
Analytical Writing Workshops	ELA	Yes	Sign in sheets and student products	100% of the English Department staff members attended Critical Reading Workshops throughout the course of the school year. 100% of the English Department incorporated critical reading strategies into their classroom lessons. 2012 Preliminary School Profile Data indicates that all subgroups met the state wide performance goal

1	2	3	4	5
				in Language Arts Literacy. This is consistent with the data from the previous school year.
Read 180 Data Collection	ELA	Yes	Sign in sheets, Read 180 reports and student products	• 100% of READ 180 teachers utilized growth reports. • 100% of READ 180 teachers shared reports with students to set individual goals. • 100% of READ 180 teachers who set individual goals showed growth as measured by the Scholastic Reading Inventory. This number has remained consistent from the previous year. • 2012 Preliminary School Profile Data indicates that all subgroups met the state wide performance goal in Language Arts Literacy. This is consistent with the data from the previous school year.
Component Meetings	ELA	Yes	Sign in sheets and student products	• Language Arts Literacy Facilitators met with teachers monthly to review student product, set instructional goals utilizing data and/or introduce a new instructional strategy. • 92% of the English Department attended all grade level meetings. This number is consistent with the previous year. • 2012 Preliminary School Profile Data indicates that all subgroups met the state wide performance goal in Language Arts Literacy. This is consistent with the data from the previous school year.
Discovering Algebra, Discovering Geometry and Discovering Advanced Algebra	Mathematics	Yes	Formal and informal classroom observations In class support sessions	• 100% of Discovering Algebra, Geometry and Advanced Algebra teachers were provided with at least one in-class support visitation throughout the 2012-13 school year. • 2012 Preliminary School Profile Data indicates that all subgroups with the exception of Students with Disabilities met the state wide performance goal in Mathematics. This is consistent with the data from the previous school year.

SCHOOLWIDE COMPONENT: EVALUATION

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Component Meetings	Mathematics	Yes		• Math Facilitators met with teachers monthly per subject to review student product, set instructional goals utilizing data, update pacing guides and/or share instructional strategy. • 94% of the Math Department teachers attended all subject level meetings. • 2012 Preliminary School Profile Data indicates that all subgroups with the exception of Students with Disabilities met the state wide performance goal in Mathematics. This is consistent with the data from the previous 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
Back to School Night (9-24-12)	All Parents	Yes	Sign-In Sheets	27% of parents attended Back to School Night. This is a 2% increase from the 2011-2012 school year.
Parent Teacher Conferences (12-4-12 & 2-26-13)	All Courses	Yes	Sign-In Sheets	19% of parents attended the conferences. This is a 1% increase from the previous school year.
Junior Class Parent Meetings	Junior Class	Yes	Sign-In Sheets Parent Feedback	11% of parents invited attended these meetings. (25 out of 236). This is a 7% increase from the 2011-2012 school year.
Senior Class Parent Meetings	Senior Class	No	Sign-In Sheets Parent Feedback	Less than 1% of parents invited attended these meetings. (4 out or 276). This is a 3% decrease from the 2011-2012 school year.
Freshmen and Sophomore Parent Night (9-20-12)	Freshmen and Sophomore Class	No	Sign-In Sheets Parent Feedback	Less than 4% of parents invited attended this meeting. (20 out of 639). This is a 6% decrease from the previous school year.
Junior and Senior Parent Night (9-27-12)	Junior and Senior Class	Yes	Sign-In Sheets Parent Feedback	Less than 5% of parents invited attended this meeting. (21 out of 512). This is a 2% increase from the previous school year.

