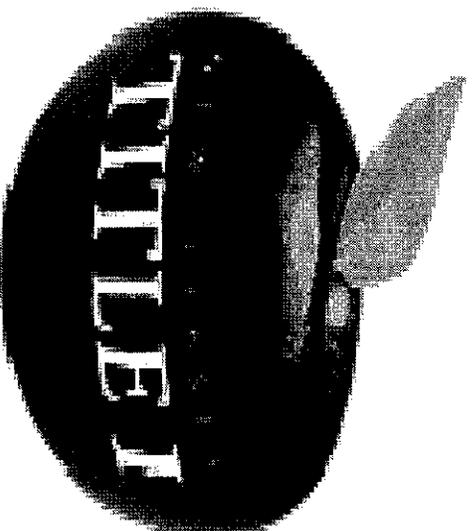


NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

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

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: LONG BRANCH	School: Lenna W. Conrow School
Chief School Administrator: MICHAEL SALVATORE	Address: 335 Long Branch Avenue, Long Branch, NJ 07740
Chief School Administrator's E-mail: msalvatore@longbranch.k12.nj.us	Grade Levels: K
Title I Contact: Bridgette Burt	Principal: Mrs. Bonita Potter-Brown
Title I Contact E-mail: bburtt@longbranch.k12.nj.us	Principal's E-mail: bpotter-brown@longbranch.k12.nj.us
Title I Contact Phone Number: 732-571-2868	Principal's Phone Number: 732-222-4539

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

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

Bonita Potter-Brown
Principal's Name (Print)


Principal's Signature

3/29/15
Date

Critical Overview Elements

- The School held 8 (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 540,392, which comprised 100 % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 899,895, which will comprise 97 % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Extended Day Learning Program Tutors & Supplies	Priority Problems 1 & 2	Extended Learning Time and Extended Day	100-100 & 100-600	\$6,451.84
Parent Involvement	Priority Problem 3	Family and Community Engagement	200-800	\$1,000
Professional Development	Priority Problems 1, 2 and 3	PD provided to create best practices for all intervention strategies	200-300	\$5,000

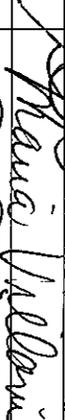
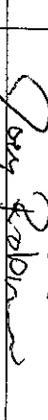
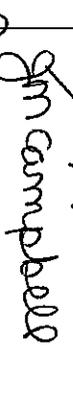
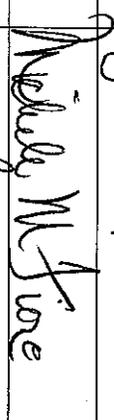
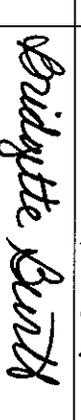
SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT ESEA §1114(b)(2)(B)(iii)

ESEA §1114(b)(2)(B)(iii): "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."

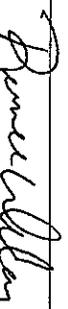
Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. Please Note: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.
 *Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Bonita Potter-Brown	School Staff-Administrator	Yes	Yes	Yes	
Maria Villani	Community Groups	Yes	Yes	Yes	
Joey Robinson	PIRT Specialist/ I & RS	Yes	Yes	Yes	
Jennifer Campbell	Preschool Classroom Teacher/Parent	Yes	Yes	Yes	
Michelle Fiore	Math/Reading Classroom Teacher	Yes	Yes	Yes	
Jennifer Long	Preschool Classroom Teacher	Yes	Yes	Yes	
Melissa Riggi	Preschool Classroom Teacher	Yes	Yes	Yes	
Bridgette Burt	Funded Grants Supervisor	Yes	Yes	Yes	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT ESEA §1114(b)(2)(B)(iii)

Renee Whelan	School Staff Director	Yes	Yes	Yes	
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SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT ESEA §1114(b)(2)(B)(ii)

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
March 30, 2015	JMFECLC	Overview of Transition from Targeted to School Wide	yes		yes	
April 15, 2015	JMFECLC	Comprehensive Needs Assessment School Wide Plan Development	yes		yes	
April 17, 2015	JMFECLC	Review of Data for Comprehensive Needs Assessment School Wide Plan Development	yes		yes	
April 20, 2015	JMFECLC	Comprehensive Needs Assessment School Wide Plan Development	yes		yes	
April 21, 2015	LWC	Comprehensive Needs Assessment School Wide Plan Development and Evaluation	yes		yes	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT ESEA §1114(b)(2)(B)(ii)

May 8, 2015	JMFECLC	Comprehensive Needs Assessment School Wide Plan Development and Evaluation	yes	yes		
May 15, 2015	JMFECLC	Comprehensive Needs Assessment School Wide Plan Development and Evaluation	yes	yes		
May 22, 2015	LWC	Comprehensive Needs Assessment School Wide Plan Development and Evaluation Family and Community Engagement Narrative	yes	yes		

**Add rows as necessary.*

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT ESEA §1114(b)(2)(B)(ii)

School's Mission

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

What is the school's mission statement?

The sole goal of the Lenna W. Conrow School is to appropriately meet the social, emotional, cognitive and academic needs of all of all of our students so that they can be successful and achieve their goals. This includes the achievement of the New Jersey Department of Education's Preschool and Kindergarten Standards.

It is our belief that it is our duty to support each student's development. We collaborate within the school and community to provide easy access to outside resources and will continue to incorporate an ongoing reflective cycle, the analysis of data and will provide ongoing professional development to ensure the future success of all our students.

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

24 CFR § 200.26(g): 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 2014-2015 Schoolwide Program * N/A Not a Schoolwide Program 2014-2015

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?
2. What were the strengths of the implementation process?
3. What implementation challenges and barriers did the school encounter?
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?
9. How did the school structure the interventions?
10. How frequently did students receive instructional interventions?
11. What technologies did the school use to support the program?
12. Did the technology contribute to the success of the program and, if so, how?

