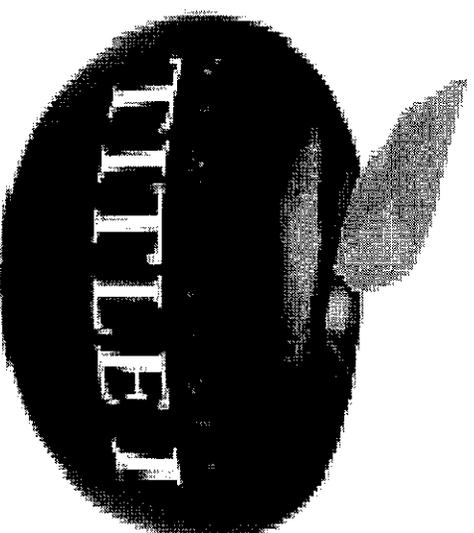


NEW JERSEY DEPARTMENT OF EDUCATION

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.

| DISTRICT INFORMATION | | SCHOOL INFORMATION | |
|--|--|--|--|
| District: LONG BRANCH | | School: George L. Catrambone School | |
| Chief School Administrator: MICHAEL SALVATORE | | Address: 240 Park Avenue, Long Branch NJ 07740 | |
| Chief School Administrator's E-mail: msalvatore@longbranch.k12.nj.us | | Grade Levels: Kindergarten- 5 | |
| Title I Contact: Bridgette Burt | | Principal: Chris Volpe | |
| Title I Contact E-mail: <u>bburtt@longbranch.k12.nj.us</u> | | Principal's E-mail: <u>cvolpe@longbranch.k12.nj.us</u> | |
| Title I Contact Phone Number: <u>732-571-2868</u> | | Principal's Phone Number: <u>732-222-3215</u> | |

Principal's Certification

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

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

Chris Volpe

Chris Volpe

Principal's Name (Print)

Principal's Signature

Date

6/11/15

Critical Overview Elements

- The School held 8 (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 6,732,682, which comprised 96.3 % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$6,969,819, which will comprise 97.4 % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

| | | | | |
|--|-----------------------------|--|-------------------|-------------|
| Extended Day Learning Program Tutors & Supplies | Priority Problems 1 & 2 | Extended Learning Opportunities | 100-100 & 100-600 | \$40,525.84 |
| Parent Involvement | Priority Problem 3 | Family and Community | 200-800 | \$2,200 |
| NCLB Improvement Leader | Priority Problems 1, 2, & 3 | Extended Learning Opportunities | 200-100 | \$1,900 |
| Professional Development | Priority Problems 1, 2, & 3 | Professional Development to enhance student practice and proficiency and also provide intervention strategies. | 200-300 | \$10,000 |
| | | | | |
| | | | | |

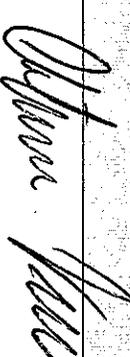
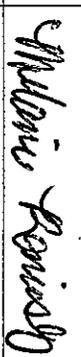
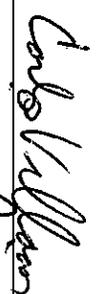
SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT ESEA §1114(b)(2)(B)(iii)

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."

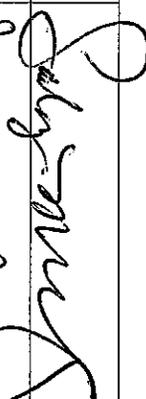
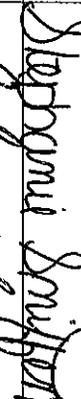
Stakeholder/Schoolwide Committee

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 |
|-----------------------|------------------------------------|--|----------------------------------|------------------------------------|---|
| Mr. Christopher Volpe | School Staff-Administrator | X | X | X |  |
| Mrs. Melanie Rovinsky | School Staff-Administrator | X | X | X |  |
| Carlos Villacres | School Staff- Support Team Advisor | X | X | X |  |
| Tonni-Ann Lisanti | School Staff- Support Team Advisor | X | X | X |  |
| Kalliopei Stavrakis | School Staff- Classroom Teacher | X | X | X |  |
| Amanda Ciaglia | School Staff- Classroom Teacher | X | X | X |  |
| Elizabeth Kaeli | School Staff- Classroom Teacher | X | X | X |  |

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT ESEA §11.14(b)(2)(B)(iii)

| | | | | | |
|-------------------|---------------------------------|---|---|---|---|
| Sade Montgomery | School Staff- Classroom Teacher | X | X | X |  |
| Stephanie Sniffen | School Staff- Classroom Teacher | X | X | X |  |
| Robyn Silberstein | School Staff- Classroom Teacher | X | X | X |  |
| Caterina Lopes | School Staff- Classroom Teacher | X | X | X |  |
| Laurie Demuro | School Staff- Classroom Teacher | X | X | X |  |
| Lauren Sharkey | School Staff- Classroom Teacher | X | X | X |  |

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 |
| November 19, 2014 | GLC Conference Room | Comprehensive Needs Assessment | X | | X | |
| December 11, 2014 | GLC Conference Room | Schoolwide Plan Development | X | | X | |
| January 15, 2015 | GLC Conference Room | Program Evaluation | X | | X | |
| February 19, 2015 | GLC Conference Room | Perception Surveys | X | | X | |
| March 19, 2015 | GLC Conference Room | Plan Revision | X | | X | |
| April 23, 2015 | GLC Conference Room | Data Gathering | X | | X | |
| May 7, 2015 | GLC Conference Room | Priority Problem Selection | X | | X | |
| June 4, 2015 | GLC Conference Room | Initial Report Writing 2015-2016 | X | | X | |

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?

| | |
|---|---|
| <p>What is the school's mission statement?</p> | <p>The singular aim and sole commitment of our school system is to equip every Long Branch student with the competence and confidence to shape his/her own life, participate productively in our community, and act in an informed manner in a culturally diverse global society. Our District Leadership Team diagnostically crafted an Instructional Focus, which will serve as a roadmap for making Long Branch Public Schools a benchmark of excellence among school districts in New Jersey. The roadmap is built on four foundations, or Four Pillars, namely:</p> <ul style="list-style-type: none">• Holding students and adults to high expectations of conduct and performance.• Ensuring that all students master the academic standards.• Working collaboratively and basing decisions on fact, not opinion.• Building strong partnerships with families and community. <p>New and refined school wide programs in reading, writing and math are incorporated to raise student achievement. Parental involvement activities are offered to build a stronger community partnership to enhance the education of our students.</p> <p>With an intense, rigorous Instructional Focus, Long Branch Public Schools will continue our collective journey to turn our good intentions into strong results for all students, without exception.</p> |
|---|---|

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

24 CFR § 200.26(g) Care 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 *

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

1. Did the school implement the program as planned?

Programs were implemented as planned. Being in its second year of implementation, Treasures continued to provide ELA teachers with more opportunities to differentiate their instruction to meet students reading needs. Teachers not only continue to be provided with Treasures training but also Sheltered Instruction training to maximize best practices during small/whole group instruction. The mathematical program, Everyday Math was in its fourth year of implementation along with a district wide emphasis of basic facts mastery. Parent Involvement consisted of parental visitation days both in reading and math and a district wide math game night, open house, parent teacher conferences, special evening activities for parents and students. In addition, online PD resources were also available for teachers to view during PLC times. All online Treasures and Everyday Math, and KidBiz programs were accessible from home and parents were given student log on information to personalize student learning.

2. What were the strengths of the implementation process?

The strength of the implementation process was the provision of PLC time where teachers could gather, discuss, evaluate and analyze the Treasures reading program and the common core state standards and standards based report cards. This focus on standards helped teachers become more aware of what concepts and skills that students would be held accountable to master.

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

The barriers or challenges during the implementation process were refining the implementation of the Common Core Standards to their full potential. Due to the wealth of material offered in all of our programs, teachers expressed that they were struggling to decide of how to best select specific items from ELA/Math material which would offer differentiated instruction, but still meet the CCSS. Also, minimal support staff to assist in the school's day to day functions.

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

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

The strengths of the implementation were the collaborative leadership style of the school administration and the communication between all stakeholders in the Treasures program. Also, as the ELA program was in the third year of implementation, there was time for more of a focus on differentiation and enhancement of small group instruction.

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

The buy-in was not very difficult because most of the initiatives were district wide and being implemented throughout the school district and supported by central office administration. The school also distributed information regarding the programs and aligned standards based report cards through the student handbook and school webpage.

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

The staff eagerly implemented the ELA Core reading program. A new program aligned to the Common Core was needed to help in student mastery of the standards. With the Treasures program came a large amount of planning time needed. This was a challenge for staff members. The staff also faced challenges with PLC's being more teacher-driven. They perceived PLCs as adding even more to their work load and dedicated little of their time to the planning of what needed to be addressed, discussed, and planned during this time. In its fifth year of implementation the math program had a positive perception from majority of the staff. Although there continues to be challenges with the amount of time needed for planning, familiarity with the standards and mathematics goals and objectives increased as well as the alignment to the CCCS. Staff research based surveys were used throughout the district to determine their perceptions.

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

Perceptions of the community were collected through an online parent survey during parent conference week and back to school night. The survey suggested overall positive results in school leadership, school climate, and academic performance. Overall, the community was pleased with the teaching staff and their efforts to provide positive student achievement. They were pleased with the availability of Spanish materials aligned with the Common Core State Standards, and the availability of bilingual tutorials.

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

In order to prepare teachers for the Treasures Literacy Program, Professional Development opportunities were made available to teachers during summer workshops and PD days throughout the school year. Professional Learning Communities were used to continue teacher growth in research based literacy strategies that improve student literacy. Feedback was provided to staff through

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

administration data walks and through written feedback from the reading and math facilitators. The Treasure's Reading program utilizes whole group instruction, small group instruction, and center activities. The Everyday Math program utilizes whole group instruction, mental math, partner and team work, center activities and independent work. KidBiz technology is used during computer lab time and also at home for students who have internet compatibility at home. Students read current event stories and answer various comprehension questions. It is also used as an after school tutoring program and students work on various common core state standards that they need extra help with.

9. How did the school structure the interventions?

Instructional intervention took place on a daily basis during ELA and math instruction. These programs are structured in such a way to provide intervention at small group and centers every day. At-risk students were provided with tutoring, extended-day and extended-year learning opportunities, mentoring, and support from the I&RS team. Students are placed in Study Island after-school tutorial program, which provides extra help in the areas of reading and math that are tailored to the student's needs. English Language Learners took part in the RTI after-school program, which provided ELLs with additional assistance in language acquisition and phonics skills using Lexia. Students who were referred to the I&RS team during the school year, took part in the RTI After School Program, where individual academic goals were established and measured every 2/4 weeks for effectiveness. At the beginning of the school year, at-risk students were also identified and tutors pushed in during instruction to provide small group instruction on identified ELA or Math skills. In addition, all parents were given students' user names and passwords for Connected, Everyday Mathematics, and Kidbiz3000 to practice targeted weaker academic areas at home.

10. How frequently did students receive instructional interventions?

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

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

11. What technologies did the school use to support the program?

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

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

Technology did contribute to the success of the program. Technology provided additional resources to customize student learning in Reading and Math. The KidBiz programs gave students more practice on the common core standard skills and concepts in both subject areas. In Treasures, the online Progress Reporter feature allows teachers to assess, grade, generate reports and receive enhancement and remediation suggestions, which can be used for the entire group or for each student, individually based upon proficiency of content or skill. Everyday Math also utilizes technology to customize student learning with an online e-suite assessment management feature. This feature allows teachers to assess, grade, generate reports and receive enhancement and remediation suggestions aimed at targeting student learning preferences including but, not limited to language translation for students with language differences. The KidBiz programs gave students more practice on the common core standard skills and concepts in both reading and math. These technology programs helped supply extra practice for common core state standards. The visuals from both the Treasures and Everyday Math program supported best teaching practices. These programs were used through student computers and tablets. Students were enthusiastic to complete assignments on their tablets. Often at times, students would be willing to continue classroom assignments on their own personal computers at home.

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

Evaluation of 2014-2015 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 | 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 | 108 | TBD | Scientifically research based Language Arts program: Treasures - In class support using support staff for small group reading instruction with NCLB tutor -Reading & Homework incentives -Job-embedded professional development in ELA through PLC meetings, lesson studies, demo lessons, and Data Chats -Common planning periods for all grade level reading/writing teachers - Monthly professional development in best practices related to ELA content area -Kidbiz 3000 -Lexia -Homework incentives | Though students demonstrated growth, standard of achievement was below proficiency. <ul style="list-style-type: none"> • Specific professional development focusing on literacy best practices and differentiated instruction • Professional development is required to refine and improve teaching strategies so teachers can master the delivery of the Treasures program • Further differentiation of instruction. • Professional development to support staff in the areas of data analysis and using data to drive instruction. • Expanding the integration of technology and making tablets more accessible to engage students as well as extend the learning day/year |
| Grade 5 | 110 | TBD | -After School Tutoring -Scientifically research-based Language Arts program: Treasures - In class support using support staff for small group reading instruction with NCLB tutor -Reading & Homework incentives -Job embedded professional development in ELA through PLC meetings, lesson studies, Learning Walks, demo lessons, and Data Chats | Though students demonstrated growth, standard of achievement was below proficiency. <ul style="list-style-type: none"> • Specific professional development focusing on literacy best practices and differentiated instruction • Professional development is required to refine and improve teaching strategies so teachers can master the delivery of the Treasures program |

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

| | | | | |
|----------|-----|-----|--|--|
| | | | <ul style="list-style-type: none"> -Common planning periods for all grade level reading/writing teachers - Monthly professional development in best practices related to ELA content area -Treasure Chest used for small group instruction to better meet students' needs -Kidbiz 3000 -Lexia -Homework incentives | <ul style="list-style-type: none"> • Further differentiation of instruction. • Professional development to support staff in the areas of data analysis and using data to drive instruction. <p>Expanding the integration of technology and making tablets more accessible to engage students as well as extend the learning day/year</p> |
| Grade 6 | N/A | N/A | | |
| Grade 7 | N/A | N/A | | |
| Grade 8 | N/A | N/A | | |
| Grade 11 | N/A | N/A | | |
| Grade 12 | N/A | N/A | | |

| Mathematics | 2013-2014 | 2014-2015 | Interventions Provided | Describe why the interventions did or did not result in proficiency. (Be specific for each intervention). |
|-------------|-----------|-----------|---|--|
| Grade 4 | 77 | TBD | <ul style="list-style-type: none"> • Push In Math Support in classroom with the most partially proficient students • Common planning periods for all grade level mathematic teachers. • Professional development in implementation and mathematical concepts presented by education consultants from Everyday Mathematics, Head Teacher and Facts Trainer. | <ul style="list-style-type: none"> • The use of the Everyday Math curriculum is in its fifth year of implementation. Teachers are more familiar with the material. Teachers received professional development and support to incorporate active inspire and Everyday Math differentiation system into math instruction. • The emphasis on facts has improved students' rote mastery. |
| Grade 5 | 48 | TBD | <ul style="list-style-type: none"> • Common planning periods for all grade level mathematics teachers. • Push In Math Support in classroom with the most partially proficient | <ul style="list-style-type: none"> • The use of the Everyday Math curriculum is in its Alternate program intervention materials used for instruction year of implementation. Teachers are more familiar with the material. Teachers received |

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

| | | | | |
|----------|-----|-----|---|---|
| | | | <p>students</p> <p>Professional development in implementation and mathematical concepts presented by education consultants from Everyday Mathematics, curriculum facilitator and Facts Trainer.</p> | <p>professional development and support to incorporate Active Inspire and Everyday Math differentiation into math instruction.</p> <ul style="list-style-type: none"> The emphasis on facts has improved students' rote mastery. |
| Grade 6 | N/A | N/A | | |
| Grade 7 | N/A | N/A | | |
| Grade 8 | N/A | N/A | | |
| Grade 11 | N/A | N/A | | |
| Grade 12 | N/A | N/A | | |

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

**Evaluation of 2014-2015 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 | 2013 2014 | 2014 2015 | Interventions Provided | Describe why the interventions did or did not result in proficiency (Be specific for each intervention) |
|-----------------------|--------------|--------------|--|---|
| Pre-Kindergarten | N/A | N/A | | |
| Kindergarten | N/A | N/A | The Treasures Literacy Program provides small group guided instruction which allows for more focus and interventions targeting the specific needs of at-risk students. | This program is in the third year of its implementation. Throughout the year, teachers received professional development and support in order to begin to master all elements of the program. While improvement was made, lack of professional development focusing on Literacy best practices and differentiated of instruction could improve. |
| Grade 1 | 141 | TBD | The Treasures Literacy Program provides small group guided instruction which allows for more focus and interventions targeting the specific needs of at-risk students. | This program is in the third year of its implementation. Throughout the year, teachers received professional development and support in order to begin to master all elements of the program. While improvement was made, lack of professional development focusing on Literacy best practices and differentiated of instruction could improve. |
| Grade 2 | 170 | TBD | The Treasures Literacy Program provides small group guided instruction which allows for more focus and interventions targeting the specific needs of at-risk students. | This program is in the third year of its implementation. Throughout the year, teachers received professional development and support in order to begin to master all elements of the program. While improvement was made, lack of professional development focusing on Literacy best practices and differentiated of instruction could improve. |
| Grade 9 | N/A | N/A | | |
| Grade 10 | N/A | N/A | | |

| Mathematics | 2013 | 2014 | Interventions Provided | Describe why the interventions provided did or did not |
|-------------|------|------|------------------------|--|
|-------------|------|------|------------------------|--|

