

**NCLB Project Director:**

John Bernyk

**NCLB Phone Number:**

732-776-2606 x2446

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732-776-2606 x2446

**NCLB Email Address:**

bernyk@asburypark.k12.nj.us

**School Information**

**School Name:**

Bradley Elementary School

**School Code:**

040

**Grade Levels:**

3F 4F KF 01 02 03 04 05

**School Address:**

1100 THIRD AVENUE

**School Phone Number:**

732-776-3100

**School Fax Number**

0

**Principal:**

Edwin Ruiz

**Principal Phone Number:**

732-776-3100

**Principal Email Address:**

ruize@asburypark.k12.nj.us

**Please place a checkmark in each of the checkboxes below, to designate the subgroup(s) for which Title I services will be provided as outlined in the school's 2016-2017 Title I Schoolwide Plan.**

- Homeless Students
- Migrant Students
- English Language Learners
- Students with Disabilities
- Economically Disadvantaged Students

**If any displayed District and/or School information is incorrect, the district must correct the associated information by making the appropriate changes in the CDS Information System maintained on the NJDOE Homeroom at:**

**<https://homeroom.state.nj.us/>. (<https://homeroom.state.nj.us/>) Upon saving the corrected information in the CDS Information System, the Contact Information screen panel will update immediately with the corrected information.**

**If the District and School Information is correct, please place a checkmark in the checkbox in order to proceed to the next screen panel..**

**Comprehensive Needs Assessment : Finished +**

**Critical Overview Elements : Finished +**

**Evaluation : Finished +**

**Reform Strategies: Finished +**

**Family And Community Engagement : Finished +**

**Highly Effective Teachers/Highly Qualified Paraprofessionals : Finished +**

**Principal Certification : SWPSubmitted +**

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Home (view)

Logoff (logoff)

Contact Information: Certified +

Comprehensive Needs Assessment : Finished -

Stakeholder Engagement : Finished -

Committee Meetings

Name	Stakeholder Group Represented	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Select to delete
Edwin	Administrative <input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
William	Administrative <input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rose	Instructor <input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hope	Instructor <input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Keri	Instructor <input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Cynthia	Instructor <input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
John	Non-Instructor <input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nancy	Administrative <input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

delete selected

Add More Items

Save

Finish ()

Data Collection Analysis : Finished +

**Priority Problems And Interventions : Finished**

**+**

Certify Comprehensive Needs Assessments

**Critical Overview Elements : Finished**

**+**

**Evaluation : Finished**

**+**

**Reform Strategies: Finished**

**+**

**Family And Community Engagement : Finished**

**+**

**Highly Effective Teachers/Highly Qualified Paraprofessionals : Finished**

**+**

**Principal Certification : SWPSubmitted**

**+**

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Logoff (logoff)

**Contact Information: Certified** +

**Comprehensive Needs Assessment : Finished** -

Stakeholder Engagement : **Finished** +

Data Collection Analysis : **Finished** -

Info Review

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (The maximum limit is 4000 characters)
<b>Academic Achievement - Reading:</b>	State Assessments ^ ACCESS for ELLs T v Commercial or Natio	Based on HMH ^ intervention programs v
<b>Academic Achievement - Writing:</b>	State Assessments ^ ACCESS for ELLs T v Commercial or Natio	Guided Reading, ^ small groups, centers v
<b>Academic Achievement - Mathematics:</b>	State Assessments ^ ACCESS for ELLs T v Commercial or Natio	Envisions small group ^ instruction and centers v
<b>Family &amp; Community Engagement:</b>	State Assessments ^ ACCESS for ELLs T v Commercial or Natio	To increase parent ^ involvement through: v