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
FAFSA (2-5-13 and 2-19-13)	Guidance	No	Sign-In Sheets	Less than 8% of parents invited attended this meeting. (20 out of 276). This is a 9% decrease from the previous school year.
Educational Summit (3-15-13)	Guidance	Yes	Sign-In Sheets Student Feedback	124 parents attended this event. This is a 1% increase from the 2011-2012 school year.
PGC Family Night (4-18-13)	8th, 9th, 11th, and 12th grade families	Yes	Sign-Sheets Student and Family Feedback	Less than 10% of families invited attended this event. (16 out of 200). This is the first year this event was conducted.
"How to Save a Life" Senior Awareness Program (5-14-13)	Student Assistance Prevention Program	No	Sign-In Sheets Parent Feedback	8% of parents invited attended this meeting. (12 out of 276) This is an 11% decrease from the 2011-2012 school year.
Scholarship Night (5-23-13)	Senior Class	Yes	Responses Parent Feedback	98% of parents invited attended this meeting.
Advanced Placement Classes 2013-2014 Parent Meeting (6-6-13)	AP Students	Yes	Sign-In Sheets	16% of parents invited attended this meeting. (32 out of 200). This is the first year for this event.
Chemistry Carnival (6-8-13)	Families of LBHS	Yes	Sign In Sheets Parent Feedback	8 families attended this event. This is the first year this event was conducted.

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.

Vincent J. Muscillo

_____   _____   _____

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

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2013-2014 Needs Assessment Process
Data Collection and Analysis

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
Academic Achievement – Reading	• HSPA scores • Scholastic Reading Inventory • Open-Ended product reviews	HSPA Scores • In the 2013 cohort of students who scored partially proficient on the HSPA, 23.5% met the just proficient mean for reading as compared to the 41.1% who met the just proficient mean in writing. • In 2013 23.45% of tenth grade students scored partially proficient on the NJ PASS in language. **HSPA data suggests that students scoring partially proficient on the language portion of the HSPA have greater difficulty in the area of reading. As a result, the structure of the READ 180 class continued to be an elective intervention class.** Scholastic Reading Inventory • During the 2012-13 school year there were 80 students enrolled in the Read 180 Intervention Program. • In September of 2012, 33% of the students enrolled in the Read 190 Intervention Program were Below Basic, 60% of the students enrolled were Basic and 7% of the students enrolled were Proficient. • In May of 2013, 17% of the students enrolled in the Read 180 Intervention Program were Below Basic, 69% of the students enrolled were Basic, 13% of the students enrolled were Proficient

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
		and 1% was Advanced Proficient.
		Read 180 Scholastic Inventory Data suggest an increase in all categories from the baseline data collected for the 2011-12 school year. This supports the structural changes made to the class last year.
		Open-Ended Product Reviews
		• Open-ended product reviews were conducted four times throughout the course of the school year.
		• 72.5% of the students consistently demonstrated proficiency by scoring a 3 or higher on open-ended responses.
		In open-ended product reviews that were analyzed in September, December, January and February students that were not consistently scoring a 3 or higher were identifying appropriate text support, however they had difficulty providing insight and extending their responses to other pieces of literature. This is consistent with the open-ended product reviews conducted during the 2011-12 school year.
Academic Achievement - Writing	• HSPA scores • Persuasive essay product • Literary analysis product	HSPA Scores • March 2013 HSPA data indicates that 41.1% of the students who scored partially proficient met the Just Proficient Mean in Writing. • In 2013 23.45% of tenth grade students scored partially proficient on the NJ PASS in language. **March 2013 data suggests that this cohort of students had more difficulty with the reading portion of the HSPA as compared to the writing portion. This is consistent with the findings of the previous year.** **HSPA data suggests that students scoring partially proficient on the language portion of the HSPA have greater difficulty in the area of reading. As a result, the structure of the READ 180 class continued to be an elective intervention class.**

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
		Persuasive Essay Product • 88% of the students in grade 11 demonstrated proficiency by scoring a three or higher on persuasive essay tasks. This represents a 4% increase from the previous year. • Students that did not demonstrate proficiency did not communicate a clear thesis statement in addition to sound arguments in support of their position. Literary Analysis • 64.2% of grade 11 student's demonstrated proficiency in writing literary analysis response essays on midterm exams as measured by a six-point analysis rubric. Students that did not demonstrate proficiency included plot summary in their writing. **Literary Analysis product review results analyzed in January and May indicate a 5.2% increase from the previous year.**
Academic Achievement - Mathematics	• HSPA scores • NJ Pass	HSPA Scores • In 2013 cohort of students who scored partially proficient on the HSPA, 48.84% met or exceeded the just proficient mean for Numbers and Numerical Operations, 15.12% for Geometry and Measurement, 11.63% for Patterns and Algebra and 19.77% on Data Analysis, Probability and Discrete Mathematics. • In 2013 44.14% of tenth grade students scored partially proficient on the NJ PASS in mathematics.
Family and Community Engagement	**Conferences:** Back To School Night (9-24-12) Parent Teacher Conferences (12-4-12 & 2-26-13) **Class Parent Nights:**	**Conferences:** • 27% of parents attended Back to School Night. This is a 2% increase from the 2011-2012 school year. • 19% of parents attended conferences. This is a 1% increase from the 2011-2012 school year. **These data indicate a low attendance rate for Back to School Night and Parent Teacher Conferences. However, the percentages illustrate a 1-2%**