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

| | 2014 | 2015 | | Result in proficiency (Be specific for each intervention). |
|------------------|------|------|--|--|
| Pre-Kindergarten | N/A | N/A | | |
| Kindergarten | N/A | N/A | Everyday Math Assessment Differentiation System, which provided teachers with interventions for individual students based on student weakness of mathematical content. | The system was introduced to the teachers effectively. However, additional support is needed in data interpretation and using the data to guide instruction. |
| Grade 1 | 89 | TBD | Everyday Math Assessment Differentiation System, which provided teachers with interventions for individual students based on student weakness of mathematical content. | The system was introduced to the teachers effectively. However, additional support is needed in data interpretation and using the data to guide instruction. |
| Grade 2 | 153 | TBD | Everyday Math Assessment Differentiation System, which provided teachers with interventions for individual students based on student weakness of mathematical content. | The system was introduced to the teachers effectively. However, additional support is needed in data interpretation and using the data to guide instruction. |
| Grade 9 | N/A | N/A | | |
| Grade 10 | N/A | N/A | | |

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

Evaluation of 2014-2015 Interventions and Strategies

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 | Continued Implementation of Treasures and Triumphs Reading Program Differentiation of Treasures and Triumphs programs | NO | <ul style="list-style-type: none"> DRA2 Data Linkit Benchmark | <p>Subgroups highly impacted with students not performing on grade level (scoring less than 40%), broken down by grade level:</p> <table border="1"> <tbody> <tr> <td>Grade K</td> <td>Sept. Benchmark</td> <td>May Benchmark</td> <td>% of Students Advancing to Proficient</td> </tr> <tr> <td>White</td> <td>20%</td> <td>0%</td> <td>20</td> </tr> <tr> <td>Hispanic</td> <td>67.8%</td> <td>3.3%</td> <td>64.5</td> </tr> <tr> <td>Black</td> <td>33.3%</td> <td>0%</td> <td>33.3</td> </tr> </tbody> </table> <table border="1"> <tbody> <tr> <td>Grade 1</td> <td>Sept. Benchmark</td> <td>May Benchmark</td> <td>% of Students Advancing to Proficient</td> </tr> <tr> <td>White</td> <td>8.3%</td> <td>0%</td> <td>8.3</td> </tr> <tr> <td>Hispanic</td> <td>0%</td> <td>0%</td> <td>0</td> </tr> </tbody> </table> | Grade K | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | White | 20% | 0% | 20 | Hispanic | 67.8% | 3.3% | 64.5 | Black | 33.3% | 0% | 33.3 | Grade 1 | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | White | 8.3% | 0% | 8.3 | Hispanic | 0% | 0% | 0 |
| Grade K | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 20% | 0% | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 67.8% | 3.3% | 64.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | 33.3% | 0% | 33.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 1 | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 8.3% | 0% | 8.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 0% | 0% | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) | | | | | | | | | | | | | | | | |
|---|----------------------|--------------------|---|--|---|---------|----------------------|--------------------|---|-------|-------|-------|------|----------|-------|-------|------|-------|-------|-------|------|
| <table border="1"> <tr> <td>Black</td> <td>0%</td> <td>0%</td> <td>0</td> </tr> </table> | | | | | | Black | 0% | 0% | 0 | | | | | | | | | | | | |
| Black | 0% | 0% | 0 | | | | | | | | | | | | | | | | | | |
| <table border="1"> <tr> <td>Grade 2</td> <td>Sept. Bench- mark</td> <td>May Bench- mark</td> <td>% of Students Advanc- ing to Proficient</td> </tr> <tr> <td>White</td> <td>20%</td> <td>50%</td> <td>-30</td> </tr> <tr> <td>Hispanic</td> <td>21.2%</td> <td>16.8%</td> <td>4.4</td> </tr> <tr> <td>Black</td> <td>63.6%</td> <td>13%</td> <td>50.6</td> </tr> </table> | | | | | | Grade 2 | Sept. Bench- mark | May Bench- mark | % of Students Advanc- ing to Proficient | White | 20% | 50% | -30 | Hispanic | 21.2% | 16.8% | 4.4 | Black | 63.6% | 13% | 50.6 |
| Grade 2 | Sept. Bench- mark | May Bench- mark | % of Students Advanc- ing to Proficient | | | | | | | | | | | | | | | | | | |
| White | 20% | 50% | -30 | | | | | | | | | | | | | | | | | | |
| Hispanic | 21.2% | 16.8% | 4.4 | | | | | | | | | | | | | | | | | | |
| Black | 63.6% | 13% | 50.6 | | | | | | | | | | | | | | | | | | |
| <table border="1"> <tr> <td>Grade 3</td> <td>Sept. Bench- mark</td> <td>May Bench- mark</td> <td>% of Students Advanc- ing to Proficient</td> </tr> <tr> <td>White</td> <td>59.5%</td> <td>34.8%</td> <td>24.7</td> </tr> <tr> <td>Hispanic</td> <td>59.2%</td> <td>36.4%</td> <td>22.8</td> </tr> <tr> <td>Black</td> <td>60%</td> <td>47.8%</td> <td>12.2</td> </tr> </table> | | | | | | Grade 3 | Sept. Bench- mark | May Bench- mark | % of Students Advanc- ing to Proficient | White | 59.5% | 34.8% | 24.7 | Hispanic | 59.2% | 36.4% | 22.8 | Black | 60% | 47.8% | 12.2 |
| Grade 3 | Sept. Bench- mark | May Bench- mark | % of Students Advanc- ing to Proficient | | | | | | | | | | | | | | | | | | |
| White | 59.5% | 34.8% | 24.7 | | | | | | | | | | | | | | | | | | |
| Hispanic | 59.2% | 36.4% | 22.8 | | | | | | | | | | | | | | | | | | |
| Black | 60% | 47.8% | 12.2 | | | | | | | | | | | | | | | | | | |

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

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------|----------------------------|---|---------------------------------------|--|---|---------|-----------------|---------------|---------------------------------------|-------|-------|-------|------|----------|-------|-------|------|-------|-------|-------|-----|---------|-----------------|---------------|---------------------------------------|-------|-------|-------|----|----------|-------|------|------|-------|-------|----|------|
| | | | | | <table border="1"> <thead> <tr> <th>Grade 4</th> <th>Sept. Benchmark</th> <th>May Benchmark</th> <th>% of Students Advancing to Proficient</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>57.7%</td> <td>39.1%</td> <td>18.6</td> </tr> <tr> <td>Hispanic</td> <td>47.8%</td> <td>26.3%</td> <td>21.5</td> </tr> <tr> <td>Black</td> <td>35.7%</td> <td>33.3%</td> <td>2.4</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Grade 5</th> <th>Sept. Benchmark</th> <th>May Benchmark</th> <th>% of Students Advancing to Proficient</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>29.7%</td> <td>29.2%</td> <td>.5</td> </tr> <tr> <td>Hispanic</td> <td>36.9%</td> <td>8.2%</td> <td>28.7</td> </tr> <tr> <td>Black</td> <td>41.6%</td> <td>9%</td> <td>32.6</td> </tr> </tbody> </table> | Grade 4 | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | White | 57.7% | 39.1% | 18.6 | Hispanic | 47.8% | 26.3% | 21.5 | Black | 35.7% | 33.3% | 2.4 | Grade 5 | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | White | 29.7% | 29.2% | .5 | Hispanic | 36.9% | 8.2% | 28.7 | Black | 41.6% | 9% | 32.6 |
| Grade 4 | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 57.7% | 39.1% | 18.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 47.8% | 26.3% | 21.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | 35.7% | 33.3% | 2.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 5 | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 29.7% | 29.2% | .5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 36.9% | 8.2% | 28.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | 41.6% | 9% | 32.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Math | Students with Disabilities | Continued Implementation of Common Core Aligned Mathematics Program Differentiation | YES | Linkit Benchmarks | Subgroups highly impacted with students not performing on grade level, broken down by grade level: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------|-------------------------|---|---|--|---|---------|-------------------------|-----------------------|---|-------|------|----|-----|----------|-------|----|------|-------|-------|----|------|---------|-------------------------|-----------------------|---|-------|-------|----|------|----------|-----|----|----|-------|-------|----|------|---------|-------------------------|-----------------------|---|-------|-------|----|------|
| | | component of the Everyday Math Program Harry Kerr Facts program | | | <table border="1"> <thead> <tr> <th data-bbox="1117 1415 1312 1543">Grade K</th> <th data-bbox="1117 1543 1312 1680">Sept. Bench- mark</th> <th data-bbox="1117 1680 1312 1816">May Bench- mark</th> <th data-bbox="1117 1816 1312 1955">% of Students Advanc- ing to Proficient</th> </tr> </thead> <tbody> <tr> <td data-bbox="1060 1415 1117 1543">White</td> <td data-bbox="1060 1543 1117 1680">9.5%</td> <td data-bbox="1060 1680 1117 1816">0%</td> <td data-bbox="1060 1816 1117 1955">9.5</td> </tr> <tr> <td data-bbox="1003 1415 1060 1543">Hispanic</td> <td data-bbox="1003 1543 1060 1680">32.1%</td> <td data-bbox="1003 1680 1060 1816">0%</td> <td data-bbox="1003 1816 1060 1955">32.1</td> </tr> <tr> <td data-bbox="946 1415 1003 1543">Black</td> <td data-bbox="946 1543 1003 1680">33.3%</td> <td data-bbox="946 1680 1003 1816">0%</td> <td data-bbox="946 1816 1003 1955">33.3</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th data-bbox="695 1415 889 1543">Grade 1</th> <th data-bbox="695 1543 889 1680">Sept. Bench- mark</th> <th data-bbox="695 1680 889 1816">May Bench- mark</th> <th data-bbox="695 1816 889 1955">% of Students Advanc- ing to Proficient</th> </tr> </thead> <tbody> <tr> <td data-bbox="638 1415 695 1543">White</td> <td data-bbox="638 1543 695 1680">13.8%</td> <td data-bbox="638 1680 695 1816">0%</td> <td data-bbox="638 1816 695 1955">13.8</td> </tr> <tr> <td data-bbox="581 1415 638 1543">Hispanic</td> <td data-bbox="581 1543 638 1680">12%</td> <td data-bbox="581 1680 638 1816">0%</td> <td data-bbox="581 1816 638 1955">12</td> </tr> <tr> <td data-bbox="524 1415 581 1543">Black</td> <td data-bbox="524 1543 581 1680">22.2%</td> <td data-bbox="524 1680 581 1816">0%</td> <td data-bbox="524 1816 581 1955">22.2</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th data-bbox="215 1415 410 1543">Grade 2</th> <th data-bbox="215 1543 410 1680">Sept. Bench- mark</th> <th data-bbox="215 1680 410 1816">May Bench- mark</th> <th data-bbox="215 1816 410 1955">% of Students Advanc- ing to Proficient</th> </tr> </thead> <tbody> <tr> <td data-bbox="159 1415 215 1543">White</td> <td data-bbox="159 1543 215 1680">45.4%</td> <td data-bbox="159 1680 215 1816">0%</td> <td data-bbox="159 1816 215 1955">45.4</td> </tr> </tbody> </table> | Grade K | Sept. Bench- mark | May Bench- mark | % of Students Advanc- ing to Proficient | White | 9.5% | 0% | 9.5 | Hispanic | 32.1% | 0% | 32.1 | Black | 33.3% | 0% | 33.3 | Grade 1 | Sept. Bench- mark | May Bench- mark | % of Students Advanc- ing to Proficient | White | 13.8% | 0% | 13.8 | Hispanic | 12% | 0% | 12 | Black | 22.2% | 0% | 22.2 | Grade 2 | Sept. Bench- mark | May Bench- mark | % of Students Advanc- ing to Proficient | White | 45.4% | 0% | 45.4 |
| Grade K | Sept. Bench- mark | May Bench- mark | % of Students Advanc- ing to Proficient | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 9.5% | 0% | 9.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 32.1% | 0% | 32.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | 33.3% | 0% | 33.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 1 | Sept. Bench- mark | May Bench- mark | % of Students Advanc- ing to Proficient | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 13.8% | 0% | 13.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 12% | 0% | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | 22.2% | 0% | 22.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 2 | Sept. Bench- mark | May Bench- mark | % of Students Advanc- ing to Proficient | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 45.4% | 0% | 45.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes/No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) | | | | | | | | | | | | | | | | |
|--------------|------------|-------------------|--------------------------|--|---|-------------------------|-------------------------|---|---|-------|-------|-------|------|----------|-------|------|------|-------|-------|-----|------|
| | | | | | <table border="1"> <tr> <td>Hispanic</td> <td>50.9%</td> <td>3.6%</td> <td>47.3</td> </tr> <tr> <td>Black</td> <td>45.4%</td> <td>4.3%</td> <td>41.1</td> </tr> </table> | Hispanic | 50.9% | 3.6% | 47.3 | Black | 45.4% | 4.3% | 41.1 | | | | | | | | |
| | | | | | Hispanic | 50.9% | 3.6% | 47.3 | | | | | | | | | | | | | |
| | | | | | Black | 45.4% | 4.3% | 41.1 | | | | | | | | | | | | | |
| | | | | | <table border="1"> <tr> <td>Grade 3</td> <td>Sept. Bench- mark</td> <td>May Bench- mark</td> <td>% of Students Advanc- ing to Proficient</td> </tr> <tr> <td>White</td> <td>74.4%</td> <td>8.8%</td> <td>65.6</td> </tr> <tr> <td>Hispanic</td> <td>33.3%</td> <td>7.4%</td> <td>25.9</td> </tr> <tr> <td>Black</td> <td>32%</td> <td>25%</td> <td>7</td> </tr> </table> | Grade 3 | Sept. Bench- mark | May Bench- mark | % of Students Advanc- ing to Proficient | White | 74.4% | 8.8% | 65.6 | Hispanic | 33.3% | 7.4% | 25.9 | Black | 32% | 25% | 7 |
| | | | | | Grade 3 | Sept. Bench- mark | May Bench- mark | % of Students Advanc- ing to Proficient | | | | | | | | | | | | | |
| | | | | | White | 74.4% | 8.8% | 65.6 | | | | | | | | | | | | | |
| | | | | | Hispanic | 33.3% | 7.4% | 25.9 | | | | | | | | | | | | | |
| | | | | | Black | 32% | 25% | 7 | | | | | | | | | | | | | |
| | | | | | <table border="1"> <tr> <td>Grade 4</td> <td>Sept. Bench- mark</td> <td>May Bench- mark</td> <td>% of Students Advanc- ing to Proficient</td> </tr> <tr> <td>White</td> <td>15.9%</td> <td>23.9%</td> <td>-8</td> </tr> <tr> <td>Hispanic</td> <td>31%</td> <td>9.4%</td> <td>21.6</td> </tr> <tr> <td>Black</td> <td>57.1%</td> <td>0%</td> <td>57.1</td> </tr> </table> | Grade 4 | Sept. Bench- mark | May Bench- mark | % of Students Advanc- ing to Proficient | White | 15.9% | 23.9% | -8 | Hispanic | 31% | 9.4% | 21.6 | Black | 57.1% | 0% | 57.1 |
| | | | | | Grade 4 | Sept. Bench- mark | May Bench- mark | % of Students Advanc- ing to Proficient | | | | | | | | | | | | | |
| | | | | | White | 15.9% | 23.9% | -8 | | | | | | | | | | | | | |
| | | | | | Hispanic | 31% | 9.4% | 21.6 | | | | | | | | | | | | | |
| Black | 57.1% | 0% | 57.1 | | | | | | | | | | | | | | | | | | |