<b>Professional Development:</b>	State Assessments ACCESS for ELLs T Commercial or Natio	ICLE Training, HMH workshops, HMH
<b>Leadership:</b>	State Assessments ACCESS for ELLs T Commercial or Natio	ILT minutes, Data from surveys,
<b>School Climate and Culture:</b>	State Assessments ACCESS for ELLs T Commercial or Natio	Retention rate, Home- School Connection,
<b>Student Support Services:</b>	State Assessments ACCESS for ELLs T Commercial or Natio	Surveys, Retention rate, Home-School
<b>Homeless Students:</b>	State Assessments ACCESS for ELLs T Commercial or Natio	Surveys, Retention rate, Home-School
<b>Migrant Students:</b>	State Assessments ACCESS for ELLs T Commercial or Natio	Surveys, Retention rate, Home-School
<b>English Language Learners:</b>	State Assessments ACCESS for ELLs T Commercial or Natio	ELA Assessment Benchmarks (ACCESS)
<b>Students with Disabilities:</b>	State Assessments ACCESS for ELLs T Commercial or Natio	PARCC scores Foundations benchmarks
<b>Economically Disadvantaged:</b>	State Assessments ACCESS for ELLs T Commercial or Natio	PARCC scores Foundations benchmarks

Save

Finish ()

Priority Problems And Interventions : **Finished**

Home (view)

Logoff (logoff)

**Contact Information: Certified** +

**Comprehensive Needs Assessment : Finished** -

**Stakeholder Engagement : Finished** +

**Data Collection Analysis : Finished** +

**Priority Problems And Interventions : Finished** -

Info      Review

<b>Name of Priority Problem</b>	#1	Based on running records and the diagnostic assessment the majority of our students are reading 186 remaining
	#2	Math data indicates that the majority of our students are below mastery level. 220 remaining
	#3	Students are unable to solve critical thinking multi-step problems due to a weakness in foundational 187 remaining
	#4	
	#1	Raise the quality of instruction using rigor, relevance, and student engagement 220 remaining
	#2	Lack of extended learning time to address skill deficits for all learners. 226 remaining



	#3	Raise the rigor in the classroom in problem solving performance based tasks.	224 remaining
	#4		300 remaining
<b>Describe the root cause(s) of the Priority Problem</b>	#1	Students needs are not being meet at the standards level.	241 remaining
	#2	Standards based teaching needs to be the priority	250 remaining
	#3	Teachers need to teach to the needs of the students	249 remaining
	#4		300 remaining
<b>Subgroups or populations addressed</b>	#1	ELL	297 remaining
	#2	Students with disabilities	275 remaining
	#3	Economically Diadvantaged	275 remaining
	#4		300 remaining
<b>Related content area missed (i.e., ELA, Mathematics)</b>	#1	Wilson Foundations (K & 1)	274 remaining
	#2	HMH (Intervention)	282 remaining
	#3	Regularly scheduled assessments will focus on mastery of basic facts	232 remaining

	#4		300 remaining
<b>Name of scientifically research based intervention to address Priority Problems</b>	#1	HMH Interventions: iRead	276 remaining
	#2	System 44, Read 180	281 remaining
	#3	Math 180	292 remaining
	#4		300 remaining
	#1	All interventions are NJDOE approved and aligned with the CCSS.	237 remaining
<b>How does the intervention align with the Common Core State Standards?</b>	#2	Students' mastery of basic facts.	266 remaining
	#3	Class rigor will enhance their ability to solve problems aligned with the CCSS.	221 remaining
	#4		300 remaining

Save

Finish

Certify Comprehensive Needs Assessments

Critical Overview Elements : Finished

+

Evaluation : Finished

+

Home (view)

Logoff (logoff)

Contact Information: Certified +

Comprehensive Needs Assessment : Finished +

Critical Overview Elements : Finished -

Info Review

### Critical Overview Elements

- The School held 10 (number) stakeholder engagement meetings.
- State/local funds to support the school were \$ 5866900 , which comprised 96.47 % of the school's budget in 2016-2017.
- State/local funds to support the school were \$ 5901287 , which comprised 96.81 % of the school's budget in 2017-2018.
- Title I funded programs/interventions/strategies/activities in 2017-2018 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item(s)	Approximate Cost	Delete
PBSIS	1	Social and Emotional	TBD	5000	✕
Innovation Lab	1	Math and Science,	TBD	40000	✕
Houghton	1	Help students	TBD	50000	✕
Parent workshops	1	Help parents understand	TBD	5000	✕
Teacher PD	1	Increase Knowledge	TBD	10000	✕