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
	Freshmen Parent Night (9-20-12) Sophomore Parent Night (9-20-12) Junior Parent Night (9-27-12) Senior Parent Night (9-27-12) **Parent Nights Conducted by Class Advisors:** Senior Class Parent Meetings Junior Class Parent Meetings **Guidance Activities:** Spring Educational Summit (3-15-13) FAFSA Night (2-5-13 & 2-19-13) Scholarship Night (5-23-13) **First Time Activities:** PGC Family Night (4-18-13) Advanced Placement Classes 2013-2014 Parent Meeting (6-6-13) Chemistry Carnival (6-8-13)	**increase from the previous school year.** **Class Parent Nights:** • A total of 20 parents attended freshmen and sophomore parent nights. This indicates a 6% decrease from the 2011-2012 school year. • A total of 21 parents attended junior and senior parent nights. This indicates a 2% increase from the 2011-2012 school year. **These data indicate a low attendance rate for parent nights presented by the guidance department. There has been a decrease for the 9th and 10th grade parents, but a slight increase for the junior and senior parents.** **Parent Nights Conducted by Class Advisors:** • A total of 29 parents attended junior and senior parent meetings presented by class advisors. **This data indicates 2% decrease from the previous school year.** **Guidance Activities:** • A total of 124 parents attended the Spring Education Summit (college fair) organized by the guidance department. This is a 1% increase from the previous school year. • 8% of parents who were invited to attend the FAFSA Night attended. (20 out of 276) This is a 9% decrease from the previous school year. • 98% of parents invited to the Scholarship Night attended this event. This is a 1% increase from the previous school year. **Although the attendance rate overall reflects a decrease in participation, there was a higher attendance rate at the college fair, financial nights and scholarship night than at other parent nights conducted by the guidance department.** **First Time Activities:** • The following is data collected for the first time this year: • Less than 10% of families invited attended the PGC event. (16 out of 200).

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
		16% of parents invited attended the Advanced Placement Parent Meeting. (32 out of 200). 8 families attended the Chemistry Carnival event. **These data indicate a low attendance rate for specific grade level informative meetings.**
Students with Disabilities	- HSPA - NJPASS	- In the 2013 cohort of students, 60% of Students with Disabilities demonstrated proficiency on the HSPA in Language Arts. - Of the Students with Disabilities that were Partially Proficient in ELA one student met or exceeded the JPM in Reading and three students met or exceeded the JPM in Writing. - In the 2013 cohort of students, 3.23% of Students with Disabilities demonstrated proficiency on the HSPA in Mathematics. - Of the Students with Disabilities that were Partially Proficient in Mathematics 10 students met or exceeded the JPM in Numbers and Numerical Operations, 1 student met or exceeded the JPM in Geometry and Measurement, 1 student met or exceeded the JPM in Patterns and Algebra and 4 students met or exceeded the JPM in Data Analysis, Probability and Discrete Mathematics. 33.33% of Students with Disabilities demonstrated proficiency on NJ PASS 10 in Language Arts. 13.89% of Students with Disabilities demonstrated proficiency on NJ PASS 10 in Mathematics.
English Language Learners		- In the 2013 cohort of students, 50% of English Language Learners demonstrated proficiency on the HSPA in Language Arts. - Of the students that were Partially Proficient in ELA one student met or exceeded the JPM in Reading. None of the students met the JPM in Writing. - In 2013 cohort of students, 23.08% of English Language Learners demonstrated proficiency on the HSPA in Mathematics.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2013-3014 Needs Assessment Process
Narrative

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

   Throughout the 2012-2013 school year, the NCLB committee met monthly to discuss progress toward the 2013 goals outlined in the school's Title I unified plan. During the meetings data were analyzed and discussed in an effort to assess areas that required continued focus. Benchmark assessments, chapter assessments, standardized assessments and product review data in mathematics and language arts were reviewed to determine specific areas of academic strengths and weaknesses.