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

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------|-------------------------|--|---|---|---|---------|-------------------------|-----------------------|---|-------|-------|-------|------|----------|-------|------|------|-------|-------|------|------|---------|-------------------------|-----------------------|---|-------|------|----|-----|
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| Grade 5 | Sept. Bench- mark | May Bench- mark | % of Students Advanc- ing to Proficient | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 33.3% | 13.6% | 19.7 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 20% | 2.3% | 17.7 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | 20.8% | 6.6% | 14.2 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ELA | Homeless | Continued Implementation of Treasures and Triumphs Reading Program Differentiation of Treasures and Triumphs programs | NO | <ul style="list-style-type: none"> • DRA2 Data • Linkit Benchmark | <table border="1"> <thead> <tr> <th data-bbox="724 1415 914 1541">Grade K</th> <th data-bbox="724 1541 914 1680">Sept. Bench- mark</th> <th data-bbox="724 1680 914 1818">May Bench- mark</th> <th data-bbox="724 1818 914 1957">% of Students Advanc- ing to Proficient</th> </tr> </thead> <tbody> <tr> <td data-bbox="664 1415 724 1541">White</td> <td data-bbox="664 1541 724 1680">20%</td> <td data-bbox="664 1680 724 1818">0%</td> <td data-bbox="664 1818 724 1957">20</td> </tr> <tr> <td data-bbox="604 1415 664 1541">Hispanic</td> <td data-bbox="604 1541 664 1680">67.8%</td> <td data-bbox="604 1680 664 1818">3.3%</td> <td data-bbox="604 1818 664 1957">64.5</td> </tr> <tr> <td data-bbox="544 1415 604 1541">Black</td> <td data-bbox="544 1541 604 1680">33.3%</td> <td data-bbox="544 1680 604 1818">0%</td> <td data-bbox="544 1818 604 1957">33.3</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th data-bbox="250 1415 440 1541">Grade 1</th> <th data-bbox="250 1541 440 1680">Sept. Bench- mark</th> <th data-bbox="250 1680 440 1818">May Bench- mark</th> <th data-bbox="250 1818 440 1957">% of Students Advanc- ing to Proficient</th> </tr> </thead> <tbody> <tr> <td data-bbox="190 1415 250 1541">White</td> <td data-bbox="190 1541 250 1680">8.3%</td> <td data-bbox="190 1680 250 1818">0%</td> <td data-bbox="190 1818 250 1957">8.3</td> </tr> </tbody> </table> | Grade K | Sept. Bench- mark | May Bench- mark | % of Students Advanc- ing to Proficient | White | 20% | 0% | 20 | Hispanic | 67.8% | 3.3% | 64.5 | Black | 33.3% | 0% | 33.3 | Grade 1 | Sept. Bench- mark | May Bench- mark | % of Students Advanc- ing to Proficient | White | 8.3% | 0% | 8.3 |
| Grade K | Sept. Bench- mark | May Bench- mark | % of Students Advanc- ing to Proficient | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 20% | 0% | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 67.8% | 3.3% | 64.5 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | 33.3% | 0% | 33.3 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 1 | Sept. Bench- mark | May Bench- mark | % of Students Advanc- ing to Proficient | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 8.3% | 0% | 8.3 | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) | | | | | | | | | | | | | | | | |
|--------------|-----------------|-------------------|---------------------------------------|--|---|----------|-----------------|---------------|---------------------------------------|-------|-------|-------|------|----------|-------|-------|------|-------|-------|-------|------|
| | | | | | <table border="1"> <tr> <td>Hispanic</td> <td>0%</td> <td>0%</td> <td>0</td> </tr> <tr> <td>Black</td> <td>0%</td> <td>0%</td> <td>0</td> </tr> </table> | Hispanic | 0% | 0% | 0 | Black | 0% | 0% | 0 | | | | | | | | |
| Hispanic | 0% | 0% | 0 | | | | | | | | | | | | | | | | | | |
| Black | 0% | 0% | 0 | | | | | | | | | | | | | | | | | | |
| | | | | | <table border="1"> <tr> <td>Grade 2</td> <td>Sept. Benchmark</td> <td>May Benchmark</td> <td>% of Students Advancing to Proficient</td> </tr> <tr> <td>White</td> <td>20%</td> <td>50%</td> <td>-30</td> </tr> <tr> <td>Hispanic</td> <td>21.2%</td> <td>16.8%</td> <td>4.4</td> </tr> <tr> <td>Black</td> <td>63.6%</td> <td>13%</td> <td>50.6</td> </tr> </table> | Grade 2 | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | White | 20% | 50% | -30 | Hispanic | 21.2% | 16.8% | 4.4 | Black | 63.6% | 13% | 50.6 |
| Grade 2 | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | | | | | | | | | | | | | | | | | | |
| White | 20% | 50% | -30 | | | | | | | | | | | | | | | | | | |
| Hispanic | 21.2% | 16.8% | 4.4 | | | | | | | | | | | | | | | | | | |
| Black | 63.6% | 13% | 50.6 | | | | | | | | | | | | | | | | | | |
| | | | | | <table border="1"> <tr> <td>Grade 3</td> <td>Sept. Benchmark</td> <td>May Benchmark</td> <td>% of Students Advancing to Proficient</td> </tr> <tr> <td>White</td> <td>59.5%</td> <td>34.8%</td> <td>24.7</td> </tr> <tr> <td>Hispanic</td> <td>59.2%</td> <td>36.4%</td> <td>22.8</td> </tr> <tr> <td>Black</td> <td>60%</td> <td>47.8%</td> <td>12.2</td> </tr> </table> | Grade 3 | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | White | 59.5% | 34.8% | 24.7 | Hispanic | 59.2% | 36.4% | 22.8 | Black | 60% | 47.8% | 12.2 |
| Grade 3 | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | | | | | | | | | | | | | | | | | | |
| White | 59.5% | 34.8% | 24.7 | | | | | | | | | | | | | | | | | | |
| Hispanic | 59.2% | 36.4% | 22.8 | | | | | | | | | | | | | | | | | | |
| Black | 60% | 47.8% | 12.2 | | | | | | | | | | | | | | | | | | |

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

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------|-------------------------|---|---|---|---|---------|-------------------------|-----------------------|---|-------|-------|-------|------|----------|-------|-------|------|-------|-------|-------|-----|---------|-------------------------|-----------------------|---|-------|-------|-------|----|----------|-------|------|------|-------|-------|----|------|
| | | | | | <table border="1"> <thead> <tr> <th data-bbox="1198 1415 1318 1549">Grade 4</th> <th data-bbox="1198 1549 1318 1684">Sept. Bench- mark</th> <th data-bbox="1198 1684 1318 1818">May Bench- mark</th> <th data-bbox="1198 1818 1318 1969">% of Students Advanc- ing to Proficient</th> </tr> </thead> <tbody> <tr> <td data-bbox="1122 1415 1198 1549">White</td> <td data-bbox="1122 1549 1198 1684">57.7%</td> <td data-bbox="1122 1684 1198 1818">39.1%</td> <td data-bbox="1122 1818 1198 1969">18.6</td> </tr> <tr> <td data-bbox="1045 1415 1122 1549">Hispanic</td> <td data-bbox="1045 1549 1122 1684">47.8%</td> <td data-bbox="1045 1684 1122 1818">26.3%</td> <td data-bbox="1045 1818 1122 1969">21.5</td> </tr> <tr> <td data-bbox="969 1415 1045 1549">Black</td> <td data-bbox="969 1549 1045 1684">35.7%</td> <td data-bbox="969 1684 1045 1818">33.3%</td> <td data-bbox="969 1818 1045 1969">2.4</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th data-bbox="777 1415 888 1549">Grade 5</th> <th data-bbox="777 1549 888 1684">Sept. Bench- mark</th> <th data-bbox="777 1684 888 1818">May Bench- mark</th> <th data-bbox="777 1818 888 1969">% of Students Advanc- ing to Proficient</th> </tr> </thead> <tbody> <tr> <td data-bbox="701 1415 777 1549">White</td> <td data-bbox="701 1549 777 1684">29.7%</td> <td data-bbox="701 1684 777 1818">29.2%</td> <td data-bbox="701 1818 777 1969">.5</td> </tr> <tr> <td data-bbox="625 1415 701 1549">Hispanic</td> <td data-bbox="625 1549 701 1684">36.9%</td> <td data-bbox="625 1684 701 1818">8.2%</td> <td data-bbox="625 1818 701 1969">28.7</td> </tr> <tr> <td data-bbox="548 1415 625 1549">Black</td> <td data-bbox="548 1549 625 1684">41.6%</td> <td data-bbox="548 1684 625 1818">9%</td> <td data-bbox="548 1818 625 1969">32.6</td> </tr> </tbody> </table> | Grade 4 | Sept. Bench- mark | May Bench- mark | % of Students Advanc- ing to Proficient | White | 57.7% | 39.1% | 18.6 | Hispanic | 47.8% | 26.3% | 21.5 | Black | 35.7% | 33.3% | 2.4 | Grade 5 | Sept. Bench- mark | May Bench- mark | % of Students Advanc- ing to Proficient | White | 29.7% | 29.2% | .5 | Hispanic | 36.9% | 8.2% | 28.7 | Black | 41.6% | 9% | 32.6 |
| Grade 4 | Sept. Bench- mark | May Bench- mark | % of Students Advanc- ing to Proficient | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 57.7% | 39.1% | 18.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 47.8% | 26.3% | 21.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | 35.7% | 33.3% | 2.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 5 | Sept. Bench- mark | May Bench- mark | % of Students Advanc- ing to Proficient | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 29.7% | 29.2% | .5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 36.9% | 8.2% | 28.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | 41.6% | 9% | 32.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Math | Homeless | Continued Implementation of Common Core Aligned Mathematics Program Differentiation | YES | <ul style="list-style-type: none"> Linkit Benchmarks | <table border="1"> <thead> <tr> <th data-bbox="224 1415 415 1549">Grade K</th> <th data-bbox="224 1549 415 1684">Sept. Bench- mark</th> <th data-bbox="224 1684 415 1818">May Bench- mark</th> <th data-bbox="224 1818 415 1969">% of Students Advanc- ing to Proficient</th> </tr> </thead> <tbody> <tr> <td data-bbox="154 1415 224 1549">White</td> <td data-bbox="154 1549 224 1684">9.5%</td> <td data-bbox="154 1684 224 1818">0%</td> <td data-bbox="154 1818 224 1969">9.5</td> </tr> </tbody> </table> | Grade K | Sept. Bench- mark | May Bench- mark | % of Students Advanc- ing to Proficient | White | 9.5% | 0% | 9.5 | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade K | Sept. Bench- mark | May Bench- mark | % of Students Advanc- ing to Proficient | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 9.5% | 0% | 9.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) | | | | | | | | | | | | | | | | |
|--|-----------------|-------------------|---------------------------------------|--|---|-----------------|-----------------|---------------------------------------|---------------------------------------|-------|-------|-------|------|----------|-------|------|------|-------|-------|-----|------|
| | | | | | <table border="1"> <tr> <td>Grade 3</td> <td>Sept. Benchmark</td> <td>May Benchmark</td> <td>% of Students Advancing to Proficient</td> </tr> <tr> <td>White</td> <td>74.4%</td> <td>8.8%</td> <td>65.6</td> </tr> <tr> <td>Hispanic</td> <td>33.3%</td> <td>7.4%</td> <td>25.9</td> </tr> <tr> <td>Black</td> <td>32%</td> <td>25%</td> <td>7</td> </tr> </table> | Grade 3 | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | White | 74.4% | 8.8% | 65.6 | Hispanic | 33.3% | 7.4% | 25.9 | Black | 32% | 25% | 7 |
| | | | | | Grade 3 | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | | | | | | | | | | | | | |
| | | | | | White | 74.4% | 8.8% | 65.6 | | | | | | | | | | | | | |
| | | | | | Hispanic | 33.3% | 7.4% | 25.9 | | | | | | | | | | | | | |
| | | | | | Black | 32% | 25% | 7 | | | | | | | | | | | | | |
| | | | | | <table border="1"> <tr> <td>Grade 4</td> <td>Sept. Benchmark</td> <td>May Benchmark</td> <td>% of Students Advancing to Proficient</td> </tr> <tr> <td>White</td> <td>15.9%</td> <td>23.9%</td> <td>-8</td> </tr> <tr> <td>Hispanic</td> <td>31%</td> <td>9.4%</td> <td>21.6</td> </tr> <tr> <td>Black</td> <td>57.1%</td> <td>0%</td> <td>57.1</td> </tr> </table> | Grade 4 | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | White | 15.9% | 23.9% | -8 | Hispanic | 31% | 9.4% | 21.6 | Black | 57.1% | 0% | 57.1 |
| | | | | | Grade 4 | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | | | | | | | | | | | | | |
| | | | | | White | 15.9% | 23.9% | -8 | | | | | | | | | | | | | |
| | | | | | Hispanic | 31% | 9.4% | 21.6 | | | | | | | | | | | | | |
| | | | | | Black | 57.1% | 0% | 57.1 | | | | | | | | | | | | | |
| <table border="1"> <tr> <td>Grade 5</td> <td>Sept. Benchmark</td> <td>May Benchmark</td> <td>% of Students Advancing to Proficient</td> </tr> <tr> <td>White</td> <td>33.3%</td> <td>13.6%</td> <td>19.7</td> </tr> </table> | Grade 5 | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | White | 33.3% | 13.6% | 19.7 | | | | | | | | | | | | | |
| Grade 5 | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | | | | | | | | | | | | | | | | | | |
| White | 33.3% | 13.6% | 19.7 | | | | | | | | | | | | | | | | | | |

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

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------|-----------------|--|---------------------------------------|---|---|----------|-----------------|---------------|---------------------------------------|-------|-------|------|------|----------|-------|------|------|-------|-------|----|------|---------|-----------------|---------------|---------------------------------------|-------|------|----|-----|----------|----|----|---|
| | | | | | <table border="1"> <tr> <td>Hispanic</td> <td>20%</td> <td>2.3%</td> <td>17.7</td> </tr> <tr> <td>Black</td> <td>20.8%</td> <td>6.6%</td> <td>14.2</td> </tr> </table> | Hispanic | 20% | 2.3% | 17.7 | Black | 20.8% | 6.6% | 14.2 | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 20% | 2.3% | 17.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | 20.8% | 6.6% | 14.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ELA | Migrant | N/A | N/A | N/A | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Math | Migrant | N/A | N/A | N/A | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ELA | ELLS | Continued Implementation of Treasures and Triumphs Reading Program Differentiation of Treasures and Triumphs programs | NO | <ul style="list-style-type: none"> DRA2 Data Linkit Benchmark | <table border="1"> <tr> <td>Grade K</td> <td>Sept. Benchmark</td> <td>May Benchmark</td> <td>% of Students Advancing to Proficient</td> </tr> <tr> <td>White</td> <td>20%</td> <td>0%</td> <td>20</td> </tr> <tr> <td>Hispanic</td> <td>67.8%</td> <td>3.3%</td> <td>64.5</td> </tr> <tr> <td>Black</td> <td>33.3%</td> <td>0%</td> <td>33.3</td> </tr> </table> <table border="1"> <tr> <td>Grade 1</td> <td>Sept. Benchmark</td> <td>May Benchmark</td> <td>% of Students Advancing to Proficient</td> </tr> <tr> <td>White</td> <td>8.3%</td> <td>0%</td> <td>8.3</td> </tr> <tr> <td>Hispanic</td> <td>0%</td> <td>0%</td> <td>0</td> </tr> </table> | Grade K | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | White | 20% | 0% | 20 | Hispanic | 67.8% | 3.3% | 64.5 | Black | 33.3% | 0% | 33.3 | Grade 1 | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | White | 8.3% | 0% | 8.3 | Hispanic | 0% | 0% | 0 |
| Grade K | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 20% | 0% | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 67.8% | 3.3% | 64.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | 33.3% | 0% | 33.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 1 | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 8.3% | 0% | 8.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 0% | 0% | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) | | | | | | | | | | | | | | | | |
|--------------|-----------------|-------------------|---------------------------------------|--|---|---------|-----------------|---------------|---------------------------------------|-------|-------|-------|------|----------|-------|-------|------|-------|-------|-------|------|
| | | | | | <table border="1"> <tr> <td>Black</td> <td>0%</td> <td>0%</td> <td>0</td> </tr> </table> | Black | 0% | 0% | 0 | | | | | | | | | | | | |
| Black | 0% | 0% | 0 | | | | | | | | | | | | | | | | | | |
| | | | | | <table border="1"> <tr> <td>Grade 2</td> <td>Sept. Benchmark</td> <td>May Benchmark</td> <td>% of Students Advancing to Proficient</td> </tr> <tr> <td>White</td> <td>20%</td> <td>50%</td> <td>-30</td> </tr> <tr> <td>Hispanic</td> <td>21.2%</td> <td>16.8%</td> <td>4.4</td> </tr> <tr> <td>Black</td> <td>63.6%</td> <td>13%</td> <td>50.6</td> </tr> </table> | Grade 2 | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | White | 20% | 50% | -30 | Hispanic | 21.2% | 16.8% | 4.4 | Black | 63.6% | 13% | 50.6 |
| Grade 2 | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | | | | | | | | | | | | | | | | | | |
| White | 20% | 50% | -30 | | | | | | | | | | | | | | | | | | |
| Hispanic | 21.2% | 16.8% | 4.4 | | | | | | | | | | | | | | | | | | |
| Black | 63.6% | 13% | 50.6 | | | | | | | | | | | | | | | | | | |
| | | | | | <table border="1"> <tr> <td>Grade 3</td> <td>Sept. Benchmark</td> <td>May Benchmark</td> <td>% of Students Advancing to Proficient</td> </tr> <tr> <td>White</td> <td>59.5%</td> <td>34.8%</td> <td>24.7</td> </tr> <tr> <td>Hispanic</td> <td>59.2%</td> <td>36.4%</td> <td>22.8</td> </tr> <tr> <td>Black</td> <td>60%</td> <td>47.8%</td> <td>12.2</td> </tr> </table> | Grade 3 | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | White | 59.5% | 34.8% | 24.7 | Hispanic | 59.2% | 36.4% | 22.8 | Black | 60% | 47.8% | 12.2 |
| Grade 3 | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | | | | | | | | | | | | | | | | | | |
| White | 59.5% | 34.8% | 24.7 | | | | | | | | | | | | | | | | | | |
| Hispanic | 59.2% | 36.4% | 22.8 | | | | | | | | | | | | | | | | | | |
| Black | 60% | 47.8% | 12.2 | | | | | | | | | | | | | | | | | | |