Add More Items

Save

Home (view)

Logoff (logoff)

**Contact Information: Certified** +

**Comprehensive Needs Assessment : Finished** +

**Critical Overview Elements : Finished** +

**Evaluation : Finished** -

**State Assessments-Partially Proficient: Finished** -

**Info** | **Review**

**Evaluation of Schoolwide Program\***  
(For schools approved to operate a schoolwide program in 2016-2017, or earlier)

1. Did the school implement the program as planned?
2. What were the strengths of the implementation process?
3. What implementation challenges and barriers did the school encounter?
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

9. How did the school structure the interventions?
10. How frequently did students receive instructional interventions?
11. What technologies did the school use to support the program?
12. Did the technology contribute to the success of the program and, if so, how?

**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	2014-2015	2015-2016	2016-2017	Interventions Provided	Were the interventions provided effective in increasing proficiency?	
					No	Yes
Grade 3	51	34	TB		<input type="checkbox"/> No	<input type="checkbox"/> Yes
					<input type="checkbox"/> No	<input type="checkbox"/> Yes
				HMH intervention programs based on student data	<input type="checkbox"/> No	<input type="checkbox"/> Yes
					<input type="checkbox"/> No	<input type="checkbox"/> Yes
Grade 4	29	39	TB		<input type="checkbox"/> No	<input type="checkbox"/> Yes
					<input type="checkbox"/> No	<input type="checkbox"/> Yes
				HMH intervention programs based on student data	<input type="checkbox"/> No	<input type="checkbox"/> Yes
					<input type="checkbox"/> No	<input type="checkbox"/> Yes
Grade 5	34	29	TB		<input type="checkbox"/> No	<input type="checkbox"/> Yes
				HMH intervention programs based on student data	<input type="checkbox"/> No	<input type="checkbox"/> Yes
					<input type="checkbox"/> No	<input type="checkbox"/> Yes
					<input type="checkbox"/> No	<input type="checkbox"/> Yes

Mathematics	2014-2015	2015-2016	2016-2017	Interventions Provided	Were the interventions provided effective in increasing proficiency?	
					No	Yes
Grade 3	54	32	TB	First in Math computer program	No	Yes
				Envisions small group instruction and centers	No	Yes
					No	Yes
				Teacher made materials to increase fact knowledge	No	Yes
Grade 4	28	49	TB	Teacher made materials to increase fact knowledge	No	Yes
				First in Math computer program	No	Yes
					No	Yes
				Envisions small group instruction and centers	No	Yes
Grade 5	36	31	TB	First in Math computer program	No	Yes
				Envisions small group instruction and centers	No	Yes
				Teacher made materials to increase fact knowledge	No	Yes
					No	Yes

Save

Finish (view)

Non-Tested Grades - Alternative Assessments : **Finished** -

Info

Review

**Evaluation of Schoolwide Program\***  
 (For schools approved to operate a schoolwide program in 2016-2017, or earlier)

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

**Evaluation of 2016-2017 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	2014-2015	2015-2016	2016-2017	Interventions Provided	Were the interventions provided effective in increasing proficiency?	
					No	Yes
Pre-Kindergarten	62	62	62	Strategies Gold	No	<input type="checkbox"/> Yes
				Screening, Pre IPT, Home Language Surveys	No	<input type="checkbox"/> Yes
				Therapy Program	No	<input type="checkbox"/> Yes
				PIRT Team	No	<input type="checkbox"/> Yes

				HMH-iRead	No	Yes
				Wilson- Foundations	No	Yes
				Treasures Reading Program	No	Yes
				Small group instruction	No	Yes
Grade 1	59	47	46	HMH-iRead	No	Yes
				Treasures Reading Program	No	Yes
				Small group instruction	No	Yes
				Wilson- Foundations	No	Yes
Grade 2	44	53	43	HMH-iRead	No	Yes
				Treasures Reading Program	No	Yes
				Small group instruction	No	Yes
				Wilson- Foundations	No	Yes
<b>Mathematics</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>Interventions Provided</b>	<b>Were the interventions provided effective in increasing proficiency?</b>	
Pre-Kindergarten	62	62	62	Strategies Gold	No	Yes
				Screening, Pre IPT, Home Language Surveys	No	Yes
				Therapy Program	No	Yes
				PIRT Team	No	Yes
Kindergarten	56	26	58	enVisions-Small Group/Individual Instruction	No	Yes
				Math games	No	Yes