****Provide a separate response for each question.***

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

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient N/A Not a Schoolwide Program 2014-2015

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	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

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

**Evaluation of 2014-2015 Student Performance N/A Not a Schoolwide Program 2014-2015
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	2013-2014	2014-2015	Interventions Provided	Describe why the interventions did or did not result in proficiency (Be specific for each intervention).
Pre-Kindergarten	TSG no longer in use N/A not a Schoolwide Program	The following data reflects students that scored as developing and below in the following areas: 36% Letter Recognition 62% Letter Sound Recognition 63% Student Writing Level 80% Verbal Planning 70% Language Acquisition 62% Vocabulary 61% Listening Comprehension 74% Phonological Awareness	PLC, Parent Meetings, Parent Workshops, One on One Instruction, I&RS, ELL Consultation	WiFi not available throughout the entire building, there is a lack of additional computer stations, not enough time in daily schedule, lack of parent follow through, and lack of teacher follow through with I & RS action plans and interventions. Additionally, monitoring and follow through by case manager is needed.
Kindergarten	Kindergarten students were not housed at the Lenna W. Conrow school during the 2013-2014 school year.	- As of May, 2015 29% of Kindergarten students (35 out of 120) scored below proficient (below 72%) on the Treasures Mid-Year Assessment. - As of May, 2015 25% of Kindergarten students (30 out of 120) scored a 3 or lower on the DRA2 Assessment. The target score was level 4 or higher by June, 2015. - As of May 2015, 29% of the Kindergarten students (35 out of 120) have been absent/tardy for 15 or more days. Of these students, 23% (8 out of 35) are below proficient.	RTI, Lexia, Homework Incentives, Reading Clubs, I&RS Action Plans	Lack of computer stations, WiFi is not available throughout the building, lack of parent follow through, not enough time in daily schedule, need to request additional Lexia accounts for Kindergarten students for the 2015-2016 school year, and lack of teacher follow through with PIRT and I&RS action plans and interventions. Additional monitoring and follow through by case manager is needed.

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

		<p>- As of May, 2015 87% of Kindergarten students (104 out of 120) scored below proficient (5 points or below) on the writing portion of the Treasures mid-year assessment. Of those students, 24% (25 out of 104) are English Language Learners. (RF.K.3.a, W.K.1, W.K.2, W.K.3)</p> <p>- As of May, 2015 34% of Kindergarten students (41 out of 120) scored below proficient on the writing portion of the Everyday Math Assessment (standard K.CC.A.3, K.OA.A.1, K.OA.A.2) Of these students, 90% (37 out of 41) are economically disadvantaged. Of these students, 46% (19 out of 41) are English Language Learners.</p> <p>- 45% (13 out of 29) of the ELL population scored below proficient (70% or lower) on the Treasures Mid-Year Assessment.</p> <p>- 41% (12 out of 29) of the ELL population scored a 3 or lower on the DRA2 Assessment.</p> <p>- 62% (18 out of 29) of ELL students will continue to receive ELL support in First Grade based on the WIDA Spring Assessment results. These students scored a 4.5 or less on the WIDA Assessment.</p>		
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Grade 1	N/A		N/A	N/A	N/A
Grade 2	N/A		N/A	N/A	N/A
Grade 9	N/A		N/A	N/A	N/A
Grade 10	N/A		N/A	N/A	N/A

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided did or did not result in proficiency. (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A	N/A	N/A
Kindergarten	N/A	N/A	N/A	N/A
Grade 1	N/A	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A

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

Evaluation of 2014-2015 Interventions and Strategies N/A Not a Schoolwide Program 2014-2015

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLS				
Math	ELLS				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

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

N/A Not a Schoolwide Program 2014-2015

Extended Day/Year Interventions -- Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLS				
Math	ELLS				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

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

Evaluation of 2014-2015 Interventions and Strategies N/A Not a Schoolwide Program 2014-2015

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLS				
Math	ELLS				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

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

N/A Not a Schoolwide Program 2014-2015

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

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

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

x 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.

Bonita Potter-Brown _____

Principal's Name (Print)



Principal's Signature

5/28/15 _____

Date

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1)."

**2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis**

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	<ul style="list-style-type: none"> • Link It Data: • ELA Treasures Beginning, Mid-Year, and Final Assessment. • DRA2 Beginning, Mid-Year and Final Assessment. • Attendance Data 	<ul style="list-style-type: none"> • As of May, 2015 29% of Kindergarten students (35 out of 120) scored below proficient (below 72%) on the Treasures Mid-Year Assessment. <i>Pending end of year data.</i> • As of May, 2015 25% of Kindergarten students (30 out of 120) scored a 3 or lower on the DRA2 Assessment. The target score was level 4 or higher by June, 2015. • As of May 2015, 29% of the Kindergarten students (35 out of 120) have been absent/ tardy for 15 or more days. Of these students, 23% (8 out of 35) are below proficient.
Academic Achievement - Writing	<ul style="list-style-type: none"> • Link It Data: • ELA Treasures Beginning, Mid-Year, and Final Assessment. • Everyday Math Beginning, Mid-Year, and Final Assessment. 	<ul style="list-style-type: none"> • As of May, 2015 87% of Kindergarten students (104 out of 120) scored below proficient (5 points or below) on the writing portion of the Treasures mid-year assessment. Of those students, 24% (25 out of 104) are English Language Learners. (R.F.K.3.a, W.K.1, W.K.2, W.K.3) • As of May, 2015 34% of Kindergarten students (41 out of 120) scored below proficient on the writing portion of the Everyday Math Assessment (standard K.CC.A.3, K.OA.A.1, K.OA.A.2) Of these students, 90% (37 out of 41) are economically disadvantaged. Of these students, 46% (19 out of 41) are English Language Learners.
Academic Achievement -	<ul style="list-style-type: none"> • Link It Data: 	<ul style="list-style-type: none"> • As of May 2015, 83% of students (99 out of 120) scored proficient or