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

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------|-----------------|--|---------------------------------------|---|---|---------|--|--|--|--|-----------------|---------------|---------------------------------------|-------|-------|-------|------|----------|-------|-------|------|-------|-------|-------|-----|---------|--|--|--|--|-----------------|---------------|---------------------------------------|-------|-------|-------|----|----------|-------|------|------|-------|-------|----|------|
| | | | | | <table border="1"> <thead> <tr> <th colspan="4">Grade 4</th> </tr> <tr> <th></th> <th>Sept. Benchmark</th> <th>May Benchmark</th> <th>% of Students Advancing to Proficient</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>57.7%</td> <td>39.1%</td> <td>18.6</td> </tr> <tr> <td>Hispanic</td> <td>47.8%</td> <td>26.3%</td> <td>21.5</td> </tr> <tr> <td>Black</td> <td>35.7%</td> <td>33.3%</td> <td>2.4</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="4">Grade 5</th> </tr> <tr> <th></th> <th>Sept. Benchmark</th> <th>May Benchmark</th> <th>% of Students Advancing to Proficient</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>29.7%</td> <td>29.2%</td> <td>.5</td> </tr> <tr> <td>Hispanic</td> <td>36.9%</td> <td>8.2%</td> <td>28.7</td> </tr> <tr> <td>Black</td> <td>41.6%</td> <td>9%</td> <td>32.6</td> </tr> </tbody> </table> | Grade 4 | | | | | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | White | 57.7% | 39.1% | 18.6 | Hispanic | 47.8% | 26.3% | 21.5 | Black | 35.7% | 33.3% | 2.4 | Grade 5 | | | | | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | White | 29.7% | 29.2% | .5 | Hispanic | 36.9% | 8.2% | 28.7 | Black | 41.6% | 9% | 32.6 |
| Grade 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 57.7% | 39.1% | 18.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 47.8% | 26.3% | 21.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | 35.7% | 33.3% | 2.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 29.7% | 29.2% | .5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 36.9% | 8.2% | 28.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | 41.6% | 9% | 32.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Math | ELLs | Continued Implementation of Common Core Aligned Mathematics Program Differentiation | YES | <ul style="list-style-type: none"> Linkit Benchmarks | <table border="1"> <thead> <tr> <th colspan="4">Grade K</th> </tr> <tr> <th></th> <th>Sept. Benchmark</th> <th>May Benchmark</th> <th>% of Students Advancing to Proficient</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>9.5%</td> <td>0%</td> <td>9.5</td> </tr> </tbody> </table> | Grade K | | | | | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | White | 9.5% | 0% | 9.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade K | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 9.5% | 0% | 9.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------------|-------------------|---------------------------------------|--|---|---------------|---------------------------------------|--|---------|--|--|--|-----------------|---------------|---------------------------------------|--|-----------------|---------------|---------------------------------------|-------|-------|-------|------|--|--|--|--|----------|-------|------|------|--|--|--|--|-------|-------|-----|------|--|--|--|--|
| <table border="1"> <thead> <tr> <th colspan="3"></th> <th colspan="3">Grade 3</th> </tr> <tr> <th></th> <th>Sept. Benchmark</th> <th>May Benchmark</th> <th>% of Students Advancing to Proficient</th> <th></th> <th>Sept. Benchmark</th> <th>May Benchmark</th> <th>% of Students Advancing to Proficient</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>74.4%</td> <td>8.8%</td> <td>65.6</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Hispanic</td> <td>33.3%</td> <td>7.4%</td> <td>25.9</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Black</td> <td>32%</td> <td>25%</td> <td>7</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | | | | | | | | | Grade 3 | | | | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | White | 74.4% | 8.8% | 65.6 | | | | | Hispanic | 33.3% | 7.4% | 25.9 | | | | | Black | 32% | 25% | 7 | | | | |
| | | | Grade 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 74.4% | 8.8% | 65.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 33.3% | 7.4% | 25.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | 32% | 25% | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th colspan="3"></th> <th colspan="3">Grade 4</th> </tr> <tr> <th></th> <th>Sept. Benchmark</th> <th>May Benchmark</th> <th>% of Students Advancing to Proficient</th> <th></th> <th>Sept. Benchmark</th> <th>May Benchmark</th> <th>% of Students Advancing to Proficient</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>15.9%</td> <td>23.9%</td> <td>-8</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Hispanic</td> <td>31%</td> <td>9.4%</td> <td>21.6</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Black</td> <td>57.1%</td> <td>0%</td> <td>57.1</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | | | | | | | | | Grade 4 | | | | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | White | 15.9% | 23.9% | -8 | | | | | Hispanic | 31% | 9.4% | 21.6 | | | | | Black | 57.1% | 0% | 57.1 | | | | |
| | | | Grade 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 15.9% | 23.9% | -8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 31% | 9.4% | 21.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | 57.1% | 0% | 57.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th colspan="3"></th> <th colspan="3">Grade 5</th> </tr> <tr> <th></th> <th>Sept. Benchmark</th> <th>May Benchmark</th> <th>% of Students Advancing to Proficient</th> <th></th> <th>Sept. Benchmark</th> <th>May Benchmark</th> <th>% of Students Advancing to Proficient</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>33.3%</td> <td>13.6%</td> <td>19.7</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | | | | | | | | | Grade 5 | | | | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | White | 33.3% | 13.6% | 19.7 | | | | | | | | | | | | | | | | | | | | |
| | | | Grade 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 33.3% | 13.6% | 19.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------|----------------------------|--|---------------------------------------|---|---|----------|-----------------|---------------|---------------------------------------|-------|-------|------|------|----------|-------|------|------|-------|-------|----|------|---------|-----------------|---------------|---------------------------------------|-------|------|----|-----|----------|----|----|---|-------|----|----|---|
| | | | | | <table border="1"> <tr> <td>Hispanic</td> <td>20%</td> <td>2.3%</td> <td>17.7</td> </tr> <tr> <td>Black</td> <td>20.8%</td> <td>6.6%</td> <td>14.2</td> </tr> </table> | Hispanic | 20% | 2.3% | 17.7 | Black | 20.8% | 6.6% | 14.2 | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 20% | 2.3% | 17.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | 20.8% | 6.6% | 14.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ELA | Economically Disadvantaged | Continued Implementation of Treasures and Triumphs Reading Program Differentiation of Treasures and Triumphs programs | NO | <ul style="list-style-type: none"> • DRA2 Data • Linkit Benchmark | <table border="1"> <tr> <td>Grade K</td> <td>Sept. Benchmark</td> <td>May Benchmark</td> <td>% of Students Advancing to Proficient</td> </tr> <tr> <td>White</td> <td>20%</td> <td>0%</td> <td>20</td> </tr> <tr> <td>Hispanic</td> <td>67.8%</td> <td>3.3%</td> <td>64.5</td> </tr> <tr> <td>Black</td> <td>33.3%</td> <td>0%</td> <td>33.3</td> </tr> <tr> <td>Grade 1</td> <td>Sept. Benchmark</td> <td>May Benchmark</td> <td>% of Students Advancing to Proficient</td> </tr> <tr> <td>White</td> <td>8.3%</td> <td>0%</td> <td>8.3</td> </tr> <tr> <td>Hispanic</td> <td>0%</td> <td>0%</td> <td>0</td> </tr> <tr> <td>Black</td> <td>0%</td> <td>0%</td> <td>0</td> </tr> </table> | Grade K | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | White | 20% | 0% | 20 | Hispanic | 67.8% | 3.3% | 64.5 | Black | 33.3% | 0% | 33.3 | Grade 1 | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | White | 8.3% | 0% | 8.3 | Hispanic | 0% | 0% | 0 | Black | 0% | 0% | 0 |
| Grade K | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 20% | 0% | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 67.8% | 3.3% | 64.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | 33.3% | 0% | 33.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 1 | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 8.3% | 0% | 8.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 0% | 0% | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | 0% | 0% | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) | | | | | | | | | | | | | | | | |
|---|-------------------------|-----------------------|---|--|---|---------|-------------------------|-----------------------|---|-------|-------|-------|------|----------|-------|-------|------|-------|-------|-------|------|
| <table border="1"> <tr> <td data-bbox="1128 1402 1323 1543">Grade 2</td> <td data-bbox="1128 1543 1323 1684">Sept. Bench- mark</td> <td data-bbox="1128 1684 1323 1824">May Bench- mark</td> <td data-bbox="1128 1824 1323 1969">% of Students Advanc- ing to Proficient</td> </tr> <tr> <td>White</td> <td>20%</td> <td>50%</td> <td>-30</td> </tr> <tr> <td>Hispanic</td> <td>21.2%</td> <td>16.8%</td> <td>4.4</td> </tr> <tr> <td>Black</td> <td>63.6%</td> <td>13%</td> <td>50.6</td> </tr> </table> | | | | | | Grade 2 | Sept. Bench- mark | May Bench- mark | % of Students Advanc- ing to Proficient | White | 20% | 50% | -30 | Hispanic | 21.2% | 16.8% | 4.4 | Black | 63.6% | 13% | 50.6 |
| Grade 2 | Sept. Bench- mark | May Bench- mark | % of Students Advanc- ing to Proficient | | | | | | | | | | | | | | | | | | |
| White | 20% | 50% | -30 | | | | | | | | | | | | | | | | | | |
| Hispanic | 21.2% | 16.8% | 4.4 | | | | | | | | | | | | | | | | | | |
| Black | 63.6% | 13% | 50.6 | | | | | | | | | | | | | | | | | | |
| <table border="1"> <tr> <td data-bbox="699 1402 945 1543">Grade 3</td> <td data-bbox="699 1543 945 1684">Sept. Bench- mark</td> <td data-bbox="699 1684 945 1824">May Bench- mark</td> <td data-bbox="699 1824 945 1969">% of Students Advanc- ing to Proficient</td> </tr> <tr> <td>White</td> <td>59.5%</td> <td>34.8%</td> <td>24.7</td> </tr> <tr> <td>Hispanic</td> <td>59.2%</td> <td>36.4%</td> <td>22.8</td> </tr> <tr> <td>Black</td> <td>60%</td> <td>47.8%</td> <td>12.2</td> </tr> </table> | | | | | | Grade 3 | Sept. Bench- mark | May Bench- mark | % of Students Advanc- ing to Proficient | White | 59.5% | 34.8% | 24.7 | Hispanic | 59.2% | 36.4% | 22.8 | Black | 60% | 47.8% | 12.2 |
| Grade 3 | Sept. Bench- mark | May Bench- mark | % of Students Advanc- ing to Proficient | | | | | | | | | | | | | | | | | | |
| White | 59.5% | 34.8% | 24.7 | | | | | | | | | | | | | | | | | | |
| Hispanic | 59.2% | 36.4% | 22.8 | | | | | | | | | | | | | | | | | | |
| Black | 60% | 47.8% | 12.2 | | | | | | | | | | | | | | | | | | |
| <table border="1"> <tr> <td data-bbox="272 1402 516 1543">Grade 4</td> <td data-bbox="272 1543 516 1684">Sept. Bench- mark</td> <td data-bbox="272 1684 516 1824">May Bench- mark</td> <td data-bbox="272 1824 516 1969">% of Students Advanc- ing to Proficient</td> </tr> <tr> <td>White</td> <td>57.7%</td> <td>39.1%</td> <td>18.6</td> </tr> </table> | | | | | | Grade 4 | Sept. Bench- mark | May Bench- mark | % of Students Advanc- ing to Proficient | White | 57.7% | 39.1% | 18.6 | | | | | | | | |
| Grade 4 | Sept. Bench- mark | May Bench- mark | % of Students Advanc- ing to Proficient | | | | | | | | | | | | | | | | | | |
| White | 57.7% | 39.1% | 18.6 | | | | | | | | | | | | | | | | | | |

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

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) | | | | | | | | | | | | | | | | |
|--------------|----------------------------|---|---------------------------------------|---|--|----------|-----------------|---------------|---------------------------------------|-------|-------|-------|-----|----------|-------|----|------|-------|-------|----|------|
| | | | | | <table border="1"> <tr> <td>Hispanic</td> <td>47.8%</td> <td>26.3%</td> <td>21.5</td> </tr> <tr> <td>Black</td> <td>35.7%</td> <td>33.3%</td> <td>2.4</td> </tr> </table> | Hispanic | 47.8% | 26.3% | 21.5 | Black | 35.7% | 33.3% | 2.4 | | | | | | | | |
| Hispanic | 47.8% | 26.3% | 21.5 | | | | | | | | | | | | | | | | | | |
| Black | 35.7% | 33.3% | 2.4 | | | | | | | | | | | | | | | | | | |
| Math | Economically Disadvantaged | Continued Implementation of Common Core Aligned Mathematics Program Differentiation component of the Everyday Math Program Harry Kerr Facts program | YES | <ul style="list-style-type: none"> Linkit Benchmarks | <table border="1"> <tr> <td>Grade K</td> <td>Sept. Benchmark</td> <td>May Benchmark</td> <td>% of Students Advancing to Proficient</td> </tr> <tr> <td>White</td> <td>9.5%</td> <td>0%</td> <td>9.5</td> </tr> <tr> <td>Hispanic</td> <td>32.1%</td> <td>0%</td> <td>32.1</td> </tr> <tr> <td>Black</td> <td>33.3%</td> <td>0%</td> <td>33.3</td> </tr> </table> | Grade K | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | White | 9.5% | 0% | 9.5 | Hispanic | 32.1% | 0% | 32.1 | Black | 33.3% | 0% | 33.3 |
| Grade K | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | | | | | | | | | | | | | | | | | | |
| White | 9.5% | 0% | 9.5 | | | | | | | | | | | | | | | | | | |
| Hispanic | 32.1% | 0% | 32.1 | | | | | | | | | | | | | | | | | | |
| Black | 33.3% | 0% | 33.3 | | | | | | | | | | | | | | | | | | |

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

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) | | | | | | | | | | | | | | | | |
|--|-------------------------|-----------------------|---|--|---|---------|-------------------------|-----------------------|---|-------|-------|----|------|----------|-------|------|------|-------|-------|------|------|
| <table border="1"> <tr> <td data-bbox="1123 1411 1312 1545">Grade 1</td> <td data-bbox="1123 1545 1312 1680">Sept. Bench- mark</td> <td data-bbox="1123 1680 1312 1814">May Bench- mark</td> <td data-bbox="1123 1814 1312 1969">% of Students Advanc- ing to Proficient</td> </tr> <tr> <td>White</td> <td>13.8%</td> <td>0%</td> <td>13.8</td> </tr> <tr> <td>Hispanic</td> <td>12%</td> <td>0%</td> <td>12</td> </tr> <tr> <td>Black</td> <td>22.2%</td> <td>0%</td> <td>22.2</td> </tr> </table> | | | | | | Grade 1 | Sept. Bench- mark | May Bench- mark | % of Students Advanc- ing to Proficient | White | 13.8% | 0% | 13.8 | Hispanic | 12% | 0% | 12 | Black | 22.2% | 0% | 22.2 |
| Grade 1 | Sept. Bench- mark | May Bench- mark | % of Students Advanc- ing to Proficient | | | | | | | | | | | | | | | | | | |
| White | 13.8% | 0% | 13.8 | | | | | | | | | | | | | | | | | | |
| Hispanic | 12% | 0% | 12 | | | | | | | | | | | | | | | | | | |
| Black | 22.2% | 0% | 22.2 | | | | | | | | | | | | | | | | | | |
| <table border="1"> <tr> <td data-bbox="652 1411 938 1545">Grade 2</td> <td data-bbox="652 1545 938 1680">Sept. Bench- mark</td> <td data-bbox="652 1680 938 1814">May Bench- mark</td> <td data-bbox="652 1814 938 1969">% of Students Advanc- ing to Proficient</td> </tr> <tr> <td>White</td> <td>45.4%</td> <td>0%</td> <td>45.4</td> </tr> <tr> <td>Hispanic</td> <td>50.9%</td> <td>3.6%</td> <td>47.3</td> </tr> <tr> <td>Black</td> <td>45.4%</td> <td>4.3%</td> <td>41.1</td> </tr> </table> | | | | | | Grade 2 | Sept. Bench- mark | May Bench- mark | % of Students Advanc- ing to Proficient | White | 45.4% | 0% | 45.4 | Hispanic | 50.9% | 3.6% | 47.3 | Black | 45.4% | 4.3% | 41.1 |
| Grade 2 | Sept. Bench- mark | May Bench- mark | % of Students Advanc- ing to Proficient | | | | | | | | | | | | | | | | | | |
| White | 45.4% | 0% | 45.4 | | | | | | | | | | | | | | | | | | |
| Hispanic | 50.9% | 3.6% | 47.3 | | | | | | | | | | | | | | | | | | |
| Black | 45.4% | 4.3% | 41.1 | | | | | | | | | | | | | | | | | | |
| <table border="1"> <tr> <td data-bbox="198 1411 467 1545">Grade 3</td> <td data-bbox="198 1545 467 1680">Sept. Bench- mark</td> <td data-bbox="198 1680 467 1814">May Bench- mark</td> <td data-bbox="198 1814 467 1969">% of Students Advanc- ing to Proficient</td> </tr> </table> | | | | | | Grade 3 | Sept. Bench- mark | May Bench- mark | % of Students Advanc- ing to Proficient | | | | | | | | | | | | |
| Grade 3 | Sept. Bench- mark | May Bench- mark | % of Students Advanc- ing to Proficient | | | | | | | | | | | | | | | | | | |

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

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) | | | | | | | | | | | | | | | | |
|--------------|-----------------|-------------------|---------------------------------------|--|---|---------|-----------------|---------------|---------------------------------------|----------|-------|-------|------|----------|-----|------|------|-------|-------|------|------|
| | | | | | <table border="1"> <tr> <td>White</td> <td>74.4%</td> <td>8.8%</td> <td>65.6</td> </tr> <tr> <td>Hispanic</td> <td>33.3%</td> <td>7.4%</td> <td>25.9</td> </tr> <tr> <td>Black</td> <td>32%</td> <td>25%</td> <td>7</td> </tr> </table> | White | 74.4% | 8.8% | 65.6 | Hispanic | 33.3% | 7.4% | 25.9 | Black | 32% | 25% | 7 | | | | |
| White | 74.4% | 8.8% | 65.6 | | | | | | | | | | | | | | | | | | |
| Hispanic | 33.3% | 7.4% | 25.9 | | | | | | | | | | | | | | | | | | |
| Black | 32% | 25% | 7 | | | | | | | | | | | | | | | | | | |
| | | | | | <table border="1"> <tr> <td>Grade 4</td> <td>Sept. Benchmark</td> <td>May Benchmark</td> <td>% of Students Advancing to Proficient</td> </tr> <tr> <td>White</td> <td>15.9%</td> <td>23.9%</td> <td>-8</td> </tr> <tr> <td>Hispanic</td> <td>31%</td> <td>9.4%</td> <td>21.6</td> </tr> <tr> <td>Black</td> <td>57.1%</td> <td>0%</td> <td>57.1</td> </tr> </table> | Grade 4 | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | White | 15.9% | 23.9% | -8 | Hispanic | 31% | 9.4% | 21.6 | Black | 57.1% | 0% | 57.1 |
| Grade 4 | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | | | | | | | | | | | | | | | | | | |
| White | 15.9% | 23.9% | -8 | | | | | | | | | | | | | | | | | | |
| Hispanic | 31% | 9.4% | 21.6 | | | | | | | | | | | | | | | | | | |
| Black | 57.1% | 0% | 57.1 | | | | | | | | | | | | | | | | | | |
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| Grade 5 | Sept. Benchmark | May Benchmark | % of Students Advancing to Proficient | | | | | | | | | | | | | | | | | | |
| White | 33.3% | 13.6% | 19.7 | | | | | | | | | | | | | | | | | | |
| Hispanic | 20% | 2.3% | 17.7 | | | | | | | | | | | | | | | | | | |
| Black | 20.8% | 6.6% | 14.2 | | | | | | | | | | | | | | | | | | |
| ELA | | | | | | | | | | | | | | | | | | | | | |