				First in Math	No	Yes
				Link-it	No	Yes
Grade 1	59	47	46	enVisions-Small Group/Individual Instruction	No	Yes
				Math games	No	Yes
				First in Math	No	Yes
				Link-it	No	Yes
Grade 2	44	53	43	enVisions-Small Group/Individual Instruction	No	Yes
				Math games	No	Yes
				First in Math	No	Yes
				Link-it	No	Yes

Save

Finish ()

Evaluation of Interventions and Strategies : **Finished** -

Interventions to Increase Student Achievement : **Finished** +

Extended Day/Year Interventions : **Finished** +

Professional Development : **Finished** +

Family and Community Engagement : **Finished** +

Home (view)

Logoff (logoff)

**Contact Information: Certified** +

**Comprehensive Needs Assessment : Finished** +

**Critical Overview Elements : Finished** +

**Evaluation : Finished** +

**Reform Strategies: Finished** -

2017-2018 Interventions to Address Student Achievement : **Finished** -

Info Review

2017-2018 Interventions to Address Student Achievement

Content Area Focus	Target Population(s)	Name(s) of Intervention(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention(s) (i.e. IES Practice Guide or What Works Clearinghouse)
ELA	Homeless				
		Wilson Foundation	Administrative Instruction Non-Instr	70% of students	USDOE practice

			Administrative Instruction Non-Instru		
			Administrative Instruction Non-Instru		
			Administrative Instruction Non-Instru		
<b>Math</b>	<b>Homeless</b>	Envisions, Differentiat	Administrative Instruction Non-Instru	70% of students	USDOE practice
			Administrative Instruction Non-Instru		
			Administrative Instruction Non-Instru		
			Administrative Instruction Non-Instru		
<b>ELA</b>	<b>Migrant</b>	Wilson Foundation	Administrative Instruction Non-Instru	70% of students	USDOE practice
			Administrative Instruction Non-Instru		
			Administrative Instruction Non-Instru		
			Administrative Instruction Non-Instru		

ELA	ELLs	Envisions, Differentiat	Administrz Instruction Non-Instru	70% of students	USDOE practice
			Administrz Instruction Non-Instru		
			Administrz Instruction Non-Instru		
			Administrz Instruction Non-Instru		
			Administrz Instruction Non-Instru		
		Wilson Foundation	Administrz Instruction Non-Instru	70% of students	USDOE practice
			Administrz Instruction Non-Instru		
			Administrz Instruction Non-Instru		
			Administrz Instruction Non-Instru		
			Administrz Instruction Non-Instru		
Math	ELLs	Envisions, Differentiat	Administrz Instruction Non-Instru	70% of students	USDOE practice
			Administrz Instruction Non-Instru		
			Administrz Instruction Non-Instru		
			Administrz Instruction Non-Instru		

			Administrative Instruction Non-Instr		
ELA	Students With Disabilities	Wilson Foundation	Administrative Instruction Non-Instr	70% of students	USDOE practice
			Administrative Instruction Non-Instr		
			Administrative Instruction Non-Instr		
			Administrative Instruction Non-Instr		
			Administrative Instruction Non-Instr		
Math	Students With Disabilities	Envisions, Differentiat	Administrative Instruction Non-Instr	70% of students	USDOE practice
			Administrative Instruction Non-Instr		
			Administrative Instruction Non-Instr		
			Administrative Instruction Non-Instr		
			Administrative Instruction Non-Instr		
ELA	Economically Disadvantaged	Wilson Foundation	Administrative Instruction Non-Instr	70% of students	USDOE practice
			Administrative Instruction Non-Instr		

