

**ESEA Accountability Action Plan 2015 Participation Rate**

County Code: 13	LEA Code: 4900
County Name: ESSEX	LEA Name: S. ORANGE + MAPLEWOOD

The federal *Elementary and Secondary Education Act* (ESEA) requires that states use the results from their statewide assessment system to measure the academic progress of students. Additionally, the legislation requires "the participation in such assessments of all students." Ninety-five percent (95%) of students enrolled in a tested grade must participate in the statewide assessment for a district or a school to meet the participation requirement. **Districts/schools not attaining the 95% participation rate for any subgroup are required to:**

- 1) complete this action plan;
- 2) submit Page 1, with the required signatures below, to the county office of education.

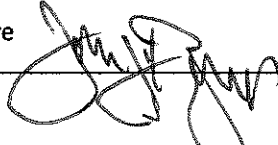
Instructions for completing page 2 of this action plan and resources are in the document entitled, *ESEA Accountability Action Plan Development Guide*, available on the ESEA Accountability web page at <http://www.nj.gov/education/title1/accountability/progress/15>.

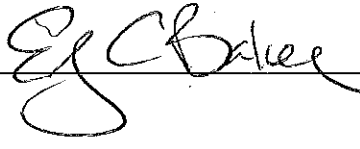
**ESEA Accountability Action Plan Assurances-Participation Rate**

The district must review and sign the assurances below and fax a signed copy of this page to its local County Office of Education.

**The signature of the district's Chief School Administrator and President of the Board of Education below assures that for all school's not attaining the participation rate, district and school officials have:**

- Reviewed each school's *Preliminary 2015 ESEA Accountability Profiles* located on the New Jersey Department of Education's web page at <http://www.nj.gov/education/title1/accountability/progress/15> with the appropriate stakeholders; and
- Documented the district's and each school's efforts to implement strategies to increase participation in the state assessment for those student subgroups that did not meet the 95% participation rate.

Chief School Administrator's Name	DR. John Ramos
Chief School Administrator's Signature	
Date:	3-14-16

Board President's Name	Elizabeth A. Baker
Board President's Signature	
Date:	3/15/16

### ESEA Accountability Action Plan 2015 Participation Rate

DISTRICT/SCHOOL CODE: 13-4900	SCHOOL NAME: SOUTH ORANGE + MAPLEWOOD
Subgroup(s) Not Meeting Participation Rate of 95%	<input checked="" type="checkbox"/> Black <input checked="" type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Total Population <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input checked="" type="checkbox"/> Economically Disadvantaged
Strategy(ies) to be implemented:	

	Action Steps	Person(s) Responsible	Resources Needed*	Completion Date
1	Communicate PARCC reduced testing times	Paul Roth		3/16
2	Communicate PARCC restructuring to 1 testing window	Paul Roth		3/16
3	Meet with schools to develop action plans	Paul Roth		3/16
4				
5				

**Notes:**

- Title I funds used to support the plan must be used to supplement, and not supplant state and local funds.
- Use additional pages as needed.

**ESEA Accountability Action Plan-2015 Participation Rate**

DISTRICT/SCHOOL CODE: 4900-030	SCHOOL NAME: Columbia High School
Subgroup(s) Not Meeting Participation Rate of 95%	<input checked="" type="checkbox"/> Black <input checked="" type="checkbox"/> Hispanic <input checked="" type="checkbox"/> White <input checked="" type="checkbox"/> American Indian <input checked="" type="checkbox"/> Asian <input checked="" type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Total Population <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Limited English Proficient Students <input checked="" type="checkbox"/> Economically Disadvantaged
Strategy(ies) to be implemented:	

Action Steps	Person(s) Responsible	Resources Needed*	Completion Date
1. LETTER to CHS families reiterating importance of Parcc as a graduation requirement	Elizabeth Aaron		3/20/16
2. Separate info for classified students as indicated by CST members (translated for all ELL families)	Elizabeth Aaron + ELL staff		4/16

**Notes:**

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- Use additional pages as needed.

**ESEA Accountability Action Plan-2015 Participation Rate**

DISTRICT/SCHOOL CODE: 4900-030	SCHOOL NAME: COLUMBIA HIGH SCHOOL
Subgroup(s) Not Meeting Participation Rate of 95%	<input checked="" type="checkbox"/> Black <input checked="" type="checkbox"/> Hispanic <input checked="" type="checkbox"/> White <input checked="" type="checkbox"/> American Indian <input checked="" type="checkbox"/> Asian <input checked="" type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Total Population <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Limited English Proficient Students <input checked="" type="checkbox"/> Economically Disadvantaged
Strategy(ies) to be implemented:	

Action Steps	Person(s) Responsible	Resources Needed*	Completion Date
3 Creating one-stop information portal on CHS webpage for students & parents to access information about PARCC & its value	CHS admin team and tech staff		March-April 2016

**Notes:**

- Title I funds used to support the plan must be used to supplement, and not supplant state and local funds.
- Use additional pages as needed.