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

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|------------|-------------------|--------------------------|--|---|
| Math | | | | | |

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 | RTI Kidbiz3000 *Lexia | NO | Weekly Logs Kidbiz Report Lexia Report | <ul style="list-style-type: none"> 100% of students who entered the RTI program met their weekly Smart Goals. 100% of students completed at least one Kidbiz assignment weekly. 100% of students who used the Lexia Tutorial were able to complete Lexia assignments 3 times a week during the school year. |
| Math | Students with Disabilities | RTI Everyday Math Online | YES | Performance Level Breakdown at the completion of the Afterschool Program | <ul style="list-style-type: none"> 100% of all students in the RTI afterschool program showed improvement from the program's pre-assessment to the program's post assessment. 100% of students completed at least one Everyday Math Online activity weekly. |
| ELA | Homeless | N/A | N/A | N/A | N/A |
| Math | Homeless | N/A | N/A | N/A | N/A |

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

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|-------------------------------|-----------------------------|--------------------------|---|--|
| ELA | Migrant | N/A | N/A | N/A | N/A |
| Math | Migrant | N/A | N/A | N/A | N/A |
| ELA | ELLS | RTI Kidbiz3000 *Lexia | NO | Weekly Logs Kidbiz Report Lexia Report | <ul style="list-style-type: none"> 100% of students who entered the RTI program met their weekly Smart Goals. 100% of students completed at least one Kidbiz assignment weekly. 100% of students who used the Lexia Tutorial were able to complete Lexia assignments 3 times a week during the school year. |
| Math | ELLS | RTI Everyday Math Online | YES | Performance Level Breakdown at the completion of the Afterschool Program | <ul style="list-style-type: none"> 100% of all students in the RTI afterschool program showed improvement from the program's pre-assessment to the program's post assessment. 100% of students completed at least one Everyday Math Online activity weekly. |
| ELA | Economically Disadvantaged | RTI Kidbiz3000 *Lexia | NO | Weekly Logs Kidbiz Report Lexia Report | <ul style="list-style-type: none"> 100% of students who entered the RTI program met their weekly Smart Goals. 100% of students completed at least one Kidbiz assignment weekly. 100% of students who used the Lexia |

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

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|----------------------------|-----------------------------|--------------------------|--|---|
| Math | Economically Disadvantaged | RTI Everyday Math Online | YES | Performance Level Breakdown at the completion of the Afterschool Program | <ul style="list-style-type: none"> 100% of all students in the RTI afterschool program showed improvement from the program's pre-assessment to the program's post assessment. 100% of students completed at least one Everyday Math Online activity weekly. |
| ELA | | | | | |
| Math | | | | | |

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

Evaluation of 2014-2015 Interventions and Strategies

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 | Professional Learning Communities | YES | <ul style="list-style-type: none"> • Sign-In Sheets • Agenda/Sign-In Sheets • ELA Supervisor/Principal Data Walks | <ul style="list-style-type: none"> • 100% of teachers attended weekly PLC meetings during contractual time to analyze and share best practices to enhance classroom effectiveness, focusing on, teacher leadership, SGOs, lesson components, ELL strategies, and the teacher evaluation process. • ELA Supervisor and Principal initiated data walks and provided individual teacher feedback. |
| Math | Students with Disabilities | Weekly PLC meetings Make & Take Center Activities in PLC Training | YES | <ul style="list-style-type: none"> • Agenda/Sign-In Sheets • Math Supervisor/Principal Data Walks | <ul style="list-style-type: none"> • 100% of teachers attended weekly PLC meetings during contractual time to analyze and share best practices to enhance classroom effectiveness, focusing on, teacher leadership, SGOs, lesson components, ELL strategies, and the teacher evaluation process. • Math Supervisor and Principal initiated data walks and provided individual teacher feedback. |
| ELA | Homeless | Professional Learning | YES | | <ul style="list-style-type: none"> • 100% of teachers attended weekly |

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

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|------------|--|--------------------------|--|---|
| | | Communities | | <ul style="list-style-type: none"> • Sign-In Sheets • Agenda/Sign-In Sheets • ELA Supervisor/Principal Data Walks | <ul style="list-style-type: none"> • PLC meetings during contractual time to analyze and share best practices to enhance classroom effectiveness, focusing on, teacher leadership, SGOs, lesson components, ELL strategies, and the teacher evaluation process. • Math Supervisor and Principal initiated data walks and provided individual teacher feedback. |
| Math | Homeless | Weekly PLC meetings Make & Take Center Activities in PLC Training | YES | <ul style="list-style-type: none"> • Agenda/Sign-In Sheets • Math Supervisor/Principal Data Walks | <ul style="list-style-type: none"> • 100% of teachers attended weekly PLC meetings during contractual time to analyze and share best practices to enhance classroom effectiveness, focusing on, teacher leadership, SGOs, lesson components, ELL strategies, and the teacher evaluation process. • Math Supervisor and Principal initiated data walks and provided individual teacher feedback. |
| ELA | Migrant | N/A | N/A | N/A | N/A |
| Math | Migrant | N/A | N/A | N/A | N/A |
| ELA | ELLS | Professional Learning Communities | YES | <ul style="list-style-type: none"> • Sign-In Sheets | <ul style="list-style-type: none"> • 100% of teachers attended weekly PLC meetings during contractual time to analyze and share best practices to |

SCHOOLWIDE COMPONENT: EVALUATION ESEA §11114(b)(2)(B)(iii)

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|----------------------------|--|--------------------------|---|---|
| | | | | <ul style="list-style-type: none"> • Agenda/Sign-In Sheets • ELA Supervisor/Principal Data Walks | <ul style="list-style-type: none"> • enhance classroom effectiveness, focusing on, teacher leadership, SGOs, lesson components, ELL strategies, and the teacher evaluation process. • ELA Supervisor and Principal initiated data walks and provided individual teacher feedback. |
| Math | ELLs | Weekly PLC meetings Make & Take Center Activities in PLC Training | YES | <ul style="list-style-type: none"> • Agenda/Sign-In Sheets • Math Supervisor/Principal Data Walks | <ul style="list-style-type: none"> • 100% of teachers attended weekly PLC meetings during contractual time to analyze and share best practices to enhance classroom effectiveness, focusing on, teacher leadership, SGOs, lesson components, ELL strategies, and the teacher evaluation process. • Math Supervisor and Principal initiated data walks and provided individual teacher feedback. |
| ELA | Economically Disadvantaged | Professional Learning Communities | YES | <ul style="list-style-type: none"> • Sign-In Sheets • Agenda/Sign-In Sheets | <ul style="list-style-type: none"> • 100% of teachers attended weekly PLC meetings during contractual time to analyze and share best practices to enhance classroom effectiveness, focusing on, teacher leadership, SGOs, lesson components, ELL strategies, and the teacher evaluation process. |

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

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|----------------------------|--|--------------------------|--|---|
| Math | Economically Disadvantaged | Weekly PLC meetings Make & Take Center Activities in PLC Training | YES | <ul style="list-style-type: none"> • ELA Supervisor/Principal Data Walks • Agenda/Sign-In Sheets • Math Supervisor/Principal Data Walks | <ul style="list-style-type: none"> • 100% of teachers attended weekly PLC meetings during contractual time to analyze and share best practices to enhance classroom effectiveness, focusing on, teacher leadership, SGOs, lesson components, ELL strategies, and the teacher evaluation process. • Math Supervisor and Principal initiated data walks and provided individual teacher feedback. |
| ELA | | | | | |
| Math | | | | | |

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

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 | Back to School Night Columbus Day Parade Parent-Teacher Conferences Harvest Festival K-5 Dance Kindergarten Celebration | Yes | <ul style="list-style-type: none"> • Sign-In Sheets • Parent Feedback | <ul style="list-style-type: none"> • 83% of parents attended Back to School Night. • Thirty families participated in the Columbus Day Parade. • 98% of parents attended the fall and spring conferences. • 200 people attended the Harvest Festival. • Eighty people attended the K-5 Dance. • Seventy-two families attended the Kindergarten Celebration. |
| Math | Students with Disabilities | Back to School Night Columbus Day Parade Parent-Teacher Conferences Harvest Festival K-5 Dance Kindergarten Celebration Fact & Family Night | Yes | <ul style="list-style-type: none"> • Sign-In Sheets • Parent Feedback | <ul style="list-style-type: none"> • 83% of parents attended Back to School Night. • Thirty families participated in the Columbus Day Parade. • 98% of parents attended the fall and spring conferences. • 200 people attended the Harvest Festival. • Eighty people attended the K-5 Dance. • Seventy-two families attended the Kindergarten Celebration. • One hundred forty-two people attended the Fact and Family Night. |
| ELA | Homeless | N/A | N/A | N/A | N/A |

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

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes/No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|------------|---|--------------------------|---|--|
| 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 | Back to School Night Columbus Day Parade Parent-Teacher Conferences Harvest Festival K-5 Dance Kindergarten Celebration | Yes | <ul style="list-style-type: none"> • Sign-In Sheets • Parent Feedback | <ul style="list-style-type: none"> • 83% of parents attended Back to School Night. • Thirty families participated in the Columbus Day Parade. • 98% of parents attended the fall and spring conferences. • 200 people attended the Harvest Festival. • Eighty people attended the K-5 Dance. • Seventy-two families attended the Kindergarten Celebration. |
| Math | ELLS | Back to School Night Columbus Day Parade Parent-Teacher Conferences Harvest Festival K-5 Dance Kindergarten Celebration Fact & Family Night | Yes | <ul style="list-style-type: none"> • Sign-In Sheets • Parent Feedback | <ul style="list-style-type: none"> • 83% of parents attended Back to School Night. • Thirty families participated in the Columbus Day Parade. • 98% of parents attended the fall and spring conferences. • 200 people attended the Harvest Festival. • Eighty people attended the K-5 Dance. • Seventy-two families attended the Kindergarten Celebration. • One hundred forty-two people |

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

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes/No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|----------------------------|--|--------------------------|---|--|
| | | | | | <p>attended the Fact and Family Night.</p> |
| ELA | Economically Disadvantaged | <p>Back to School Night Columbus Day Parade Parent-Teacher Conferences Harvest Festival K-5 Dance Kindergarten Celebration</p> | Yes | <ul style="list-style-type: none"> • Sign-In Sheets • Parent Feedback | <ul style="list-style-type: none"> • 83% of parents attended Back to School Night. • Thirty families participated in the Columbus Day Parade. • 98% of parents attended the fall and spring conferences. • 200 people attended the Harvest Festival. • Eighty people attended the K-5 Dance. • Seventy-two families attended the Kindergarten Celebration. |
| Math | Economically Disadvantaged | <p>Back to School Night Columbus Day Parade Parent-Teacher Conferences Harvest Festival K-5 Dance Kindergarten Celebration Fact & Family Night</p> | Yes | <ul style="list-style-type: none"> • Sign-In Sheets • Parent Feedback | <ul style="list-style-type: none"> • 83% of parents attended Back to School Night. • Thirty families participated in the Columbus Day Parade. • 98% of parents attended the fall and spring conferences. • 200 people attended the Harvest Festival. • Eighty people attended the K-5 Dance. • Seventy-two families attended the Kindergarten Celebration. • One hundred forty-two people attended the Fact and Family Night. |

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

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|------------|-------------------|--------------------------|--|---|
| ELA | | | | | |
| Math | | | | | |

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

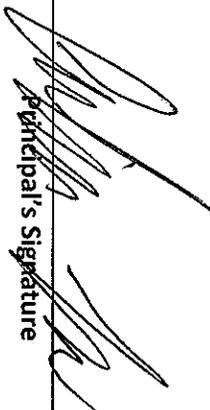
Principal's Certification

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.

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.

Christopher Volpe

Principal's Name (Print)



Principal's Signature

01/15

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)(4)."

**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"> • DRA2 • Linkit Benchmarks | <ul style="list-style-type: none"> • Two students scored on a Kindergarten-First Grade Pre-Primer level on the September Baseline DRA2 Assessment. Fifty-two of the total Kindergarten population scored on a Kindergarten-First Grade Pre-primer level on the end of the year DRA2 Assessment, which resulted in 50 students scoring on Kindergarten-First Grade Pre-Primer level by the end of the year. • 19 students scored on a First Grade Primer level on the September Baseline DRA2 Assessment. 95 of the total First Grade population scored on a First Grade Primer level on the end of the year DRA2 Assessment, which resulted in 76 students scoring on First Grade Primer level by the end of the year. • 71% of Grade 2 students scored below basic on the September baseline Linkit Assessment. 26% of Grade 2 students scored below basic on the June End-of-Year Linkit Assessment, which was a 45% increase in the number of students who advanced to grade level. • 42% of Grade 3 students scored below basic on the September baseline Linkit Assessment. 23% of Grade 3 students scored below basic on the June End-of-Year Linkit Assessment, which was a 19% increase in the number of students who advanced to grade level. • 26% of Grade 4 students scored below basic on the September baseline Linkit Assessment. 17% of Grade 4 students scored below basic on the June End-of-Year Linkit Assessment, which was a 9% |

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) |
|--------------------------------|---|---|
| Academic Achievement - Writing | <ul style="list-style-type: none"> • DRA2 • Linkit Benchmarks | <ul style="list-style-type: none"> • Increase in the number of students who advanced to grade level. • 21% of Grade 5 students scored below basic on the September baseline Linkit Assessment. 21% of Grade 5 students scored below basic on the June End-of-Year Linkit Assessment, which was a 0% increase in the number of students who advanced to grade level. • Two students scored on a Kindergarten-First Grade Pre-Primer level on the September Baseline DRA2 Assessment. Fifty-two of the total Kindergarten population scored on a Kindergarten-First Grade Pre-primer level on the end of the year DRA2 Assessment, which resulted in 50 students scoring on Kindergarten-First Grade Pre-Primer level by the end of the year. • 19 students scored on a First Grade Primer level on the September Baseline DRA2 Assessment. 95 of the total First Grade population scored on a First Grade Primer level on the end of the year DRA2 Assessment, which resulted in 76 students scoring on First Grade Primer level by the end of the year. • 71% of Grade 2 students scored below basic on the September baseline Linkit Assessment. 26% of Grade 2 students scored below basic on the June End-of-Year Linkit Assessment, which was a 45% increase in the number of students who advanced to grade level. • 42% of Grade 3 students scored below basic on the September baseline Linkit Assessment. 23% of Grade 3 students scored below basic on the June End-of-Year Linkit Assessment, which was a 19% increase in the number of students who advanced to grade level. • 26% of Grade 4 students scored below basic on the September baseline Linkit Assessment. 17% of Grade 4 students scored below basic on the June End-of-Year Linkit Assessment, which was a 9% |

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) |
|---------------------------------------|---|--|
| Academic Achievement - Mathematics | <ul style="list-style-type: none"> Linkit Benchmarks | <p>increase in the number of students who advanced to grade level.</p> <ul style="list-style-type: none"> 21% of Grade 5 students scored below basic on the September baseline Linkit Assessment. 21% of Grade 5 students scored below basic on the June End-of-Year Linkit Assessment, which was a 0% increase in the number of students who advanced to grade level. <u>2014-2015 Everyday Math Unit Grade Averages</u> 37 Kindergarten students scored proficient on the September Baseline Linkit Assessment. 60 Kindergarten students scored proficient on the End-of-Year Linkit Assessment, which was a 23 student increase. 69 Grade 1 students scored proficient on the September Baseline Linkit Assessment. 138 Grade 1 students scored proficient on the End-of-Year Linkit Assessment, which was a 69 student increase. 28 Grade 2 students scored proficient on the September Baseline Linkit Assessment. 136 Grade 2 students scored proficient on the End-of-Year Linkit Assessment, which was a 108 student increase. 5 Grade 3 students scored proficient on the September Baseline Linkit Assessment. 76 Grade 3 students scored proficient on the End-of-Year Linkit Assessment, which was a 71 student increase. 14 Grade 4 students scored proficient on the September Baseline Linkit Assessment. 90 Grade 4 students scored proficient on the End-of-Year Linkit Assessment, which was a 76 student increase. 31 Grade 5 students scored proficient on the September Baseline Linkit Assessment. 109 Grade 5 students scored proficient on the End-of-Year Linkit Assessment, which was a 78 student increase. |
| Family and Community | <ul style="list-style-type: none"> Attendance to events both | <ul style="list-style-type: none"> 8 planned family events occurred throughout the school year with |