			Administrative Instruction Non-Instruction		
			Administrative Instruction Non-Instruction		
<b>Math</b>	<b>Economically Disadvantaged</b>	Envisions, Differentiated	Administrative Instruction Non-Instruction	70% of students	USDOE practice
			Administrative Instruction Non-Instruction		
			Administrative Instruction Non-Instruction		
			Administrative Instruction Non-Instruction		
			Administrative Instruction Non-Instruction		
			Administrative Instruction Non-Instruction		

Save

Finish ()

2017-2018 Extended Day/Year Interventions to Address Student Achievement : **Finished**

Info Review

2017-2018 Extended Day/Year Interventions to Address Student Achievement

Content Area Focus	Target Population(s)	Name(s) of Intervention(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention(s) (i.e. IES Practice Guide or What Works Clearinghouse)
ELA	Homeless	STEAM Afterscho	Administrative Instruction Non-Instr	Pre and post	<a href="http://www.ed.gov/stem">http://www.ed.gov/stem</a>
			Administrative Instruction Non-Instr		
			Administrative Instruction Non-Instr		
			Administrative Instruction Non-Instr		
			Administrative Instruction Non-Instr		
Math	Homeless	STEAM Afterscho	Administrative Instruction Non-Instr	Pre and post	<a href="http://www.ed.gov/stem">http://www.ed.gov/stem</a>
			Administrative Instruction Non-Instr		
			Administrative Instruction Non-Instr		
			Administrative Instruction Non-Instr		
			Administrative Instruction Non-Instr		
ELA	Migrant	STEAM Afterscho	Administrative Instruction Non-Instr	Pre and post	<a href="http://www.ed.gov/stem">http://www.ed.gov/stem</a>

			Administrative Instruction Non-Instruction		
			Administrative Instruction Non-Instruction		
			Administrative Instruction Non-Instruction		
<b>Math</b>	<b>Migrant</b>	STEAM Afterschool	Administrative Instruction Non-Instruction	Pre and post	<a href="http://www.ed.gov/stem">http://www.ed.gov/stem</a>
			Administrative Instruction Non-Instruction		
			Administrative Instruction Non-Instruction		
			Administrative Instruction Non-Instruction		
			Administrative Instruction Non-Instruction		
<b>ELA</b>	<b>ELLs</b>	STEAM Afterschool	Administrative Instruction Non-Instruction	Pre and post	<a href="http://www.ed.gov/stem">http://www.ed.gov/stem</a>
			Administrative Instruction Non-Instruction		
			Administrative Instruction Non-Instruction		
			Administrative Instruction Non-Instruction		
			Administrative Instruction Non-Instruction		



		STEAM Afterscho	Administre Instruction Non-Instru	Pre and post	http://www.ed.gov/stem
			Administre Instruction Non-Instru		
			Administre Instruction Non-Instru		
			Administre Instruction Non-Instru		
<b>ELA</b>	<b>Students With Disabilities</b>	STEAM Afterscho	Administre Instruction Non-Instru	Pre and post	http://www.ed.gov/stem
			Administre Instruction Non-Instru		
			Administre Instruction Non-Instru		
			Administre Instruction Non-Instru		
<b>Math</b>	<b>Students With Disabilities</b>	STEAM Afterscho	Administre Instruction Non-Instru	Pre and post	http://www.ed.gov/stem
			Administre Instruction Non-Instru		
			Administre Instruction Non-Instru		

			Administra Instruction Non-Instru		
<b>ELA</b>	<b>Economically Disadvantaged</b>	STEAM Afterscho	Administra Instruction Non-Instru	Pre and post	<a href="http://www.ed.gov/stem">http://www.ed.gov/stem</a>
			Administra Instruction Non-Instru		
			Administra Instruction Non-Instru		
			Administra Instruction Non-Instru		
			Administra Instruction Non-Instru		
<b>Math</b>	<b>Economically Disadvantaged</b>	STEAM Afterscho	Administra Instruction Non-Instru	Pre and post	<a href="http://www.ed.gov/stem">http://www.ed.gov/stem</a>
			Administra Instruction Non-Instru		
			Administra Instruction Non-Instru		
			Administra Instruction Non-Instru		
			Administra Instruction Non-Instru		