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Mathematics	<ul style="list-style-type: none"> • Everyday Math Beginning, Mid-Year, and Final Assessment. 	<ul style="list-style-type: none"> • above (70% or higher).
Family and Community Engagement	<ul style="list-style-type: none"> • Parent surveys • sign in sheets • Feedback forms 	<ul style="list-style-type: none"> • Parent Survey Data • Sign in sheets
Professional Development	<ul style="list-style-type: none"> • PLC meetings • Data walks • Professional Development Surveys • Sign In Sheets • Professional Development/In Service Trainings 	<ul style="list-style-type: none"> • 100% of staff was offered and attended (due to being offered during contractual hours) was offered weekly Professional Learning Community Time during common planning periods.
Leadership	<ul style="list-style-type: none"> • PLN meetings • Management meetings 	<ul style="list-style-type: none"> • 100% of Leadership and Administration team met weekly to develop and monitor school wide data. They also attended specific trainings to target the needs of their building based upon aggregated data.
School Climate and Culture	<ul style="list-style-type: none"> • Teacher perception survey • school climate survey 	<ul style="list-style-type: none"> • 100% of teaching and instructional staff was asked to participate in a school climate/perception survey. • 100% of teachers were offered specific PD trainings in order to increase student test scores in ELA and Math. • 100% of staff were asked to complete a Professional Development Survey.
School-Based Youth Services	<ul style="list-style-type: none"> • Not applicable at this level 	<ul style="list-style-type: none"> • Not applicable at this level
Students with Disabilities	<ul style="list-style-type: none"> • Link It Data: • ELA Treasures Beginning, Mid-Year, and Final 	<ul style="list-style-type: none"> • 7% of the Kindergarten students (8 out of 120) have an IEP for special education and related services. • Of those students, 3 out of the 8 scored below proficient (70%) on

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Homeless Students * As of June 2015, the Lenna W. Conrow School has 3 documented homeless students.	<ul style="list-style-type: none"> • Genesis Database 	<ul style="list-style-type: none"> • Not applicable at this time.
Migrant Students	<ul style="list-style-type: none"> • Not applicable at this time 	<ul style="list-style-type: none"> • Not applicable at this time.
English Language Learners	<ul style="list-style-type: none"> • Link It Data: • ELA Treasures Beginning, Mid-Year, and Final Assessment. • DRA2 Beginning, Mid-Year and Final Assessment. • Everyday Math Beginning, Mid-Year, and Final Assessment. • WIDA Model Grade K Assessment 	<ul style="list-style-type: none"> • 45% (13 out of 29) of the ELL population scored below proficient (70% or lower) on the Treasures Mid-Year Assessment. • 41% (12 out of 29) of the ELL population scored a 3 or lower on the DRA2 Assessment. • 62% (18 out of 29) of ELL students will continue to receive ELL support in First Grade based on the WIDA Spring Assessment results. These students scored a 4.5 or less on the WIDA Assessment.
Economically Disadvantaged	<ul style="list-style-type: none"> • Lunch Status Application • Genesis Database 	<ul style="list-style-type: none"> • 78% (93 out of 120) of students in Kindergarten receive free lunch. • 9% (11 out of 120) of students in Kindergarten receive reduced lunch. • 18% (19 out of 104) of students in Kindergarten that receive free/reduced lunch scored below proficient on the ELA Treasures Mid-Year Assessment.

2015-2016 Comprehensive Needs Assessment Process*

Narrative

- 1. What process did the school use to conduct its Comprehensive Needs Assessment?** The Lenna W. Conrow School conducted a comprehensive needs assessment using teacher surveys, standardized assessment data, and local assessment data. The data was gathered and results from the data were analyzed and discussed at monthly PLC and faculty meetings. This report focuses on goals in the areas of English Language Arts and in Writing. The report also addresses the needs of specialized populations as identified in the information gathered. The ELL students were identified as a large majority of the total number of students scoring below proficient in Reading and Writing.
- 2. What process did the school use to collect and compile data for student subgroups?** District administrators, building administrators, master teachers, student advisors, and teachers analyze results from state assessments, benchmark assessments, and curriculum based assessments. The data is analyzed and categorized by all subgroups. Once analyzed, the data is used to create action plans with regards to professional development and curriculum revision in an effort to address marked areas of strengths and weaknesses.
- 3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?** The Everyday Math Assessment, Treasures Reading Assessment, WIDA Model for ELL Assessment, and DRA2 Assessment are valid and reliable centered on research based programs; therefore, reports generated from Link It are a result of a reliable collection method. The Lenna W. Conrow School uses the Link It Database system to document and monitor all assessments.
- 4. What did the data analysis reveal regarding classroom instruction** As of May, 2015 29% of Kindergarten students (35 out of 120) scored below proficient (below 72%) on the Treasures Mid-Year Assessment. Pending end of year data. As of May, 2015 25% of

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

Kindergarten students (30 out of 120) scored a 3 or lower on the DRA2 Assessment. The target score was level 4 or higher by June,

2015. As of May 2015, 29% of the Kindergarten students (35 out of 120) have been absent/tardy for 15 or more days. Of these students, 23% (8 out of 35) are below proficient. As of May, 2015 34% of Kindergarten students (41 out of 120) scored below proficient on the writing portion of the Everyday Math Assessment (standard K.CC.A.3, K.OA.A.1, K.OA.A.2) Of these students, 90% (37 out 41) are economically disadvantaged. Of these students, 46% (19 out 41) are English Language Learners. As of May 2015, 83% of students (99 out of 120) scored proficient or above (70% or higher). As of May, 2015 87% of Kindergarten students (104 out of 120) scored below proficient (5 points or below) on the writing portion of the Treasures Mid-Year Assessment. Of those students, 24% (25 out of 104) are English Language Learners. (RF.K.3a, W.K.1, W.K.2, W.K.3) As a result, teachers may benefit from additional professional development assisting them with differentiating their instruction to reach the needs of all students, with an increased focus on our Hispanic (ELL) population. Additionally, a comprehensive writing curriculum would be beneficial to increase scores in the area of writing as it applies across all curriculum areas.