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) |
|-----------------------------|---|---|
| Engagement | <ul style="list-style-type: none"> during the school day and evening activities | <ul style="list-style-type: none"> substantial family participation. |
| Professional Development | <ul style="list-style-type: none"> Sign in Sheets for weekly PLC Meetings District wide Professional Development Days included in school calendar | <ul style="list-style-type: none"> 100% of teachers attend weekly PLC meetings, which are built into the teacher schedule to ensure opportunities for staff/head teacher coaching, support and mentoring in LAL and Math programs. |
| Leadership | <ul style="list-style-type: none"> School Climate Survey: School-wide domain predicated off of leadership in building | <ul style="list-style-type: none"> Domain score of 74.4% in category of Leadership Support as perceived by GLC Staff |
| School Climate and Culture | <ul style="list-style-type: none"> School Climate Survey | <ul style="list-style-type: none"> Domain score of 64.6% in category of Teaching and Learning as perceived by GLC Staff Domain score of 67.6% in category of Morale in the School Community as perceived by GLC Staff Domain score of 69.5% in category of Relationships as perceived by GLC Staff Domain score of 68.1% in category of Emotional Environment as perceived by GLC Staff |
| School-Based Youth Services | <ul style="list-style-type: none"> School wide referrals to district youth based services Requests for behavioral assistance referrals | <ul style="list-style-type: none"> 11 students received YMCA counseling 10 students received CST counseling 10 students received school wide guidance counseling |
| Students with Disabilities | <ul style="list-style-type: none"> DRA2 Linkit Benchmarks | <ul style="list-style-type: none"> Two students scored on a Kindergarten-First Grade Pre-Primer level on the September Baseline DRA2 Assessment. Fifty-two of the total Kindergarten population scored on a Kindergarten-First Grade Pre-primer level on the end of the year DRA2 Assessment, which |

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) |
|-------|----------------------------|--|
| | | <p>resulted in 50 students scoring on Kindergarten-First Grade Pre-Primer level by the end of the year.</p> <ul style="list-style-type: none"> • 19 students scored on a First Grade Primer level on the September Baseline DRA2 Assessment. 95 of the total First Grade population scored on a First Grade Primer level on the end of the year DRA2 Assessment, which resulted in 76 students scoring on First Grade Primer level by the end of the year. • 71% of Grade 2 students scored below basic on the September baseline Linkit Assessment. 26% of Grade 2 students scored below basic on the June End-of-Year Linkit Assessment, which was a 45% increase in the number of students who advanced to grade level. • 42% of Grade 3 students scored below basic on the September baseline Linkit Assessment. 23% of Grade 3 students scored below basic on the June End-of-Year Linkit Assessment, which was a 19% increase in the number of students who advanced to grade level. • 26% of Grade 4 students scored below basic on the September baseline Linkit Assessment. 17% of Grade 4 students scored below basic on the June End-of-Year Linkit Assessment, which was a 9% increase in the number of students who advanced to grade level. • 21% of Grade 5 students scored below basic on the September baseline Linkit Assessment. 21% of Grade 5 students scored below basic on the June End-of-Year Linkit Assessment, which was a 0% increase in the number of students who advanced to grade level. <p><u>2014-2015 Everyday Math Unit Grade Averages</u></p> <ul style="list-style-type: none"> • 37 Kindergarten students scored proficient on the September Baseline Linkit Assessment. 60 Kindergarten students scored proficient on the End-of-Year Linkit Assessment, which was a 23 student increase. • 69 Grade 1 students scored proficient on the September Baseline |

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) |
|---|---|---|
| <p>Homeless Students</p> <p>(Two homeless students are in grade 4, one homeless student is in grade 5. All three homeless students are housed at AWC School, but are GLC's roster.)</p> | <ul style="list-style-type: none"> • DRA2 • Linkit Benchmarks | <ul style="list-style-type: none"> • Linkit Assessment: 138 Grade 1 students scored proficient on the End-of- Year Linkit Assessment, which was a 69 student increase. • 28 Grade 2 students scored proficient on the September Baseline Linkit Assessment. 136 Grade 2 students scored proficient on the End-of- Year Linkit Assessment, which was a 108 student increase. • 5 Grade 3 students scored proficient on the September Baseline Linkit Assessment. 76 Grade 3 students scored proficient on the End-of- Year Linkit Assessment, which was a 71 student increase. • 14 Grade 4 students scored proficient on the September Baseline Linkit Assessment. 90 Grade 4 students scored proficient on the End-of- Year Linkit Assessment, which was a 76 student increase. • 31 Grade 5 students scored proficient on the September Baseline Linkit Assessment. 109 Grade 5 students scored proficient on the End-of- Year Linkit Assessment, which was a 78 student increase. |
| | | <ul style="list-style-type: none"> • 26% of Grade 4 students scored below basic on the September baseline Linkit Assessment. 17% of Grade 4 students scored below basic on the June End-of-Year Linkit Assessment, which was a 9% increase in the number of students who advanced to grade level. • 21% of Grade 5 students scored below basic on the September baseline Linkit Assessment. 21% of Grade 5 students scored below basic on the June End-of-Year Linkit Assessment, which was a 0% increase in the number of students who advanced to grade level. <p><u>2014-2015 Everyday Math Unit Grade Averages</u></p> <ul style="list-style-type: none"> • 14 Grade 4 students scored proficient on the September Baseline Linkit Assessment. 90 Grade 4 students scored proficient on the |

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) |
|---------------------------|---|---|
| Migrant Students | N/A | N/A |
| English Language Learners | <ul style="list-style-type: none"> • DRA2 • Linkit Benchmarks | <ul style="list-style-type: none"> • End-of-Year Linkit Assessment, which was a 76 student increase. • 31 Grade 5 students scored proficient on the September Baseline Linkit Assessment. 109 Grade 5 students scored proficient on the End-of-Year Linkit Assessment, which was a 78 student increase. • Two students scored on a Kindergarten-First Grade Pre-Primer level on the September Baseline DRA2 Assessment. Fifty-two of the total Kindergarten population scored on a Kindergarten-First Grade Pre-primer level on the end of the year DRA2 Assessment, which resulted in 50 students scoring on Kindergarten-First Grade Pre-Primer level by the end of the year. • 19 students scored on a First Grade Primer level on the September Baseline DRA2 Assessment. 95 of the total First Grade population scored on a First Grade Primer level on the end of the year DRA2 Assessment, which resulted in 76 students scoring on First Grade Primer level by the end of the year. • 71% of Grade 2 students scored below basic on the September baseline Linkit Assessment. 26% of Grade 2 students scored below basic on the June End-of-Year Linkit Assessment, which was a 45% increase in the number of students who advanced to grade level. • 42% of Grade 3 students scored below basic on the September baseline Linkit Assessment. 23% of Grade 3 students scored below basic on the June End-of-Year Linkit Assessment, which was a 19% increase in the number of students who advanced to grade level. |

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) |
|-------|----------------------------|---|
| | | <ul style="list-style-type: none"> • 26% of Grade 4 students scored below basic on the September baseline Linkit Assessment. 17% of Grade 4 students scored below basic on the June End-of-Year Linkit Assessment, which was a 9% increase in the number of students who advanced to grade level. • 21% of Grade 5 students scored below basic on the September baseline Linkit Assessment. 21% of Grade 5 students scored below basic on the June End-of-Year Linkit Assessment, which was a 0% increase in the number of students who advanced to grade level. • <u>2014-2015 Everyday Math Unit Grade Averages</u> • 37 Kindergarten students scored proficient on the September Baseline Linkit Assessment. 60 Kindergarten students scored proficient on the End-of- Year Linkit Assessment, which was a 23 student increase. • 69 Grade 1 students scored proficient on the September Baseline Linkit Assessment. 138 Grade 1 students scored proficient on the End-of- Year Linkit Assessment, which was a 69 student increase. • 28 Grade 2 students scored proficient on the September Baseline Linkit Assessment. 136 Grade 2 students scored proficient on the End-of- Year Linkit Assessment, which was a 108 student increase. • 5 Grade 3 students scored proficient on the September Baseline Linkit Assessment. 76 Grade 3 students scored proficient on the End-of- Year Linkit Assessment, which was a 71 student increase. • 14 Grade 4 students scored proficient on the September Baseline Linkit Assessment. 90 Grade 4 students scored proficient on the End-of- Year Linkit Assessment, which was a 76 student increase. • 31 Grade 5 students scored proficient on the September Baseline Linkit Assessment. 109 Grade 5 students scored proficient on the End-of- Year Linkit Assessment, which was a 78 student increase. |

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) |
|----------------------------|---|--|
| Economically Disadvantaged | <ul style="list-style-type: none"> • DRA2 • Linkit Benchmarks | <ul style="list-style-type: none"> • Two students scored on a Kindergarten-First Grade Pre-Primer level on the September Baseline DRA2 Assessment. Fifty-two of the total Kindergarten population scored on a Kindergarten-First Grade Pre-primer level on the end of the year DRA2 Assessment, which resulted in 50 students scoring on Kindergarten-First Grade Pre-Primer level by the end of the year. • 19 students scored on a First Grade Primer level on the September Baseline DRA2 Assessment. 95 of the total First Grade population scored on a First Grade Primer level on the end of the year DRA2 Assessment, which resulted in 76 students scoring on First Grade Primer level by the end of the year. • 71% of Grade 2 students scored below basic on the September baseline Linkit Assessment. 26% of Grade 2 students scored below basic on the June End-of-Year Linkit Assessment, which was a 45% increase in the number of students who advanced to grade level. • 42% of Grade 3 students scored below basic on the September baseline Linkit Assessment. 23% of Grade 3 students scored below basic on the June End-of-Year Linkit Assessment, which was a 19% increase in the number of students who advanced to grade level. • 26% of Grade 4 students scored below basic on the September baseline Linkit Assessment. 17% of Grade 4 students scored below basic on the June End-of-Year Linkit Assessment, which was a 9% increase in the number of students who advanced to grade level. • 21% of Grade 5 students scored below basic on the September baseline Linkit Assessment. 21% of Grade 5 students scored below basic on the June End-of-Year Linkit Assessment, which was a 0% |

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) |
|-------|----------------------------|--|
| | | <p>increase in the number of students who advanced to grade level.</p> <ul style="list-style-type: none"> • <u>2014-2015 Everyday Math Unit Grade Averages</u> • 37 Kindergarten students scored proficient on the September Baseline Linkit Assessment. 60 Kindergarten students scored proficient on the End-of-Year Linkit Assessment, which was a 23 student increase. • 69 Grade 1 students scored proficient on the September Baseline Linkit Assessment. 138 Grade 1 students scored proficient on the End-of-Year Linkit Assessment, which was a 69 student increase. • 28 Grade 2 students scored proficient on the September Baseline Linkit Assessment. 136 Grade 2 students scored proficient on the End-of-Year Linkit Assessment, which was a 108 student increase. • 5 Grade 3 students scored proficient on the September Baseline Linkit Assessment. 76 Grade 3 students scored proficient on the End-of-Year Linkit Assessment, which was a 71 student increase. • 14 Grade 4 students scored proficient on the September Baseline Linkit Assessment. 90 Grade 4 students scored proficient on the End-of-Year Linkit Assessment, which was a 76 student increase. • 31 Grade 5 students scored proficient on the September Baseline Linkit Assessment. 109 Grade 5 students scored proficient on the End-of-Year Linkit Assessment, which was a 78 student increase. |

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

2015-2016 Comprehensive Needs Assessment Process*

Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?

Our school conducted a comprehensive needs assessment using teacher perception surveys, standardized assessments, and local assessments. The NCLB Committee analyzed data gathered. Results from the surveys along with all standardized assessments and students' achievement on local assessments were analyzed and discussed at component and faculty meetings. This report focuses on goals in the area of Language Arts Literacy and Mathematics. The report also addresses the needs of specialized populations as identified in the information gathered. In October the NCLB committee reviewed the school's Mission and Vision and presented the statements at the faculty meeting for input and feedback. Data necessary to complete the tables was discussed and members of the teams were assigned specific data to gather and present to the team throughout the year. Programs and initiatives related to goals were discussed to assure that we are following through with our 2014-2015 plan. December's monthly meeting focused on professional development plans with the school Professional Development Committee. Data from tables of our 2014-2015 Unified Plan was presented by members and discussed to reflect. During January, data from the Benchmark Assessment was reviewed and perception surveys were distributed to all teachers. Extended Learning Programs were implemented and data was discussed. In February, Extended Day programs were discussed and planned based on data results. Results of the perception survey were discussed. Data was updated and presented. The month of March focused on data gathering; review data needed to complete Unified plan for the upcoming school year. In April the team completed evaluation of the 2014 plan and began writing and data analysis of the 2015 plan. In May and June, writing continued and priority problems were identified based on data. The month of June will conclude writing the plan with a peer review of plan. Throughout the school year at faculty meetings Principal Volpe, discussed comprehensive needs with staff members and all stakeholders involved.

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

Data collected for language arts literacy were the 8-week reading assessments, including words correct per minute assessment, Scholastic Reading Inventory, and LinkIt Reading Comprehension benchmark tests. Data collected for mathematics was the math unit assessments and the mathematics benchmarks, as well as achievement in math fact fluency. Data collected for both language arts and mathematics was attendance data, professional development feedback surveys, perception survey data, as well as teacher observations and evaluations and curriculum supervisor feedback from learning walks and coaching sessions.

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)?

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The quantitative data from the collection methods is valid and reliable because the assessment tools measure what they intend to measure and the assessments will yield same results on repeated occasions as proven through research. The research based surveys used to collect qualitative data are both established and reliable (Victoria Bernhardt's School Portfolio Perception Surveys). For example, the Scholastic Reading Inventory (SRI) has been the subject of many scientific validation studies. The SRI research ranges from a norm study with a sample of 512,224 students to an analysis of gender, race, and ethnic differences among 19,000 fourth through ninth grade students.

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

In LAL, data gathered from Grade Summary Forms as well as benchmark assessments showed a high percentage of students reading below grade level and scoring below proficiency. Hispanic and Limited English Proficient students are among the subgroups with the lowest number of students performing on grade level. Teachers may benefit from additional professional development assisting them with differentiating their instruction to reach needs of all students, with an increased focus on our Limited English Proficient and Hispanic population.

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

Data analysis suggests that professional development in the previous year(s) was short term and generalized and may not have focused on specific needs of students. Therefore many professional development programs in the district are now long term. Active learning programs with more prescriptive professional development programs are embedded throughout the school year to help better the needs of students as well as teachers. Professional development offered supports student achievement, specifically, job-embedded professional development opportunities, such as professional learning communities, data analysis, lesson study and peer coaching.

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

Standardized assessment data, quarterly benchmark assessments, 8-week reading assessments, Weekly and unit tests from the Treasures Reading Program in ELA, math unit assessments, facts mastery data, Standards-based report cards per quarter, student portfolios in ELA and Math, observations by teachers, curriculum facilitators, weekly attendance data, and discipline referrals. This data helped teachers, curriculum supervisors, student facilitators, and administrators to assess students and identify them for support.

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

Multiple opportunities are available for academically at-risk students, such as daily small group reading tutorial pull-out and push-in services, extended day/year programs such as RTI After School tutorial for math and language arts literacy, and the district academic summer camp

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

program. Students with attendance concerns are placed in a morning Breakfast Club. All students are instructed using research-based programs. Parents are invited to various workshops that offer information to better assist their children at home.

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

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

There were no homeless students at George L. Catrambone this year. The students that are identified as homeless are counted under GLC, but are based at AWC School. Guidance counselors and school based youth services are available throughout the district to homeless students if needed.

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

Grade-level representatives and elected members of the teaching staff serve on the No Child Left Behind committee as well as the Professional Development committee. At these committee meetings, data is gathered, presented and utilized to determine school wide goals and implementation of new programs to reach these goals. All classroom teachers are a part of professional learning communities that analyze data and make informed instructional decisions based on their analysis.

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

Professional Learning Community is in place for Kindergarten Teachers. Also, preschool students and teachers are able to visit kindergarten classrooms in the spring of their four-year-old year to assist with the acclimation process. The district kindergarten facilitator held parent workshops on transition as well as communicated needs for smooth social and academic transition to both preschool facilitators, as well as kindergarten academic facilitators to share with staff.

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

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Data, from a variety of sources, was gathered and carefully analyzed by the school wide NCLB Committee. The team selected the priority problems for this plan after analyzing the data.