   In addition to data collection, the high school conducted an extensive needs assessment using teacher surveys, student surveys and parent surveys. Data gathered from these surveys were analyzed by the NCLB Committee. Results from these surveys along with standardized assessment data and local assessments were analyzed and discussed at component meetings and faculty meetings.

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

   The high school compiles data in a variety of ways. Results from state assessments and benchmark assessments are analyzed by district administrators, building administrators, curriculum facilitators, and teachers. Data are disaggregated by school, academy, teacher and student. Data are then further broken down by subgroup. Data are analyzed by administrators and teachers in order to create action plans with regard to professional development and curriculum revisions in an effort to address marked areas of strengths and weaknesses.

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 from standardized assessments administered by the state of New Jersey are valid and reliable. Additionally, Long Branch High School uses Victoria Bernhardt's School Portfolio Survey, which is an established and reliable survey for school use. Standard protocols for reviewing data are established and utilized when analyzing school data.

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[1] Definitions taken from Understanding Research Methods" by Mildred Patten

Patten, M. L. (2012). Understanding Research Methods. Glendale, California: Pyrczak Publishing

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

Analysis of HSPA 2013 data shows an increase in Language Arts Literacy proficiency in the following subgroups; Total Population (3.1%) and Special Education (10.8%). During administrative data walks, formal observations, facilitator informal class visits and component meetings, it was noted that teachers were using data collected through product reviews to set instructional goals and monitor growth. Additionally, teachers applied instructional strategies presented at professional development opportunities, which resulted in increased proficiency. Furthermore, these initiatives led to an increased level of rigor in the classroom that allowed students to engage in higher order thinking activities.

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

Student achievement along with consistent attendance at professional development opportunities suggests that the on-going professional development offered to the English Department were successful. Professional development opportunities were organized by grade level and differed depending on the needs of the particular grade. 92% of the English Department staff attended all professional development opportunities. This is consistent with the results noted in this report last year, when we began to create an overall focus for the English Department.

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

A student list was created in September in an effort to identify students who may need extra help with math and language arts. In order to create a list of at-risk students, many factors were taken into consideration: historical test data, prior year course grades, attendance, and behavioral concerns that hinder student learning. Curriculum facilitators monitored student progress on unit assessments as well as on benchmark assessments and met with teachers regularly to create plans for at risk students.

7. How does the school provide effective interventions to educationally at-risk students?

Teachers were available for extra help before and after school. Homework Club is available before school and after school until 5:00 pm for students to receive extra help. Highly qualified teachers from every discipline are available during Homework Club to provide assistance. The high school employs an athletic facilitator to academically monitor and assist athletes. Athletes are mandated to attend Homework Club at least once a week. Students identified as reading below grade level are enrolled in the Read 180 course that

provides instructional support for reading on grade level. Students identified as being at-risk in mathematics, are enrolled in math lab classes and the Study Island after-school program.

8. How does the school address the needs of migrant students? N/A

9. How does the school address the needs of homeless students? N/A

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

   In the beginning of the school year, teachers met with their administrator to discuss and set instructional goals, which were monitored throughout the school year. Teachers participated in the decision making process regarding academic assessments utilizing classroom data and perception surveys.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high school?

   Long Branch High School offers two programs to help students transition from middle school to high school. The Peer Group Connection, which consists of a carefully selected group of high school students visit the middle school monthly and work with grade eight students. This outreach program is designed to aid in the transition from middle school to high school through mentoring. At the end of the year, students have the opportunity to visit ninth grade classes to prepare them for the expectations of high school. Additionally, S.O.L.V.E. is an orientation/service learning program for students entering 9th grade (Summer Orientation Learning Volunteer Experience). The program acclimates students to the high school. The lessons focus on building skills that students will need in order to be successful in and out of the classroom. (Study Skills, Organization, Goal Setting, Problem Solving, & Resume Writing). S.O.L.V.E. students have an opportunity to meet with representatives from the various departments within the high school.