- 5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?** The data shows that there is some evidence that implementation of learned strategies through professional development opportunities is carried over into the classroom. Additional PD training paired with one-on-one feedback sessions and self-reflections is required to help increase student proficiency. The use of the professional development survey results would benefit all staff and allow them to attend specific training to target the needs of their students learning styles.
- 6. How does the school identify educationally at-risk students in a timely manner?** Students are identified through standardized assessment data, curriculum assessments, progress reports, teacher recommendation, observation conducted by master teachers/student advisors/ELL support staff, and weekly attendance data. The data helps master teachers and teachers identify and place students in proper intervention programs and helps to monitor their progress and revise interventions as needed.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

7. **How does the school provide effective interventions to educationally at-risk students?** Educationally at risk students are provided the online program Lexia which focuses on areas in need of academic assistance for ELA. Data is reviewed consistently in order to provide specific support and revise interventions as needed. In addition the ELA and Math programs have built in differentiation activities, which in ELA include Tier 2 Interventions. Students with attendance concerns are identified with on-going family contact and support given to assist these students in improving their attendance. All students are instructed using research based programs. Parents are invited throughout the year to various workshops which offer information so they can assist their children at home. The school and I &RS team meets weekly to address all at risk students referred to the team for academic, behavior, or attendance concerns.
8. **How does the school address the needs of migrant students?** Not applicable
9. **How does the school address the needs of homeless students?** The Lenna W. Conrow School currently has 3 students targeted as homeless.
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?** Elected members of the teaching and support staff serve on the No Child Left Behind/Title I Committee as well as the Professional Development Committee. At these committee meetings, data is gathered, presented and utilized to determine school wide goals and implementation of new programs to reach these goals. All instructional staff is given data results to analyze and make informed instructional decisions based on their analysis. This data analysis helps instructional staff to modify lesson plans, differentiate instruction and also helps with student grouping.
11. **How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?** We recently became an early childhood learning center which houses preschool and kindergarten. We have articulation meetings with the elementary schools during exit of students through the Lenna W. Conrow School. The school continues to evaluate student growth on the common core state standards along with the designed curricula in both ELA and mathematics. On-going

SCHOOL WIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

articulation between Kindergarten and First grade teachers support seamless transition between the two programs. Professional development for teachers in these grade levels provide insight of program components and how they are implemented. The Treasures Program seamlessly creates a bridge from the kindergarten curriculum preparing students to transition to the upper grades with a consistent language, strategies and exposure to literature in a new building. Pre-Kindergarten/Kindergarten students and staff collaborate and participate in buddy/transitional activities throughout the year to ensure a smooth transition between grade levels.

- 12. How did the school select the priority problems and root causes for the 2015-2016 school wide 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.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	ELA	Writing (Across All Curriculum Areas)
Describe the priority problem using at least two data sources	<ul style="list-style-type: none"> As of May, 2015 29% of Kindergarten students (35 out of 120) scored below proficient (below 72%) on the Treasures Mid-Year Assessment. <i>Pending end of year data.</i> As of May 2015, 29% of the Kindergarten students (35 out of 120) have been absent/tardy for 15 or more days. Of these students, 23% (8 out of 35) are below proficient. As of May, 2015 25% of Kindergarten students (30 out of 120) scored a 3 or lower on the DRA2 Assessment. The target score was level 4 or higher by June, 2015. 	<ul style="list-style-type: none"> As of May, 2015 87% of Kindergarten students (104 out of 120) scored below proficient (5 points or below) on the writing portion of the Treasures mid-year assessment. Of those students, 24% (25 out of 104) are English Language Learners. (RF.K.3.a, W.K.1, W.K.2, W.K.3) As of May, 2015 34% of Kindergarten students (41 out of 120) scored below proficient on the writing portion of the Everyday Math Assessment (standard K.CC.A.3, K.OA.A.1, K.OA.A.2) Of these students, 90% (37 out 41) are economically disadvantaged. Of these students, 46% (19 out 41) are English Language Learners.
Describe the root causes of the problem	Teachers received ongoing professional development from outside providers as well as job embedded trainings. However, teachers are continuing to learn the components of the program and how to effectively use assessments to guide instruction. Teachers are continuing to work towards refining the implementation of the program. Though teachers	Teachers received ongoing professional development from outside providers as well as job embedded trainings. However, teachers are continuing to learn the components of the program and how to effectively use assessments to guide instruction. Teachers are continuing to work towards refining the implementation of the program. Though teachers

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

	received professional development and support to incorporate weak curriculum areas, there was a lack of consistency from classroom to classroom. Targeted PD to gain a stronger grasp of concepts and basic reading knowledge; stronger ability to differentiate instruction to students need.	received professional development and support to incorporate weak curriculum areas, there was a lack of consistency from classroom to classroom. Targeted PD to gain a stronger grasp of concepts and basic writing across all curriculum areas; stronger ability to differentiate instruction to student's individual needs.
Subgroups or populations addressed	All	All
Related content area missed (i.e., ELA, Mathematics)	English Language Arts	Writing
Name of scientifically research based intervention to address priority problems	Treasures Reading/ Writing Program Tier 2 Interventions Lexia On-line Intervention Program	Writer's Workshop, Treasures Writing Program, Tools of the Mind Scaffold Writing Curriculum
How does the intervention align with the Common Core State Standards?	Treasures Reading/Writing Program, Lexia are aligned with the Common Core State Standards Reading Standards for Literature K Reading Standards for Informational Text K Reading Standards Foundational skills Writing Standards K Speaking and Listening Standards K Language Standards K	Writer's Workshop, Treasures Writing Program, Tools of the Mind Scaffold Writing Curriculum RF.K.3.a, W.K.1, W.K.2, W.K.3; Standards K.CC.A.3, K.OA.A.1, K.OA.A.2