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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 | Language Arts Literacy | Mathematics |
| Describe the priority problem using at least two data sources | <p>Students need stronger LA skills and strategies to improve reading comprehension.</p> <p>Based on the 4th quarter data from the 2014-2015 school year:</p> <ul style="list-style-type: none"> • 51 of the total Kindergarten population was at grade level or higher on the mid-year Linkit Benchmark Assessment. • 56 of the total 1st grade population was at grade level or higher on the mid-year DRA Assessment. • 200 of the total grades 2-5 student population was at grade-level or higher (proficient) on the April SRI for the 2014-15 school year. | <p>Students need stronger math skills and strategies to improve math concepts.</p> <ul style="list-style-type: none"> • 2014-2015 Everyday Math Unit Grade Averages • 60 of the 72 Kindergarteners were at grade level or higher on the final Linkit Assessment. • 138 of the 1471 1st grade student population was at grade level or higher on the final Linkit Assessment. • 136 of the 179 2nd grade student population was at grade level or higher on the final Linkit Assessment. • 76 of the 179 3rd grade student population was at grade level or higher on the final Linkit Assessment. • 90 of the 142 4th grade student population was at grade level or higher on the final Linkit Assessment. • 109 of the 151 5th grade student population was at grade level or higher on the final Linkit Assessment. |

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| | | |
|---|---|--|
| Describe the root causes of the problem | Teachers need PD on the core elements of literacy and how to differentiate their instruction to focus on those core elements. | Teachers targeted PD to gain a stronger grasp of concepts and basic mathematical knowledge; stronger classroom management to gain more time on task; improve school/parent communication. |
| Subgroups or populations addressed | All students | All students |
| Related content area missed (i.e., ELA, Mathematics) | N/A | N/A |
| Name of scientifically research based intervention to address priority problems | Treasures Reading Lexia RTI Tutoring | Everyday Mathematics Differentiation System RTI Tutoring Link It |
| How does the intervention align with the Common Core State Standards? | Macmillan/McGraw-Hill's Treasures is aligned to the Common Core Standards. This leading program offers the correct balance of fiction/nonfiction literature, explicit instruction and ample practice to ensure that students learn and grow as lifelong readers and writers. A Common Core Standards alignment document and a Common Core e-handbook that offers additional exercises are available for each grade level. These materials will support teachers as they transition to the Common Core Standards. The Link It Dashboard program is fully aligned to the common core state standards. The program gives detailed item analysis, from the district level to the individual student, longitude data tracking, intervention grouping, and a pacing guide. It tracks performance by school, grade, level, subject, teacher, class and is able to disaggregate results by race, gender and special programs. Link It benchmarks are fully aligned to grade level common core state standards. | Everyday Math 2012 Edition is fully aligned to the common core curriculum for standards in grades pre K-6. It is a comprehensive PreK-6 th mathematics curriculum developed by the University of Chicago School Mathematics Project and published by McGraw Hill Education. The Link It Dashboard program is fully aligned to the common core state standards. The program gives detailed item analysis, from the district level to the individual student, longitude data tracking, intervention grouping, and a pacing guide. It tracks performance by school, grade, level, subject, teacher, class and is able to disaggregate results by race, gender and special programs. Link It benchmarks are fully aligned to grade level common core state standards. RTI tutoring program is a customized academic intervention plan to address reading and math issues for struggling learners. Through 6-hour sessions afterschool students work on individual smart goal activities, along with extra help on current classwork aligned to common |

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| | | |
|--|--|---|
| | <p>struggling learners. Through 6-hour sessions, afterschool students work on individual smart goal activities, along with extra help on current classwork aligned to common core state standards.</p> <p>Lexia is a rigorously researched and independently evaluated ELA programs. In numerous studies published in peer-reviewed journals, Lexia has been found to accelerate development of foundational literacy skills</p> | <p>core state standards.</p> <p>Everyday Math computerized instruction is designed to help students master the content specified in Common Core Standards. Everyday Math provides content for math in grades K-12 aligned to PARCC items and Common Core Standards.</p> |
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2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

| | #3 | #4 |
|---|---|--|
| Name of priority problem | Parent Involvement | Writing Skills |
| Describe the priority problem using at least two data sources | Based on our parent perception survey results, parents have expressed an interest in attending workshops to better equip them to assist and support their children academically. Academic-based activities are less attended than other social activities. | Based on writing samples during classwork, students need better writing skills both paper and pencil and also on computerized open-ended questions. |
| Describe the root causes of the problem | Work Schedule, New Teaching Methodology, Limited English proficiency To address this problem we must vary the times workshops are offered at to reach our target, we must also recognize our growing population of ELL students. The result is that the school needs to offer sessions in native languages of parents. | Students are not spending enough time practicing writing, nor do they have adequate typing skills on computer. |
| Subgroups or populations addressed | All students | All students |
| Related content area missed (i.e., ELA, Mathematics) | N/A | N/A |
| Name of scientifically research based intervention to address priority problems | Research based curriculum, research based surveys, outreach and communication programs, such as curriculum nights and tutorial programs, are interventions that will be used to address priority problems. Instruction will be based off of common core standards. Teacher evaluations will be based off of McReIs Evaluation Tool. | Treasures Literacy Program – Writing Component Treasures is a research based, comprehensive Reading Language Arts program for grades K-6 that gives educators the resources they need to help all students succeed. High quality literature coupled with explicit instruction and ample practice ensures that students grow as life-long readers and writers. |

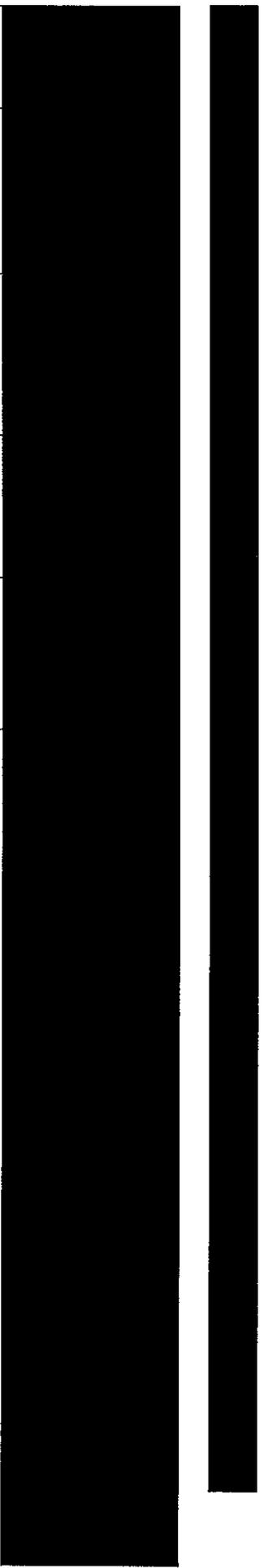
<http://www.macmillanmh.com/reading/>

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|--|---|---|
| | | <p>Macmillan/McGraw-Hill's Treasures is aligned to the Common Core State Standards. This leading program offers the correct balance of fiction/nonfiction literature, explicit instruction and ample practice to ensure that students learn and grow as lifelong readers and writers. A Common Core State Standards alignment document and a Common Core e-handbook that offers additional exercises are available for each grade level. These materials will support teachers as they implement the Common Core State Standards.</p> |
| <p>How does the intervention align with the Common Core State Standards?</p> | <p>Standard 9.1- 21st-Century Life and Careers</p> <ul style="list-style-type: none"> • Creating an inviting and encouraging atmosphere to encourage parent/guardian and family participation with curriculum changes • Plan parent teacher conferences, open houses and other family forums to foster support for students to successfully complete homework | |

2015-2016 Interventions to Address Student Achievement

| | | | | | |
|------|----------------------------|--------------------------|---|--|---|
| ELA | Students with Disabilities | Triumphs Reading Program | <ul style="list-style-type: none"> -Special Needs Teacher -RTI Tutors -ELA Head Teacher -ELA Supervisor | <p>80% of targeted students will score 75% or better on weekly assessments.</p> <p>-80% of students will increase 40 Lexile points on their quarterly SRI Assessment from September to June.</p> | <p>Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades, IES PRACTICE GUIDE, NCEE 2009-4045, U.S. DEPARTMENT OF EDUCATION, WHAT WORKS CLEARINGHOUSE, February 2009</p> <p>http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf</p> |
| Math | Students with Disabilities | Everyday Mathematics | <ul style="list-style-type: none"> Special Needs Teacher -RTI Tutors -Math Head Teacher -Math | <p>80% of students will score proficient or better on part A of unit math tests.</p> | <p>IES Practice Guide: will score proficient or better on part A on each of the unit assessments</p> <p>http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf</p> <p>"http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdfnit grad</p> |



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|------|----------|--------------------------|--|---|--|
| | | | Supervisor | | |
| ELA | Homeless | Triumphs Reading Program | -Special Needs Teacher -RTI Tutors -ELA Head Teacher -ELA Supervisor | 80% of targeted students will score 75% or better on weekly assessments. -80% of students will increase 40 Lexile points on their quarterly SRI Assessment from September to June. | Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades, IES PRACTICE GUIDE, NCEE 2009-4045, U.S. DEPARTMENT OF EDUCATION, WHAT WORKS CLEARINGHOUSE, February 2009 http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf |
| Math | Homeless | Everyday Mathematics | Special Needs Teacher -RTI Tutors -Math Head Teacher -Math Supervisor | 80% of students will score proficient or better on part A of unit math tests. | IES Practice Guide: will score proficient or better on part A on each of the unit assessments http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf "ttp://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdfg_092909.pdf"nit grad |

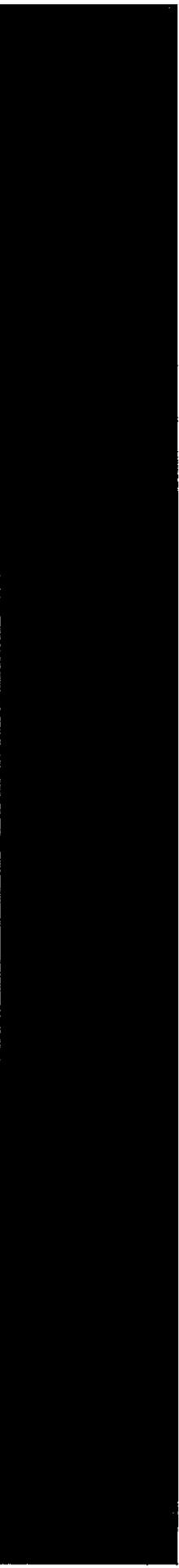
| | | | | | | | |
|------|---------|----------------------|---|---|-----|-----|---|
| ELA | Migrant | N/A | N/A | N/A | N/A | N/A | August, D., Beck, I. L., Calder, M., Francis, D. J., Lesaux, N. K., Shanahan, T., Erickson, F & Siegel, L. S. (2008). Instruction and professional development. In D. August, & T. Shanahan (Eds.), Developing reading and writing in second-language learners: Lesson from the Report of the National Literacy Panel on Language-Minority Children and Youth (pp. 131-250). New York: Routledge. |
| Math | Migrant | N/A | N/A | N/A | N/A | N/A | |
| ELA | ELLs | Lexia | -Special Needs Teacher -RTI Tutors -ELA Head Teacher -ELA Supervisor | 80% of targeted students will score 75% or better on weekly assessments. -80% of students will increase 40 Lexile points on their quarterly SRI Assessment from September to June. | | | |
| Math | ELLs | Everyday Mathematics | Special Needs Teacher -RTI Tutors -Math Head Teacher -Math | 80% of students will score proficient or better on part A of unit math tests. | | | IES Practice Guide: will score proficient or better on part A on each of the unit assessments http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf |



| | | | | | |
|------|----------------------------|--------------------------|--|---|---|
| | | | Supervisor | | |
| ELA | Economically Disadvantaged | Triumphs Reading Program | <ul style="list-style-type: none"> -Special Needs Teacher -RTI Tutors -ELA Head Teacher -ELA Supervisor | <ul style="list-style-type: none"> 80% of targeted students will score 75% or better on weekly assessments. -80% of students will increase 40 Lexile points on their quarterly SRI Assessment from September to June. | <p>Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades, IES PRACTICE GUIDE, NCEE 2009-4045, U.S. DEPARTMENT OF EDUCATION, WHAT WORKS CLEARINGHOUSE, February 2009</p> <p>http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf</p> |
| Math | Economically Disadvantaged | Everyday Mathematics | <ul style="list-style-type: none"> Special Needs Teacher -RTI Tutors -Math Head Teacher -Math Supervisor | <ul style="list-style-type: none"> 80% of students will score proficient or better on part A of unit math tests. | <p>IES Practice Guide: will score proficient or better on part A on each of the unit assessments</p> <p>http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf</p> |



| | | | | | |
|-----|--------------|-----------------------------|--|--|---|
| ELA | All Students | Treasures Reading Program * | -Special Needs Teacher -RTI Tutors -ELA Head Teacher -ELA Supervisor | 79.51% of the students in grades K-5 will perform at or above grade level in reading based on the Quarterly SRI assessment results and the multiple measures reading grade summary form. | Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: 12/07 Students who read with understanding at an early age gain access to a broader range of texts, knowledge, and educational opportunities, making early reading comprehension instruction particularly critical. This guide recommends five specific steps that teachers, reading coaches, and principals can take to successfully improve reading comprehension for young readers http://ies.ed.gov/ncee/wwc/pdf/practice_guides/readingcomp_pg_092810.pdf Effective Comprehension Instruction: 2011 Students need to be taught a set of procedures or strategies that they can use on their own when they read text, especially when they encounter difficulties. http://treasures.mcmillanmh.com/assets/extras/0000/2675/Dole2_Author_paper.p |
|-----|--------------|-----------------------------|--|--|---|



| Math | | | | | | |
|------|--|--|--|--|--|--|
| | | | | | | |
| | | | | | | |

**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 | RTI interventions | <ul style="list-style-type: none"> -Special Needs Teacher -RTI Tutors -ELA Head Teacher -ELA Supervisor | <p>70% of students for ELA will score proficient or advanced</p> <p>proficient based upon the Performance Level</p> <p>Breakdown at the completion the RTI Afterschool program.</p> | <p>IES Practice Guide: ELA and 50% Out-Of-School Time to Improve Academic Achievement</p> <p>http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf</p> |
| Math | Students with Disabilities | RTI interventions | <ul style="list-style-type: none"> Special Needs Teacher -RTI Tutors -Math Head Teacher -Math Supervisor | <p>70% of students for Math will score proficient or advanced</p> <p>proficient based upon the Performance Level</p> <p>Breakdown at the completion the RTI Afterschool</p> | <p>IES Practice Guide: ELA and 50% Out-Of-School Time to Improve Academic Achievement</p> <p>http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf</p> |

| | | | | | |
|------|----------|-------------------|--|---|---|
| | | | | program. | |
| ELA | Homeless | RTI interventions | -Special Needs Teacher -RTI Tutors -ELA Head Teacher -ELA Supervisor | 70% of students for ELA will score proficient or advanced proficient based upon the Performance Level Breakdown at the completion the RTI Afterschool program. | IES Practice Guide: ELA and 50% Out-Of-School Time to Improve Academic Achievement http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf |
| Math | Homeless | RTI interventions | Special Needs Teacher -RTI Tutors -Math Head Teacher -Math Supervisor | 70% of students for Math will score proficient or advanced proficient based upon the Performance Level Breakdown at the completion the RTI | IES Practice Guide: ELA and 50% Out-Of-School Time to Improve Academic Achievement http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf |

| | | | | | |
|------|---------|-------------------|---|--|---|
| | | | | Afterschool program. | |
| ELA | Migrant | N/A | N/A | N/A | N/A |
| Math | Migrant | N/A | N/A | N/A | N/A |
| ELA | ELLS | RTI interventions | -Special Needs Teacher -RTI Tutors -ELA Head Teacher -ELA Supervisor | 70% of students for ELA will score proficient or advanced upon the performance based upon the Breakdown at the completion the RTI Afterschool program. | IES Practice Guide: ELA and 50% Out-Of-School Time to Improve Academic Achievement http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf |
| Math | ELLS | RTI interventions | Special Needs Teacher -RTI Tutors -Math Head Teacher | 70% of students for Math will score proficient or advanced upon the performance based upon the performance | IES Practice Guide: ELA and 50% Out-Of-School Time to Improve Academic Achievement http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf |



| | | | | | |
|--|--|--|------------------|--|--|
| | | | -Math Supervisor | Level Breakdown at the completion the RTI Afterschool program. | |
|--|--|--|------------------|--|--|

| | | | | | |
|------|----------------------------|-------------------|---|---|---|
| ELA | Economically Disadvantaged | RTI interventions | -Special Needs Teacher -RTI Tutors -ELA Head Teacher -ELA Supervisor | 70% of students for ELA will score proficient or advanced upon the Performance Level Breakdown at the completion the RTI Afterschool program. | IES Practice Guide: ELA and 50% Out-Of-School Time to Improve Academic Achievement http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf |
| Math | Economically Disadvantaged | RTI interventions | Special Needs Teacher -RTI Tutors -Math Head Teacher | 70% of students for Math will score proficient or advanced upon the | IES Practice Guide: ELA and 50% Out-Of-School Time to Improve Academic Achievement http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf |



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|--|--|--|------------------|--|--|
| | | | -Math Supervisor | Performance Level Breakdown at the completion the RTI Afterschool program. | |
|--|--|--|------------------|--|--|

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|------|--|-------------------|---|---|---|
| ELA | Targeted Students in need of improvement (below grade-level) | RTI interventions | -Special Needs Teacher -RTI Tutors -ELA Head Teacher -ELA Supervisor | 70% of students for ELA will score proficient or advanced upon the Performance Level Breakdown at the completion the RTI Afterschool program. | IES Practice Guide: ELA and 50% Out-Of-School Time to Improve Academic Achievement http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf |
| Math | Targeted Students in need of improvement (below grade- | RTI interventions | Special Needs Teacher -RTI Tutors -Math Head | 70% of students for Math will score proficient or advanced proficient based | IES Practice Guide: ELA and 50% Out-Of-School Time to Improve Academic Achievement http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf |



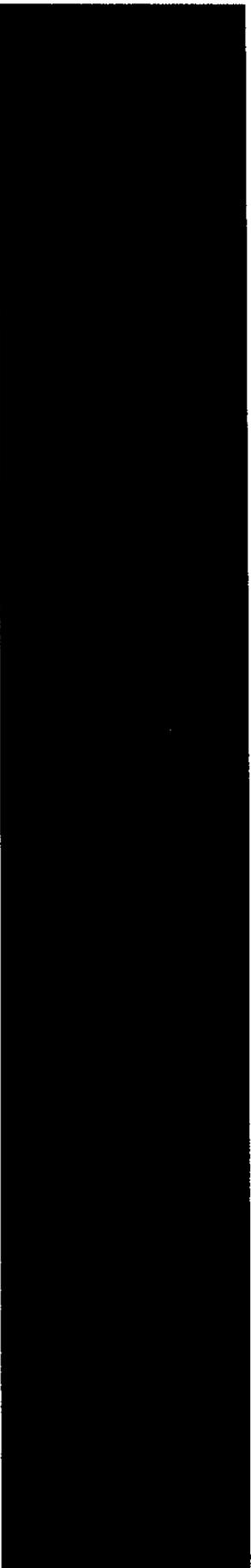
| | | | | | |
|--|--------|--|--------------------------------|--|--|
| | | | | | |
| | level) | | Teacher -Math Supervisor | upon the Performance Level Breakdown at the completion the RTI Afterschool program. | |