12. How did the school select the priority problems and root causes for the 2013-2014 schoolwide plan?

   Priority problems and root causes for this plan were determined by reviewing data collected through product reviews, state assessments, classroom assessments, student surveys, teacher surveys and attendance records. Once all data were collected, the NCLB Committee analyzed the results and discussed the varying factors that impacted each of the items from the needs assessment.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

As a next step, we determined which of the items discussed from the needs assessment impacted the school and the students the most in regard to student achievement.

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	ELA	Mathematics
Describe the priority problem using at least two data sources	• In 2013, 23.45% of tenth grade students scored partially proficient on the NJ PASS in language. • In 2012, 23.5% of this cohort of students who scored partially proficient on the HSPA met the Just Proficient Mean in Reading as compared to 41.1% who met the Just Proficient Means in Writing. • There are currently 80 students enrolled in the READ 180 Intervention Program. • In September of 2012, 33% of the students enrolled in the READ 180 Intervention Program were Below Basic, 60% of the students enrolled were Basic, and 6% of the students enrolled were Proficient. • In May of 2013, 17% of the students enrolled in the READ 180 Intervention Program were Below Basic, 69% of the students were Basic, 13% of the students were Proficient and 1% were Advanced Proficient. • Although the data indicates growth from the previous year, 86% of the students enrolled in this intervention program are reading below grade level.	• During the March 2013 HSPA administration, 36.17 % of first time 11th grade students failed to show proficiency in the area of mathematics. • 48.84% of these students met or exceeded the JPM in the Number Sense and Numerical Operations cluster. • 15.12% of these students met or exceeded the JPM in the Geometry and Measurement cluster. • 11.63% of these students met or exceeded the JPM in the Patterns and Algebra cluster. • 19.77% of these students met or exceeded the JPM in the Data Analysis, Probability, & Discrete Mathematics cluster. • In 2013, 44.14% of tenth grade students scored partially proficient on the NJ PASS in mathematics.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Describe the root causes of the problem	Students enter high school reading more than two years below grade level. This results in an increasing academic gap as the students continue through high school. This negatively impacts the students not only in ELA but in all academic content areas.	Students enter high school without command of foundational mathematic skills. These prerequisite skills are necessary to be successful in high school level math courses.
Subgroups or populations addressed	Students reading below grade level Special Education	Students scoring Partially Proficient on state assessments Special Education
Name of scientifically research based intervention to address priority problems	Read 180 Next Generation Continued implementation of common assessments followed by data analysis and goal setting	Inquiry Based Learning Differentiated Instruction through the creation of centers in the classroom
How does the intervention align with the Common Core State Standards?	Scholastic Read 180 Intervention Program is aligned to the Common Core Standards.	Teachers aligned daily lesson plans to the Common Core State Standards.

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

	#3	#4
Name of priority problem	Parent/Community Involvement	
Describe the priority problem using at least two data sources	Less than 5% of parents invited to Grade Level Parent Nights attended. This is an 8% decrease from the 2011-2012 school year. 19% of parents attended the Parent Teacher Conferences. This is a 1% increase from the 2011-2012 school year. Less than 14% of parents/guardians attended grade level class meetings hosted by Class Advisors • Senior Class: less than 2% of parents/guardians invited attended the yearly meetings • Junior Class: less than 12% of parents/guardians invited attended the yearly meetings • Sophomore Class: no meetings were conducted • Freshmen Class: no meetings were conducted	
Describe the root causes of the problem	Attendance rates were significantly lower for grade level class meetings hosted by Class Advisors because meetings were not regularly held. The Freshmen and Sophomore Class did not conduct parent meetings.	
Subgroups or populations addressed	Total Population	
Related content area missed	N/A	
Name of scientifically research	Education Software Design: Parent Survey	

based intervention to address priority problems	District-based Auto-Dialer http://www.sedl.org/connections/resources/evidence.pdf The Parent Institute: Parent Newsletter www.parent/institute.com Genesis: Parent Portal and Family Connection	
How does the intervention align with the Common Core State Standards?	N.J.A.C. 6A:9-3.4 1.14- Vision and mission of the school are effectively communicated to staff, parents, students, and community members.	