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
<p>Name of priority problem</p>	<p>English Language Learner proficiency for ELA, Writing, and Cross Curricular instruction.</p>	
<p>Describe the priority problem using at least two data sources</p>	<ul style="list-style-type: none"> • 45% (13 out of 29) of the ELL population scored below proficient (70% or lower) on the Treasures Mid-Year Assessment. Therefore out of the total number of students who scored below proficient, 37% (13 out of 35) are English Language Learners. • 41% (12 out of 29) of the ELL population scored a 3 or lower on the DRA2 Assessment. Therefore, out of the total number of students who scored 3 or lower, 40% (12 out of 30) are English Language Learners. • 62% (18 out of 29) of ELL students will continue to receive ELL support in First Grade based on the WIDA Spring Assessment results. These students scored a 4.5 or less on the WIDA Assessment. • As of May, 2015 34% of Kindergarten students (41 out of 120) scored below proficient on the writing portion of the Everyday Math Assessment (standard K.CC.A.3, K.OA.A.1, K.OA.A.2) Of these students, 90% (37 out 41) 	

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

	are economically disadvantaged. Of these students, 46% (19 out of 41) are English Language Learners.	
Describe the root causes of the problem	Teachers were not exposed to a large amount of Professional Development focused on addressing the ELL population.	
Subgroups or populations addressed	ELL	
Related content area missed (i.e., ELA, Mathematics)	ELA, and Writing	
Name of scientifically research based intervention to address priority problems	WIDA Treasures Reading/Writing Program Lexia	
How does the Intervention align with the Common Core State Standards?	Reading Standards for Literature K Reading Standards for Informational Text K Reading Standards Foundational skills Writing Standards K Speaking and Listening Standards K Language Standards K	

2015-2016 Interventions to Address Student Achievement

ELA	Students with Disabilities	In Class Support Services	Teacher, Administrator In-class Support Teacher, OT/PT specialist Speech and Language specialist	By June 2016, 100% of teachers will participate in specific PD training in order to increase student's proficiency in ELA. This will be reflected in the Link It data.	Macaruso, P., Hook, P.E., & McCabe, R. (2006). The efficacy of computer-based supplementary phonics programs for advancing reading skills in at-risk elementary students. <i>Journal of Research in Reading</i> , 29,162-172.
Math	Students with Disabilities	N/A	N/A	N/A	N/A
ELA	Homeless	We have three documented homeless students at the Lenna W Conrow School.	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLS	Professional	Administrator,	By June 2016, 100%	What Works Clearinghouse:

		Development to staff of ELL students ESL support	Teacher, Bilingual Supervisor	of teachers of ELL students will participate in specific PD training in order to increase student achievement on the WIDA, scoring a 4.5 or higher.	Teaching Academics Content and Literacy to English Learning in Elementary and Middle School, Practice Guide, April 2014
Math	ELLs				
ELA	Economically Disadvantaged	Free and Reduced Before and After School Care-Champions	Administrative Assistant, Student Advisor Administrator	100% of the students in the Champions program receive an engaging out of school time program that enriches their school based program. Champions program has five mind-expanding educational learning centers that allow exploration and discovery at the child's pace and enables teachers to individualize attention and	Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). <i>Structuring out-of-school time to improve academic achievement: A practice guide</i> (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides

				encourage children to make appropriate choices to meet their needs. 100% of the students are given additional opportunities to grow through enrichments such as Do Right Kids, Fitness, and Read*Write*Now! programs.	
Math	Economically Disadvantaged	N/A	N/A	N/A	N/A
ELA	ALL	LinkIt Lexia PLC Before and After School Tutoring Learning Walks	Administrators and Teacher	100% of teachers will participate in professional development on the Link It Dashboard program in order to help increase student achievement. During the 2015-2016 school year 100% of teachers will meet quarterly to analyze data and establish goals with specific	Using Student Achievement Data to Support Instructional Decision Making. What Works Clearinghouse, September 2009 Practice Guide Educational Leadership Dec 2007/Jan 2008 Volume 65 Number 4 Informative Assessment pages 81-82 Classroom Walk-Throughs Jane L. David

				target dates. By June 2016 100% of all teachers will be involved in a minimum of one ELA and one Writing learning walk.	
Math	N/A	N/A	N/A	N/A	N/A

*Use an asterisk to denote new programs.

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ELA	Students with Disabilities	Summer Enrichment Camp Before and After School Tutoring	Camp Facilitator Administrators and Teachers	Based on reports that measure daily attendance, Lenna W Conrow students will attend Summer Enrichment Camp during the summer of 2016 and before and after school tutoring, in an effort to bridge the achievement gap.	Frazier, J A and Morrison, F J (1998). The Influence of Extended-Year School on Growth of Achievement and Perceived Competence in Early Elementary School. <i>Child Development, 69 (2), 495-517.</i> Macaruso, P., Hook, P E, & McCade, R (2006). The efficacy of computer-based supplementary phonic programs for advancing reading
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						skills in at-risk elementary students. <i>Journal of Research in Reading, 29, 162-172.</i>
Math	Students with Disabilities	N/A	N/A	N/A	N/A	N/A
ELA	Homeless	Homeless* We have three documented homeless students at the Lenna W. Conrow School.	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A	N/A
ELA	ELLS	Summer Enrichment Camp Before and After School Tutoring	Camp Facilitator and Teachers	Based on reports that measure daily attendance, Lenna Conrow students will attend Summer Enrichment Camp during the summer of 2016 and before and after school tutoring, in an effort to bridge the achievement gap.	Frazier, J A and Morrison, F J (1998). The Influence of Extended-Year School on Growth of Achievement and Perceived Competence in Early Elementary School. <i>Child Development, 69 (2), 495-517.</i> Macaruso, P., Hook, P E, & McCade, R (2006). The efficacy of computer-based supplementary phonic programs for advancing reading skills in at-risk elementary students.	