Save

Finish ()

2017-2018 PD to Address Student Achievement and Priority Problems : **Finished**

Info Review


2017-2018 PD to Address Student Achievement and Priority Problems


Content Area Focus	Target Population(s)	Name(s) of Intervention(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention(s) (i.e, IES Practice Guide or What Works Clearinghouse)
ELA	Homeless	Common	Administrative Instruction Non-Instru	My learning	Formal and informal
			Administrative Instruction Non-Instru		
			Administrative Instruction Non-Instru		
			Administrative Instruction Non-Instru		
Math	Homeless	Common	Administrative Instruction Non-Instru	My learning	Formal and informal
			Administrative Instruction Non-Instru		
			Administrative Instruction Non-Instru		

			Administra Instruction Non-Instru		
ELA	Migrant	Common	Administra Instruction Non-Instru	My learning	Classroom walk-
			Administra Instruction Non-Instru		
			Administra Instruction Non-Instru		
			Administra Instruction Non-Instru		
			Administra Instruction Non-Instru		
Math	Migrant	Common	Administra Instruction Non-Instru	My learning	Classroom walk-
			Administra Instruction Non-Instru		
			Administra Instruction Non-Instru		
			Administra Instruction Non-Instru		
			Administra Instruction Non-Instru		
ELA	ELLs	Common	Administra Instruction Non-Instru	My learning	Classroom walk-
			Administra Instruction Non-Instru		

			Administra Instruction Non-Instr		
			Administra Instruction Non-Instr		
<b>Math</b>	<b>ELLs</b>	Common	Administra Instruction Non-Instr	My learning	Classroom walk-
			Administra Instruction Non-Instr		
			Administra Instruction Non-Instr		
			Administra Instruction Non-Instr		
<b>ELA</b>	<b>Students With Disabilities</b>	Common	Administra Instruction Non-Instr	My learning	Classroom walk-
			Administra Instruction Non-Instr		
			Administra Instruction Non-Instr		
			Administra Instruction Non-Instr		
<b>Math</b>	<b>Students With Disabilities</b>	Common	Administra Instruction Non-Instr	My learning	Classroom walk-

			Administra Instruction Non-Instru		
			Administra Instruction Non-Instru		
			Administra Instruction Non-Instru		
<b>ELA</b>	<b>Economically Disadvantaged</b>	Common	Administra Instruction Non-Instru	My learning	Classroom walk-
			Administra Instruction Non-Instru		
			Administra Instruction Non-Instru		
			Administra Instruction Non-Instru		
<b>Math</b>	<b>Economically Disadvantaged</b>	Common	Administra Instruction Non-Instru	My learning	Classroom walk-
			Administra Instruction Non-Instru		
			Administra Instruction Non-Instru		
			Administra Instruction Non-Instru		

 Home (view)

 Logoff (logoff)

<b>Contact Information: Certified</b>	<b>+</b>
<b>Comprehensive Needs Assessment : Finished</b>	<b>+</b>
<b>Critical Overview Elements : Finished</b>	<b>+</b>
<b>Evaluation : Finished</b>	<b>+</b>
<b>Reform Strategies: Finished</b>	<b>+</b>
<b>Family And Community Engagement : Finished</b>	<b>-</b>

<b>Info</b>	<b>Review</b>
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### 2017-2018 Strategies to Address Student Achievement and Priority Problems

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?
2. How will the school engage parents in the development of the written parent involvement policy?
3. How will the school distribute its written parent involvement policy?
4. How will the school engage parents in the development of the school-parent compact?
5. How will the school ensure that parents receive and review the school-parent compact?
6. How will the school report its student achievement data to families and the community?

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?
8. How will the school inform families and the community of the school's disaggregated assessment results?
9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?
10. How will the school inform families about the academic achievement of their child/children?
11. On what specific strategies will the school use its 2016-2017 parent involvement funds?