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

2013-2014 Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) _strengthen the core academic program in the school_;					
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (from IES Practice Guide or What Works Clearinghouse)
Targeted Small Group Reading Instruction	ELA	Grades 9-12	Facilitators Teachers Administrators	By January 2014, there will be 10% less failures as compared to September 2013 as measured by standardized benchmark assessments.	Assisting Students Struggling with Reading , February 2009 (IEP Practice Guide)
READ 180	ELA	Grades 9-12	Facilitators Teachers Administrators	By June 2014, 92% of the students enrolled will demonstrate growth as measured by the Scholastic Reading Inventory.	Intervention Report: READ 180
*ELA Lab	ELA	Grade 9	Facilitators Teachers Administrators	By January 2014, there will be 10% less failures as compared to September 2013 as measured by standardized benchmark assessments.	Using Student Achievement Data to Support Instructional Decision Making, 2009
Algebra I Lab Geometry Lab Algebra II Lab	Mathematics	Grades 9-12	Facilitators Teachers Administrators	By January 2014, there will be 10% less failures as compared to September 2013 as measured by standardized benchmark assessments.	Using Student Achievement Data to Support Instructional Decision Making, 2009
		Grades 9-12	Facilitator Teacher Administrators	As indicated on the March 2014 HSPA administration, students enrolled in these classes will demonstrate 10% less failure.	Organizing Instruction and Study to Improve Student Learning, 2007
Hampton-Brown Edge – Reading, Writing and Language	ELA	ELL's Level 1 and 2 students	Administrator Teacher Bilingual Head Teacher	WIDA scores Unit assessments	Using Student Achievement Data to Support Instructional Decision Making, 2009

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

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
Summer Scholars Program	ELA and Mathematics	Incoming twelfth grade students who scored Partially Proficient on HSPA	Administrators Teachers	• 100% of the students enrolled will produce a minimum of two proficient work samples in their areas of need.	Dropout Prevention Interventions April, 2009
Study Island	Mathematics	Students who have not demonstrated mastery as indicated by standardized assessments and end of unit data	Study Island Coordinator	• End of unit data • Attendance	<u>Using Student Achievement Data to Support Instructional Decision Making, 2009</u>
Homework Club	All	Athletes	Administrator Homework Club Advisor Athletic Facilitator Coaches	During the 2013-2014 school year, there will be an increase of 2% of student-athletes who attend Homework Club who pass their classes with a 77% or higher.	Title: <u>The Effects of an After School Tutoring Program on the Academic Performance of At Risk Students and Students with Learning Disabilities</u> May 2011
Parent Workshop (Guidance)	Parent Involvement	Grades 9-12 Parents	Administrators Data Manager SAC Teachers Guidance Counselors	Attendance sign-in sheets at parent events and conferences will increase by 10%.	Center on School, Family, and Community Partnerships Joyce L. Epstein, Director , Johns Hopkins University School Counselor's Role in

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

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

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
					Developing Partnerships for Parents and Communities for Student Success © September 2012 Joyce L. Epstein, Ph.D., Frances L. Van Voorhis, Ph.D.
Community Workshops (Guidance)	Parent Involvement	Grades 9-12 Parents	Administrators Data Manager Guidance Teachers SAC	Attendance sign-in sheets at parent events and conferences will increase overall by 10%.	Teaching the Teachers: Preparing Educators to Engage Families for Student Achievement © May 2011 Margaret Caspe, M. Elena Lopez, Ashley Chu, & Heather B. Weiss School Counselor's Role in Developing Partnerships for Parents and Communities for Student Success © September 2012 Joyce L. Epstein, Ph.D., Frances L. Van Voorhis, Ph.D.