						<i>Journal of Research in Reading, 29, 162-172.</i>
Math	ELLs	N/A	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	Summer Enrichment Camp Before and After School Tutoring	Camp Facilitator Administrators and Teachers	Based on reports that measure daily attendance, Lenna Conrow students will attend Summer Enrichment Camp during the summer of 2016 and before and after school tutoring, in an effort to bridge the achievement gap.	Frazier, J A and Morrison, F J (1998). The Influence of Extended-Year School on Growth of Achievement and Perceived Competence in Early Elementary School. <i>Child Development, 69 (2), 495-517.</i> Macaruso, P., Hook, P E, & McCade, R (2006). The efficacy of computer-based supplementary phonic programs for advancing reading skills in at-risk elementary students. <i>Journal of Research in Reading, 29, 162-172.</i>	
Math	Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A
ELA		Summer Enrichment Camp Before and After School Tutoring	Camp Facilitator Administrators and Teachers	Based on reports that measure daily attendance, Lenna Conrow students will attend Summer Enrichment Camp during the summer of 2016 and before and after school tutoring, in an effort to bridge the achievement gap.	Frazier, J A and Morrison, F J (1998). The Influence of Extended-Year School on Growth of Achievement and Perceived Competence in Early Elementary School. <i>Child Development, 69 (2), 495-517.</i> Macaruso, P., Hook, P E, & McCade, R (2006). The efficacy of computer-based supplementary phonic programs for advancing reading	

					skills in at-risk elementary students. <i>Journal of Research in Reading</i> , 29, 162-172.
Math		N/A	N/A	N/A	N/A

**Use an asterisk to denote new programs.*

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ELA	Students with Disabilities	PLC Data Walks Article Study Peer Coaching	Administrators, Teachers, Curriculum Supervisor	100% of teachers will take part in weekly PLC meetings, Teachers will self reflect and self analyze to determine their areas of weakness. 100% of teachers in the school will complete an article study during PLCs or professional development days. Articles will be selected on specific needs of our target student populations	Magnuson, P., and Mota, R (2011). Promoting professional learning from within. <i>International School Journal</i> , Vol 30, Issue 2. Rose, S., 2009. Personal professional development through coaching. <i>CEDER Yearbook</i> , p199-214.
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Math	Students with Disabilities	N/A	N/A	N/A	N/A	N/A
ELA	Homeless	Homeless* We have three documented homeless students at the Lenna W. Conrow School.	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A	N/A
ELA	ELLS	PLC Data Walks Article Study Peer Coaching	Administrators, Teachers, Curriculum Supervisor	100% of teachers will take part in weekly PLC meetings, Teachers will self reflect and self analyze to determine their areas of weakness. 100% of teachers in the school will complete an article study during PLCs or professional development days. Articles will be selected on specific needs of our target student populations	Magnuson, P., and Mota, R (2011). Promoting professional learning from within. <i>International School Journal</i> , Vol 30, Issue 2. Rose, S., 2009. Personal professional development through coaching. <i>CEDER Yearbook</i> , p199-214.	

Math	ELLs	N/A	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	PLC Data Walks Article Study Peer Coaching	Administrators, Teachers, Curriculum Supervisor	100% of teachers will take part in weekly PLC meetings and model best practices. Teachers will self reflect and self analyze to determine their areas of weakness. 100% of teachers will analyze student data and adjust their practices accordingly to improve student proficiency. 100% of teachers in the school will complete an article study during PLCs or professional development days. Articles will be selected on specific needs of our target student populations	Magnuson, P., and Mota, R (2011). Promoting professional learning from within. <i>International School Journal</i> , Vol 30, Issue 2. Rose, S., 2009. Personal professional development through coaching. <i>CEDER Yearbook</i> , p199-214.	
Math	Economically Disadvantaged	N/A	N/A	N/A	N/A	
ELA	All	PLC Data Walks Article Study Peer Coaching	Administrators, Teachers, Curriculum Supervisor	100% of teachers will take part in weekly PLC meetings, Teachers will self reflect and self analyze to determine their areas of weakness.	Magnuson, P., and Mota, R (2011). Promoting professional learning from within. <i>International School Journal</i> , Vol 30, Issue 2. Rose, S., 2009. Personal	

				100% of teachers in the school will complete an article study during PLCs or professional development days. Articles will be selected on specific needs of our target student populations	professional development through coaching. CEDER Yearbook, p199-214.
Math		N/A	N/A	N/A	N/A

**Use an asterisk to denote new programs.*

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

- 1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? All stakeholders will be responsible for conducting both**

an internal and external evaluation of the Schoolwide program for 2015-2016. This will take place quarterly through data checks and monthly NCLB meetings.

2. **What barriers or challenges does the school anticipate during the implementation process?** The potential for weak interventions and strategies put in place for specific content areas, which are below proficient, could potentially impact the implementation process.
3. **How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?** It is vital that all stakeholders evaluate data consistently to determine needed interventions and support through parent involvement workshops and interventions in class.
4. **What measurement tool(s) will the school use to gauge the perceptions of the staff?** A research based school climate/perception survey will be distributed to all staff at the beginning and end of the year.
5. **What measurement tool(s) will the school use to gauge the perceptions of the community?** Parents and community members will receive a research based survey in the beginning and end of the year.
6. **How will the school structure interventions?** We will gauge data of involvement and perception through the use of surveys. Administration and staff are working together to monitor interventions through I&RS meetings, monthly PLC meetings, data walks, and self-reflection.
7. **How frequently will students receive instructional interventions?** Students will receive instructional interventions on a daily basis. Effectiveness of instructional interventions will be monitored weekly.
8. **What resources/technologies will the school use to support the schoolwide program?** Wi-Fi through out the building and computer stations/ labs will be needed to support the Schoolwide program.
9. **What quantitative data will the school use to measure the effectiveness of each intervention provided?** Data will be available through our district wide Linkt program including DRA2, Every Day Math and Treasures. Genesis data base system will assess attendance and parent contact information. We will also use I&RS action plans and report cards to monitor effectiveness.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? The information will be disseminated through the LinkIt and Genesis data based systems as well as monthly Title 1 meetings, weekly PLC meetings, and faculty meetings on a regular basis.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