**Use an asterisk to denote new programs.*

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

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|------|----------------------------|--|----------|--|---|
| ELA | Students with Disabilities | Professional Learning Committees (job-embedded professional development) | Teachers | During the 2015-2016 school year 100% of teachers will participate in program specific weekly PLC trainings, specific to academic areas, including, but not limited to Reading, Writing, and Math as noted in sign in sheets and teacher lesson plans. | Rismark, M., & Solvberg, A. M. (2011). Knowledge sharing in schools: A key to developing professional learning communities. <i>World Journal of Education, 1</i> (2), 150-n/a. Retrieved from http://search.proquest.com/docview/1030087823?accountid=28180 |
| Math | Students with Disabilities | Professional Learning Committees | Teachers | During the 2015-2016 school year | Rismark, M., & Solvberg, A. M. (2011). Knowledge sharing in schools: A key to developing professional learning communities. <i>World Journal of Education, 1</i> (2), 150-n/a. Retrieved from |

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|-----|----------|--|----------|---|---|
| | | (job-embedded professional development) | | 100% of teachers will participate in program specific weekly PLC trainings, specific to academic areas, including, but not limited to Reading, Writing, and Math as noted in sign in sheets and teacher lesson plans. | http://search.proquest.com/docview/1030087823?accountid=28180 |
| ELA | Homeless | Professional Learning Committees (job-embedded professional development) | Teachers | During the 2015-2016 school year 100% of teachers will participate in | Rismark, M., & Solvberg, A. M. (2011). Knowledge sharing in schools: A key to developing professional learning communities. <i>World Journal of Education</i> , 1(2), 150-n/a. Retrieved from http://search.proquest.com/docview/1030087823?accountid=28180 |



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| | | | | program specific weekly PLC trainings, specific to academic areas, including, but not limited to Reading, Writing, and Math as noted in sign in sheets and teacher lesson plans. | |
| Math | Homeless | Professional Learning Committees (job-embedded professional development) | Teachers | During the 2015-2016 school year 100% of teachers will participate in program specific weekly PLC trainings, specific to | Rismark, M., & Solvberg, A. M. (2011). Knowledge sharing in schools: A key to developing professional learning communities. <i>World Journal of Education</i> , 1(2), 150-n/a. Retrieved from http://search.proquest.com/docview/1030087823?accountid=28180 |

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|------|---------|--|----------|---|---|
| | | | | academic areas, including, but not limited to Reading, Writing, and Math as noted in sign in sheets and teacher lesson plans. | |
| ELA | Migrant | N/A | N/A | N/A | N/A |
| Math | Migrant | N/A | N/A | N/A | N/A |
| ELA | ELLS | Professional Learning Committees (job-embedded professional development) | Teachers | During the 2015-2016 school year 100% of teachers will participate in program specific weekly PLC trainings, specific to | Rismark, M., & Solvberg, A. M. (2011). Knowledge sharing in schools: A key to developing professional learning communities. <i>World Journal of Education</i> , 1(2), 150-n/a. Retrieved from http://search.proquest.com/docview/1030087823?accountid=28180 |



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|------|------|--|----------|--|---|
| | | | | academic areas, including, but not limited to Reading, Writing, and Math as noted in sign in sheets and teacher lesson plans. | |
| Math | ELLs | Professional Learning Committees (job-embedded professional development) | Teachers | During the 2015-2016 school year 100% of teachers will participate in program specific weekly PLC trainings, specific to academic areas, including, but not limited to | Rismark, M., & Solvberg, A. M. (2011). Knowledge sharing in schools: A key to developing professional learning communities. <i>World Journal of Education, 1</i> (2), 150-n/a. Retrieved from http://search.proquest.com/docview/1030087823?accountid=28180 |

| | | | | | |
|-----|----------------------------|--|----------|--|---|
| | | | | Reading, Writing, and Math as noted in sign in sheets and teacher lesson plans. | |
| ELA | Economically Disadvantaged | Professional Learning Committees (job-embedded professional development) | Teachers | During the 2015-2016 school year 100% of teachers will participate in program specific weekly PLC trainings, specific to academic areas, including, but not limited to Reading, Writing, and Math as noted | Rismark, M., & Solvberg, A. M. (2011). Knowledge sharing in schools: A key to developing professional learning communities. <i>World Journal of Education, 1</i> (2), 150-n/a. Retrieved from http://search.proquest.com/docview/1030087823?accountid=28180 |

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|------|----------------------------|--|----------|--|--|
| Math | Economically Disadvantaged | Professional Learning Committees (job-embedded professional development) | Teachers | <p>in sign in sheets and teacher lesson plans.</p> <p>During the 2015-2016 school year 100% of teachers will participate in program specific weekly PLC trainings, specific to academic areas, including, but not limited to Reading, Writing, and Math as noted in sign in sheets and teacher lesson plans.</p> | <p>Rismark, M., & Solberg, A. M. (2011). Knowledge sharing in schools: A key to developing professional learning communities. <i>World Journal of Education, 1</i>(2), 150-n/a. Retrieved from http://search.proquest.com/docview/1030087823?accountid=28180</p> |
|------|----------------------------|--|----------|--|--|

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|------|------------------|--|----------|--|---|
| ELA | Total Population | Professional Learning Committees (job-embedded professional development) | Teachers | During the 2015-2016 school year 100% of teachers will participate in program specific weekly PLC trainings, specific to academic areas, including, but not limited to Reading, Writing, and Math as noted in sign in sheets and teacher lesson plans. | Rismark, M., & Solvberg, A. M. (2011). Knowledge sharing in schools: A key to developing professional learning communities. <i>World Journal of Education</i> , 1(2), 150-n/a. Retrieved from http://search.proquest.com/docview/1030087823?accountid=28180 |
| Math | Total Population | Professional Learning Committees (job-embedded) | Teachers | During the 2015-2016 school year | Rismark, M., & Solvberg, A. M. (2011). Knowledge sharing in schools: A key to developing professional learning communities. <i>World Journal of Education</i> , 1(2), 150-n/a. Retrieved from |

| | | | | | |
|--|--|---------------------------|--|---|---|
| | | professional development) | | 100% of teachers will participate in program specific weekly PLC trainings, specific to academic areas, including, but not limited to Reading, Writing, and Math as noted in sign in sheets and teacher lesson plans. | http://search.proquest.com/docview/1030087823?accountid=28180 |
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**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?
The Title I Schoolwide committee will be responsible for evaluating the school wide program monthly at NCLB Committee meetings and it will be conducted internally.
2. What barriers or challenges does the school anticipate during the implementation process?
A lack of up-to-date technology for students in all grade levels; along with the alignment of instruction with common core standards poses a challenge to schools.
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
To gain stakeholder support, the school will hold monthly meetings throughout the year where every stakeholder is involved and provide professional development and/or informational sessions. In addition, continued support through data walks and PLC Meetings will be provided.
4. What measurement tool(s) will the school use to gauge the perceptions of the staff?
The Victoria Bernhardt's School Surveys will be used to gauge the perceptions of the staff.
5. What measurement tool(s) will the school use to gauge the perceptions of the community?
The Victoria Bernhardt's School Surveys will be used to gauge the perceptions of the parents.
6. How will the school structure interventions?

Interventions are structured according to students' individual needs. I&RS teams will meet weekly to create action plans.

7. How frequently will students receive instructional interventions?

Students will receive instruction interventions on a daily basis. Weekly assessments will be reviewed by the teacher and shared at PLCs and common planning times to identify both class and grade-level strengths and weaknesses.

8. What resources/technologies will the school use to support the schoolwide program?

Online tools supporting both ELA and math along with targeted RTI instruction will be implemented daily. In addition, online professional development and weekly PLC meetings supporting both curriculum and best practices will be utilized.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

Weekly and unit assessments, along with standardized test scores and anecdotal notes from teacher observation during small group instruction will be used. Additionally, quarterly benchmarks and diagnostic assessments will be referenced.

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

The plan will be continuously looked at each month, but overall evaluation will take place in May 2016.

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

ESBA §1114 (b)(1)(E) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

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

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

| Content Area Focus | Target Population(s) | Name of Strategy | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (Identify the source of the research used) |
|--------------------|----------------------------|---|---|---|---|
| ELA | Students with Disabilities | School wide goals and Unified Plan Encouraging Positive Parenting | Principal Teacher Parent Supervisors Student Facilitators | There will be a parent added to the NCLB Unified Plan Committee. There will be two parenting workshops offered for parents during the 2015-2016 school year. | Minke, K., and Anderson, K., (2005). Family school collaboration and positive behavior support. Journal of Positive Behavior Interventions, Vol. 7 Issue 3, p181-185. U.S Department of Education, Institute of Education Sciences, What Works Clearinghouse (2012, March) Children classified as having an Emotional Disturbance Intervention Report. Retrieved from http://whatworks.ed.gov http://ies.ed.gov/ncee/wwd/pdf/intervention |
| Math | Students with Disabilities | School wide goals and Unified Plan *Encouraging Positive Parenting | Principal Teacher Parent Supervisors Student Facilitators | There will be a parent added to the NCLB Unified Plan Committee. There will be two parenting workshops | Minke, K., and Anderson, K., (2005). Family school collaboration and positive behavior support. Journal of Positive Behavior Interventions, Vol. 7 Issue 3, p181-185. U.S Department of Education, Institute of Education Sciences, What Works Clearinghouse (2012, March) Children classified as having an Emotional Disturbance Intervention Report. Retrieved from http://whatworks.ed.gov |

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 (Use the Practice Guide on What Works in Partnership) |
|--------------------|----------------------|--|------------------------|--|--|
| | | | | offered for parents during the 2015-2016 school year | http://ies.ed.gov/ncee/wwd/pdf/intervention |
| ELA | Homeless | N/A | N/A | N/A | N/A |
| Math | Homeless | N/A | N/A | N/A | N/A |
| ELA | Migrant | N/A | N/A | N/A | N/A |
| Math | Migrant | N/A | N/A | N/A | N/A |
| ELA | ELLS | Curriculum Parent Visitations (classroom and whole school) | Curriculum Supervisors | There will be a 100% increase in the number of attendees at an ELA curriculum visitation event from the 2014-2015 school year to the 2015-2016 school year. GLC did not host an ELA Curriculum | Coleman, B, and McNeese, M. (2009). From home to school: the relationship among parental involvement, student motivation, and academic achievement. International Journal of Learning, 2009, Vol. 16, Issue 7. |

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 (Use US Practice Guide or What Works Clearinghouse) |
|--------------------|----------------------------|--|------------------------|---|--|
| Math | ELLs | Curriculum Parent Visitations (classroom and whole school) | Curriculum Supervisors | Night in the 2014-2015 school year. Based on Fact & Family Night, which is a math curriculum event, 142 people attended. We would like there to be a 50% attendance increase from the 2014-2015 school year to the 2015-2016 school year. | Coleman, B, and McNeese, M. (2009). From home to school: the relationship among parental involvement, student motivation, and academic achievement. International Journal of Learning, 2009, Vol. 16, Issue 7. |
| ELA | Economically Disadvantaged | Attendance Awareness Notifications | Student Facilitator | 100% of parents will be given informational attendance handouts at | Coleman, B, and McNeese, M. (2009). From home to school: the relationship among parental involvement, student motivation, and academic achievement. International Journal of Learning, 2009, Vol. 16, Issue 7. |

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 (i.e., IES Practice Guide or What Works Clearinghouse) |
|--------------------|----------------------|---|----------------------------------|---|---|
| | | that attend functions LAL, Mathematics, and Science Curriculum Nights | Committee Curriculum Supervisors | <p>arrival and dismissal in the Fall and Spring.</p> <p>Students who ride the bus will be given notices to take home to their parents. 100% of parents with students identified with attendance concerns will be notified and addressed, as frequently as needed documenting interventions.</p> <p>There will be a 100% increase in</p> | |

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 (i.e., IES Practice Guide or What Works Clearinghouse) |
|--------------------|----------------------------|------------------------------------|---------------------|--|--|
| Math | Economically Disadvantaged | Attendance Awareness Notifications | Student Facilitator | <p>attendance of all curriculum nights from the 2014-2015 school years to the 2015-2016 school years. Workshops will be offered in Spanish and Portuguese</p> <p>50% of parents will be given informational attendance handouts at arrival and dismissal in the Fall and Spring. Students who ride the bus will be given</p> | <p>Coleman, B, and McNeese, M. (2009). From home to school: the relationship among parental involvement, student motivation, and academic achievement. International Journal of Learning 2009, Vol.16, Issue 7</p> |

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 (i.e., IES Practice Guide or What Works Clearinghouse) |
|--------------------|----------------------|---|--|--|--|
| | | | | <p>notices to take home to their parents. 100% of parents with students identified with attendance concerns will be notified and addressed, as frequently as needed documenting interventions.</p> | |
| ELA | Total population | <p>Inviting families to parent events such as:</p> <ul style="list-style-type: none"> • Winter/Spring Concert • Open House • Math Night • Columbus Day • Dance (K-5) • Family Visitation Days • Harvest Festival | Principal, Supervisor, Head Teacher, Homeroom Teachers | 95% of parents will attend at least 2 school offered functions during the 2015-2016 school year, as measured | <p>IES Practice Guide: "Structuring Out-Of-School Time to Improve Academic Achievement" http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf</p> |

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 (i.e., US Practice Guide or What Works Clearinghouse) |
|--------------------|----------------------|---|------------------------|---|---|
| | | <ul style="list-style-type: none"> • Art Show • Open House • Back to School Night Parent-Teacher conferences | Principal and teachers | by Back to School Night sign-in sheets, parent-teacher conference sign in sheets, and parent workshop sign-in sheets. | During the 2015-16 school year 99% of parents will attend Parent Teacher Conferences either in person or via conference call. |

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 (i.e., IES Practice Guide or What Works Clearinghouse) |
|--------------------|----------------------|---|---|--|---|
| Math | Total population | <p>Improve the flexibility of scheduled events to range throughout the day and school year to increase attendance, such as Math In-Services</p> <p>Curriculum day visits followed up by a question and answer session</p> <p>Continue to have parents sign and return the schools Parent-School Compact</p> | <p>Student Advisory Committee Math Supervisor</p> <p>principal, classroom teacher</p> <p>Principals and Supervisors</p> | <p>During the 2015-16 school year 30% of parents will attend a math-in service which will be determine by the use of sign in sheets.</p> <p>100% of parents will sign a parent-school compact.</p> | <p>http://treasures.macmillanmh.com/new-jersey/families Everyday Mathematics and Parents http://everydaymath.uchicago.edu/parents/understanding-em/assisting/ (2011)</p> |

**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?

Parental involvement requires that parents be informed so that programs may be developed to build ties between parents and the school in order to improve their children's achievement in LAL and mathematics. Through various academic and social activities, the school will provide vehicles of communication with parents that will help build stronger parent-school alliances. This communication will help build awareness of academic issues in both ELA and math. The schools will offer parent workshops and activities that promote academic achievement.

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

The schools will engage parents in the development of the written parent involvement policy by inviting parents to take part on the NCLB committee. The school will engage parents in the development of the written parent involvement policy through meetings and surveys. Input gathered from these meetings and surveys will help create plans for future family and community engagement activities.

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

The schools will distribute its written parent involvement policy through school handbook and post it on the school webpage.

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

Through previous year's surveys and parent meetings the school parent compact will be revised to reflect parental input. Once developed, the school-parent compact will be sent home with the students, parents will be asked to read and sign the document and return it to school, and homeroom teachers and the student advisor will place follow-up phone calls home to ensure that a compact is returned for each student.

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

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

In order to ensure that parents receive and review school-parent compacts, the process is as follows: the school-parent compact is sent home with the students, parents are asked to read and sign the document and return it to school, and homeroom teachers and the student advisor follow-up with phone calls home to ensure that a compact is returned for each student.

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

The school will report its student achievement data to families and the community through district/school letter, parent/teacher conferences, report cards, phone calls, and notes.

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 will be notified by letter.

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

The school will inform families about the academic achievement of their child/children through standards-based report cards, teacher parent contact throughout the school year, parent-teacher conferences and state report for the schools.

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

The school will involve families and the community in the development of the Title I School wide plan by having parent representatives attend NCLB monthly meetings and through yearly parent surveys.

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

The school will inform families about the academic achievement of their child/children through marking period standardized report cards, scheduled conferences and online access to students' grades through the Genesis parent portal.

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

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

The schools will use its 2015-2016 parental involvement funds in multitude of ways. First the funds will be allocated to hold several events that are intended to promote a positive school culture and climate that includes the learning of social skills and study habits that promote student achievement. One example of this is the Open House Night in which the building principal will introduce and inform the parents of the school wide initiatives. Second, school funds will be allocated to promote the awareness of curriculum and common core state standards along with social activities to help garnish parental support and build parent-school communication. Third, allocations will be set aside for the recognition of student achievement. This will include awards ceremonies and the distribution of certificates for excellent student achievement.

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

| | | |
|--|------|---|
| Teachers who meet the qualifications for HQT, consistent with Title II-A | 83 | Teachers will be offered an abundance of professional development activities dealing with subject area content, technology, classroom guidance and management, family involvement and discipline. |
| | 100% | |
| Teachers who do not meet the qualifications for HQT, consistent with Title II-A | | Instructional Assistants will be offered an abundance of professional development activities dealing with subject area content, technology, classroom guidance and management, family involvement and supporting teachers within the classroom. |
| | 9 | |
| Instructional Paraprofessionals who meet the qualifications required by ESEA (education, passing score on ParaPro test) | 100% | |
| | | |
| Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, passing score on ParaPro test)* | | |
| | | |

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

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 Brookdale Community College to offer courses to all of the paraprofessionals in the district. This was done at the expense of the district and enabled many paraprofessionals to receive their Associate of Arts Degree and become highly qualified. Those who did not attend Brookdale courses attended prep sessions so that they were able to take the Para-Pro test. Portfolio assessment was not an option in Long Branch. Retention rate of paraprofessionals is high in the Long Branch School District.</p> | <p>Primarily the District Manager of Personnel and Special Projects in collaboration with the Board of Education, Superintendent of Schools, Central Office Staff and Principals.</p> |
|--|---|