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

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

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

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)
Using data to drive instruction	ELA	Students reading below grade level	Administrators Facilitators Teachers Read180 Consultant	• A minimum 50 point increase in Lexile score as measured by the Scholastic Reading Inventory (SRI).	<u>Using Student Achievement Data to Support Instructional Decision Making, 2009</u>
Genesis – Web Page and Parent Portal	Parent Involvement	Grades 9 -12	Teachers	Attendance sign-in sheets at parent events and conferences will increase by 10% from the previous school year records.	Center on School, Family, and Community Partnerships Joyce L. Epstein, Director , Johns Hopkins University

*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)
Genesis – Web Page and Parent Portal	Parent Involvement	Grades 9 -12	Teachers	Attendance sign-in sheets at parent events and conferences will increase by 10% from previous school year records.	Center on School, Family, and Community Partnerships Joyce L. Epstein, Director , Johns Hopkins University School Counselor's Role in Developing Partnerships for Parents and Communities for Student Success © September 2012 Joyce L. Epstein, Ph.D., Frances L. Van Voorhis, Ph.D.
*Implementation of LBHS on-line newsletter	Parent Involvement	Grades 9-12 Parents	Administrators Journalism Classes Student Newsletter Leader	Attendance sign-in sheets at parent events and conferences will increase by 2% from previous school year records.	Center on School, Family, and Community Partnerships Joyce L. Epstein, Director , Johns Hopkins University
Full Implementation of communication in	Parent Involvement	Grades 9-12 Parents	Administrators Data Manager Guidance	Attendance sign-in sheets at parent events and conferences will increase by 2% from previous school year	Center on School, Family, and Community Partnerships

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)
native language			SAC Teachers	records.	Joyce L. Epstein, Director , Johns Hopkins University
Implementation of Parent Survey	Parent Involvement	Grades 9 -12 Parents	Administrators Data Manager Guidance SAC Teachers	10% increase in parent participation of the parent perception survey.	Center on School, Family, and Community Partnerships Joyce L. Epstein, Director , Johns Hopkins University
Guidance Parent Workshops	Parent Involvement	Grades 9-12 Parents	Guidance SAC	Attendance sign-in sheets at parent events and conferences will increase by 2% from previous school records.	Center on School, Family, and Community Partnerships Joyce L. Epstein, Director , Johns Hopkins University

*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?

   The priority problem is the lack of effective communication and involvement between the school and community involvement. The LBHS parent feedback resulted in the parents identifying the need for multi forms of communication. Administrators, Guidance Counselors, and Teachers are working to increase parental involvement, in an effort to increase overall student achievement.

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

   Parent representatives are members of the school NCLB committee and parent input is solicited through focus groups and evaluation forms.

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

   The school-parent compact is sent home with students. The parents are requested to sign the document and return it to the school. Homeroom teachers and guidance counselors follow up to ensure that a compact is returned for every student.

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

   Parent representatives are members of the school NCLB committee and parent input is solicited through perception surveys, focus groups, and evaluation forms. Also, the Parent Advisory Committee (PAC) was created in which parents will meet throughout the year to discuss ways to improve parent involvement within the school.

5. How will the school ensure that parents receive and review the school-parent compact?

   The school-parent compact is sent home with students. The parents are requested to sign the document and return it to the school. Homeroom teachers and guidance counselors follow up to ensure that a compact is returned for every student.

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

   School achievement is reported to the public via the school report card.

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 its annual measured objectives, parents are notified by letter.

8. How will the school inform families and the community of the school's disaggregated assessment results?

Disaggregated assessment results are reported via the school report card and board meetings.

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

Parent representatives are members of the school NCLB committee and parent input is solicited through focus groups and evaluation forms.

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

Individual student score reports are discussed through parent conferences. Also, individual scores are mailed home.

11. On what specific strategies will the school use its 2013-2014 parent involvement funds?

Parental involvement activities including meetings, workshops, conferences, celebrations, adult literacy and light refreshments were implemented through the year.

SCHOOLWIDE: HIGHLY QUALIFED STAFF

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

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

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	110	The district provides tuition reimbursement for continuing education.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
	0%	
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)	10	The district provides tuition reimbursement for continuing education.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*		
	0%	

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

SCHOOLWIDE: HIGHLY QUALIFED STAFF

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible

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.