ESPA §1114 (b)(1)(F) Strategies to improve parental involvement accordance with state, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program. **2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems**

Contact Area Focus	Target Population(s)	Name of program	Parental Responsibility	Indicators of Success or Student Evaluation (Outcomes)	Research and Learning Strategies (U.S. Department of Education)
ELA	Students with Disabilities	Parent Teacher Conferences Parent –School Compact NCLB Committee Back To School Night	Classroom teachers and student facilitator. Administrator and Staff Principal Student Advisors	100% of all families will either attend fall and spring Parent Teacher Conferences or be given a home visit or phone conference regarding their child's progress. 100% of parents will sign a parent-school compact There will be an additional parent added to the NCLB Plan Committee 100% of parents will sign a parent-school compact	Parental Involvement Strongly Impacts Student Achievement <i>Science Daily (May, 2008)</i> New research from the University of New Hampshire Finn, J., (1998). Parental engagement that makes a difference. <i>Educational Leadership, Volume 55.</i> Impacts Student Achievement <i>Science Daily (May, 2008)</i> New research from the University of New Hampshire Finn, J., (1998). Parental engagement that makes a difference. <i>Educational Leadership, Volume 55.</i>
		Inviting Families to Parent Events	Administrator, Facilitator and	During the 2015-2016 school year 100% of the	IMPROVING PARENT INVOLVEMENT IN SCHOOLS: A CULTURAL

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA 91114 (b)(1)(F)

Content Area Focus	Target Population(s)	Intervention Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (as Evidence Base or Works Number 2, Fall 2007)
Math	Students with Disabilities	N/A	N/A	N/A	N/A
ELA	Homeless	As of June 2015, the Lenna W. Conrow School has 3 documented homeless students.	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLS	Parent Teacher Conferences	Classroom teachers and student facilitator.	100% of all families will either attend fall and spring Parent Teacher Conferences or be given a home visit or phone conference regarding their child's progress.	Parental Involvement Strongly Impacts Student Achievement <i>Science Daily (May, 2008)</i> New research from the University of New Hampshire Finn, J., (1998). Parental engagement that makes a difference. <i>Educational Leadership, Volume 55.</i>
		Parent-School Compact	Administrator and Staff	100% of parents will sign a parent-school compact	Impacts Student Achievement
			Principal	There will be an additional parent added to the NCLB	

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESFA §1114(b)(1)(f)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (English translation of MA, VA, WA, or CA literature)
		NCLB Committee		Plan Committee	<p><i>Science Daily (May, 2008)</i> New research from the University of New Hampshire</p> <p>Finn, J., (1998). Parental engagement that makes a difference. <i>Educational Leadership, Volume 55.</i></p> <p>IMPROVING PARENT INVOLVEMENT IN SCHOOLS: A CULTURAL PERSPECTIVE Theresa Keane * Teacher, New Searles Elementary School, Nashua, NH RIVIER ACADEMIC JOURNAL, VOLUME 3, NUMBER 2, FALL 2007</p>
Math	ELLS	N/A			
ELA	Economically Disadvantaged	Parent Teacher Conferences	Classroom teachers and student facilitator.	100% of all families will either attend fall and spring Parent Teacher Conferences or be given a home visit or phone conference regarding their child's progress.	<p>Parental Involvement Strongly Impacts Student Achievement <i>Science Daily (May, 2008)</i> New research from the University of New Hampshire</p> <p>Finn, J., (1998). Parental engagement that makes a difference. <i>Educational Leadership,</i></p>
	Parent-School Compact	Administrator	100% of parents will sign a parent-school compact		

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (At least one source of peer-reviewed literature)
		NCLB Committee	and Staff	There will be an additional parent added to the NCLB Plan Committee	Volume 55. Impacts Student Achievement <i>Science Daily (May, 2008)</i> New research from the University of New Hampshire
		Back To School Night	Principal	100% of parents will sign a parent-school compact	Finn, J., (1998). Parental engagement that makes a difference. <i>Educational Leadership</i> , Volume 55.
		Inviting Families to monthly "Tool Time" Curriculum Component events	Student Advisors	During the 2015-2016 school year 100% of the parents will be invited to attend scheduled family events to increase student proficiency.	IMPROVING PARENT INVOLVEMENT IN SCHOOLS: A CULTURAL PERSPECTIVE Theresa Keane * Teacher, New Searles Elementary School, Nashua, NH RIVIER ACADEMIC JOURNAL, VOLUME 3, NUMBER 2, FALL 2007
Math	Economically Disadvantaged	N/A	Administrator, Facilitator and Staff	80% of parents will participate so strategies can be implemented outside the school day.	
ELA Writing	All Families	Parent Teacher Conferences	Classroom teachers and student facilitator.	100% of all families will either attend fall and spring Parent Teacher Conferences or be given a home visit or phone	Parental Involvement Strongly Impacts Student Achievement <i>Science Daily (May, 2008)</i> New research from the University