**ESEA Accountability Action Plan-2015 Participation Rate**

DISTRICT/SCHOOL CODE: 4900-030	SCHOOL NAME: COLUMBIA HIGH SCHOOL
Subgroup(s) Not Meeting Participation Rate of 95%	<input checked="" type="checkbox"/> Black <input checked="" type="checkbox"/> Hispanic <input checked="" type="checkbox"/> White <input checked="" type="checkbox"/> American Indian <input checked="" type="checkbox"/> Asian <input checked="" type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Total Population <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Limited English Proficient Students <input checked="" type="checkbox"/> Economically Disadvantaged
Strategy(ies) to be implemented:	

Action Steps	Person(s) Responsible	Resources Needed	Completion Date
4 Counselor conversations regarding student past performance on PARCC on an as-needed basis	counselors		4/2016
5 continued use of PARCC-like activities + assessments in ELA & Math classes	teachers & supervisors		

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**ESEA Accountability Action Plan 2015 Participation Rate**

DISTRICT/SCHOOL CODE: 4900-030	SCHOOL NAME: COLUMBIA HIGH SCHOOL
Subgroup(s) Not Meeting Participation Rate of 95%	<input checked="" type="checkbox"/> Black <input checked="" type="checkbox"/> Hispanic <input checked="" type="checkbox"/> White <input checked="" type="checkbox"/> American Indian <input checked="" type="checkbox"/> Asian <input checked="" type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Total Population <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Limited English Proficient Students <input checked="" type="checkbox"/> Economically Disadvantaged
Strategy(ies) to be implemented:	

Action Steps	Person(s) Responsible	Resources Needed*	Completion Date
6 CHS morning news + announcements to promote importance of PARCC as a graduation measure	Administrative Team		March 20 - April 2016
7 Email blasts to promote importance of PARCC as a graduation measure	Administrative Team		March 20 - April 2016

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**ESEA Accountability Action Plan-2015 Participation Rate**

DISTRICT/SCHOOL CODE: 4900-040	SCHOOL NAME: MAPLE WOOD MIDDLE SCHOOL
Subgroup(s) Not Meeting Participation Rate of 95%	<input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Two or More Races <input type="checkbox"/> Total Population <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged
Strategy(ies) to be implemented:	

Action Steps	Person(s) Responsible	Resources Needed*	Completion Date
1 Send grade level letters home	Marc Gold	Paper	3/14/16
2 E-blast training/tutorial information	Mr. Adams / HSA	N/A	3/21/16
3 Collaborate with support groups for disseminator	Marc Gold / HSA	N/A	3/28/16

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## ESEA Accountability Action Plan-2015 Participation Rate

DISTRICT/SCHOOL CODE: 4900-050	SCHOOL NAME: South Orange Middle School
Subgroup(s) Not Meeting Participation Rate of 95%	<input type="checkbox"/> Black <input checked="" type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Two or More Races <input type="checkbox"/> Total Population <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged
Strategy(ies) to be implemented:	

Action Steps	Person(s) Responsible	Resources Needed*	Completion Date
1	Lynn Irby / HSA		ongoing
2	James Jennings / James Waldron		3   31   16
3	Lynn Irby / HSA		3   31   16
4	SEPAC - need		
5			

**Notes:**

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- Use additional pages as needed.



ESEA Accountability Action Plan-2015 Participation Rate

DISTRICT CODE: 13-4900-140 DISTRICT NAME: South Orange-Maplewood-South Mountain

Subgroup(s) Not Meeting Participation Rate of 95%:  Black  Hispanic  White  American Indian  Asian  Two or More Races  Total Population  Students with Disabilities  Limited English Proficient Students  Economically Disadvantaged

Strategy(ies) to be implemented: Inform parents of all students, special education teachers, CST and case managers of PARCC content questions how scores are used and the importance of all students being represented.

Action Steps	Person(s) Responsible	Resources Needed*	Completion Date
1 Meet with Special Education teachers (3-5) to review 2015 opt outs in down to determine reasons -	Marianne Hess	None	3.31.14
2 Provide Special Education Teachers with information on PARCC content and strategies to communicating value of PARCC to students	Marianne Hess	PARCC students weblinks	3.31.14
3 Familiarize total parent community with specific released test items and accessibility features by providing links to websites (main and Hess)	Marianne Hess	Web links	3.31.14
4 On PTA website use information provided by NJDOE on Parent PARCC questions	Marianne Hess	copy paper	3.31.14
5 Answered as a send home in backpacks on PTA website, copies for teachers			

Notes:

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- Use additional pages as needed.