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e, IES Practise Guide or What Works Clearinghouse)
ELA	Homeless	Community	Administration Instruction Non-Instruction	Increase parent	<a href="http://link.springer.com/article/">http://link.springer.com/article/</a>
Math	Homeless	Community	Administration Instruction Non-Instruction	Increase parent	<a href="http://link.springer.com/article/">http://link.springer.com/article/</a>
ELA	Migrant	Community	Administration Instruction Non-Instruction	Increase parent	<a href="http://link.springer.com/article/">http://link.springer.com/article/</a>
Math	Migrant	Community	Administration Instruction Non-Instruction	Increase parent	<a href="http://link.springer.com/article/">http://link.springer.com/article/</a>
ELA	ELLs	Community	Administration Instruction Non-Instruction	Increase parent	<a href="http://link.springer.com/article/">http://link.springer.com/article/</a>
Math	ELLs	Community	Administration Instruction Non-Instruction	Increase parent	<a href="http://link.springer.com/article/">http://link.springer.com/article/</a>



<b>ELA</b>	<b>Students With Disabilities</b>	Comm unity	Administra Instruction; Non-Instru	Increase parent	<a href="http://link.springer.com/article/">http://link.springer.com/article/</a>
<b>Math</b>	<b>Students With Disabilities</b>	Comm unity	Administra Instruction; Non-Instru	Increase parent	<a href="http://link.springer.com/article/">http://link.springer.com/article/</a>
<b>ELA</b>	<b>Economically Disadvantaged</b>	Comm unity	Administra Instruction; Non-Instru	Increase parent	<a href="http://link.springer.com/article/">http://link.springer.com/article/</a>
<b>Math</b>	<b>Economically Disadvantaged</b>	Comm unity	Administra Instruction; Non-Instru	Increase parent	<a href="http://link.springer.com/article/">http://link.springer.com/article/</a>

Save

Finish ()

**Highly Effective Teachers/Highly Qualified Paraprofessionals : Finished +**

**Principal Certification : SWPSubmitted +**

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Home (view)

Logoff (logoff)

- Contact Information: Certified** +
- Comprehensive Needs Assessment : Finished** +
- Critical Overview Elements : Finished** +
- Evaluation : Finished** +
- Reform Strategies: Finished** +
- Family And Community Engagement : Finished** +
- Highly Effective Teachers/Highly Qualified Paraprofessionals : Finished** -

Info    Review

Instructional paraprofessionals in a schoolwide program must meet the qualifications required under ESEA § 1119.

	Number & Percent	Description of Strategy to Retain HQ Staff
Instructional Paraprofessionals who meet the qualifications required by ESEA (education, passing score on ParaPro test)	16	Establish a positive school culture in addition to
	100	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education,	0	

passing score on  
ParaPro test)\*

0

### 2017-2018 Schoolwide: Highly Effective Teachers

Although recruiting and retaining effective 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 recruit and retain effective teachers.

#### Description of strategies to attract effective teachers to high-need schools

#### Individuals Responsible

A partnership with local Universities and Colleges could be established to determine if available undergraduate students can participate in a tutoring or mentoring program. The aforementioned cohort could provide highly qualified teacher candidates.

Superintendent,  
Human resources.  
Principal, Vice  
principal, Academic  
Leadership Team

1751 remaining

Save

Finish ()

Principal Certification : SWPSubmitted

+

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<b>Contact Information: Certified</b>	<b>+</b>
<b>Comprehensive Needs Assessment : Finished</b>	<b>+</b>
<b>Critical Overview Elements : Finished</b>	<b>+</b>
<b>Evaluation : Finished</b>	<b>+</b>
<b>Reform Strategies: Finished</b>	<b>+</b>
<b>Family And Community Engagement : Finished</b>	<b>+</b>
<b>Highly Effective Teachers/Highly Qualified Paraprofessionals : Finished</b>	<b>+</b>
<b>Principal Certification : SWPSubmitted</b>	<b>-</b>

Info

Review

### Principal's Certification

The following certification must be completed by the principal of the school.

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

Edwin Ruiz

06/30/2017

**Principal's Name  
(Print)**

**Date**

Submit

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