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESFA \$1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (include Practice Setting or What Works Quarterly)
	All Students	<p>Parent-School Compact</p> <p>NCLB Committee</p> <p>Back To School Night</p> <p>Inviting Families to monthly "Tool Time" Curriculum Component events</p>	<p>Administrator and Staff</p> <p>Principal</p> <p>Student Advisors</p> <p>Administrator, Facilitator and Staff</p>	<p>conference regarding their child's progress.</p> <p>100% of parents will sign a parent-school compact</p> <p>There will be an additional parent added to the NCLB Plan Committee</p> <p>100% of parents will sign a parent-school compact</p> <p>During the 2015-2016 school year 100% of the parents will be invited to attend scheduled family events to increase student proficiency.</p> <p>80% of parents will participate so strategies can be implemented outside the school day.</p> <p>100% of all families will either</p>	<p>of New Hampshire</p> <p>Finn, J., (1998). Parental engagement that makes a difference. <i>Educational Leadership</i>, Volume 55.</p> <p>Impacts Student Achievement <i>Science Daily (May, 2008)</i></p> <p>New research from the University of New Hampshire</p> <p>Finn, J., (1998). Parental engagement that makes a difference. <i>Educational Leadership</i>, Volume 55.</p> <p>IMPROVING PARENT INVOLVEMENT IN SCHOOLS: A CULTURAL PERSPECTIVE Theresa Keane * Teacher, New Seales Elementary School, Nashua, NH RIVIER ACADEMIC JOURNAL, VOLUME 3, NUMBER 2, FALL 2007</p> <p>Parental Involvement Strongly</p>

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (B)(4)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (with list of sources of work cited)
		Parent-School Compact	teachers and student facilitator.	attend fall and spring Parent Teacher Conferences or be given a home visit or phone conference regarding their child's progress.	Impacts Student Achievement <i>Science Daily (May, 2008)</i> New research from the University of New Hampshire
		NCLB Committee	Administrator and Staff	100% of parents will sign a parent-school compact	Finn, J., (1998). Parental engagement that makes a difference. <i>Educational Leadership, Volume 55.</i>
		Back To School Night	Principal	There will be an additional parent added to the NCLB Plan Committee	Impacts Student Achievement <i>Science Daily (May, 2008)</i> New research from the University of New Hampshire
		Inviting Families to monthly "Tool Time" Curriculum Component events	Student Advisors	100% of parents will sign a parent-school compact	Finn, J., (1998). Parental engagement that makes a difference. <i>Educational Leadership, Volume 55.</i>
		Administrator, Facilitator and Staff	Administrator, Facilitator and Staff	During the 2015-2016 school year 100% of the parents will be invited to attend scheduled family events to increase student proficiency. 80% of parents will participate so strategies can be implemented outside the	IMPROVING PARENT INVOLVEMENT IN SCHOOLS: A CULTURAL PERSPECTIVE Theresa Keane * Teacher, New Searles Elementary School, Nashua, NH RIVIER ACADEMIC JOURNAL, VOLUME 3, NUMBER 2, FALL 2007

SCHOOLWIDE COMPONENT, FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measure of Evaluation Outcomes)	Research/Supporting Strategy (Research, Evidence, Grade, or Work Connections)
				school day.	

**Use an asterisk to denote new programs.*

2015-2016 Family and Community Engagement Narrative

- 1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?** The school's family and community engagement program will help to strengthen the home-school connection, parent involvement activities in English Language Arts, Writing and English Language Learners will be implemented. The program will seek and encourage parental involvement through workshops, Back to School Night, targeted parent dinners, School Climate Survey, CNA, Book Club and Parent-Teacher Conferences. Teachers will continue to create and maintain web pages to remain in daily contact with all families to encourage parental participation in their student's education.
- 2. How will the school engage parents in the development of the written parent involvement policy?** We engage parents by having them serve on our Schoolwide committee. Parents will be given research based surveys, and will attend meetings to discuss the development of policy.
- 3. How will the school distribute its written parent involvement policy?** The school will distribute its written parent involvement policy through the school-parent compact being sent home with students and posted on the school's website.
- 4. How will the school engage parents in the development of the school-parent compact?** Parents will be involved in the development of the school/parent compact through involvement as stakeholders on the Advisory Committee and parent representatives on the NCLB Committee. These parent groups will have input as to any changes to be made on the school/parent compact.

5. **How will the school ensure that parents receive and review the school-parent compact?** The school will ensure that the parents receive and review the school-parent compact by asking them to sign the document and return it to school. Teachers and Counselors follow up with phone calls and if needed, home visits, to ensure a compact is returned from each student.
6. **How will the school report its student achievement data to families and the community?** Student achievement data is reported to the public via the school report card, board meetings, parent/teacher conferences, teacher web site pages and notifications sent home.
7. **How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?** If the district has not met their annual measurable objectives for Title III, parents are notified by letter.
8. **How will the school inform families and the community of the school's disaggregated assessment results?** Lenna W. Conrow School will inform families and the community of the school's disaggregated assessment results via the school report card. Furthermore, central office presents a public meeting to address these results.
9. **How will the school involve families and the community in the development of the Title I Schoolwide Plan?** The school involves families and community in the development of the Title I Schoolwide plan by having parent representatives attend NCLB monthly meetings and through research based parent surveys.

10. How will the school inform families about the academic achievement of their child/children? The school informs families about academic achievement of their students via conferences biyearly, reports card quarterly, through phone calls, surveys, parent involvement activities, and I & RS team meetings.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds? Lenna W. Conrow School will use its 2015-2016 parental involvement funds in a 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 extended learning activities that promote student achievement. One example of this is the Open House/Back to School Night in which the building principal will introduce and inform the parents of school wide initiatives. Second the 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. And finally, the district parent involvement committee with representatives from each school, who discuss community and school wide needs will promote activities to increase student achievement.

**Provide a separate response for each question.*

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

Strategies to Attract and Retain Highly-Qualified Staff

		Credentials are in the main office.	
Teachers who meet the qualifications for HQT, consistent with Title II-A	34		
	100%		
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	N/A		
	0		
Instructional Paraprofessionals who meet the qualifications required by ESEA (education, passing score on ParaPro test)	30		60 credits or the Para Pro Test
	100%		
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, passing score on ParaPro test)*	N/A		
	0		

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

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

<p>The personnel director and District Administrators attend college and university fairs to recruit highly qualified teachers. Job openings are also posted 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 Instructional Assistant in the district has met the NCLB requirement. With the onset of the new legislation, Long Branch entered into an agreement with the 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. 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>
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