

## **PROGRAM COORDINATION AND NEEDS ASSESSMENT**

**Our vision is** to address the purpose of the authorized Elementary and Secondary Education Act (ESEA)—to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic standards.

**Our mission is** to achieve a clear and shared understanding of key requirements and responsibilities for evaluating program effectiveness or impact. The program will provide support for the Trenton District and School NCLB Program Planning and Implementation Process, including needs assessment, data-based assessment of priority problems, identification of research- and evidence-based instructional and professional learning program activities and strategies, and coordination among and across district NCLB Programs.

The establishment of the district-level core committee in collaboration with and oversight of the Chief Academic Officer addresses:

- the overarching, program, and fiscal requirements of the ESEA/NCLB compliance responsibilities under legal authority (ESEA§1112,1114; 34 Code of Federal Regulations-CFR, et al);
- the requirements outlined under the New Jersey Department of Education Entitlement Grants on its website at: <http://www.nj.gov/education/grants/entitlement/nclb/>; and Trenton Board of Education Policies and Regulations, including:
  - 2415 No Child left Behind Programs (M)
  - 2415.03 highly Qualified Teachers (M)
  - 2415.04 Title I District-Wide Parental Involvement (M)
  - 2415.02 Title I Fiscal Responsibilities (M)
  - 2415.06 Unsafe School Choice Option (M)
  - 2415.20 No Child Left Behind Complaint (M)
  - 2423 Bilingual and ESL Education (M)
  - 2700 Services to Nonpublic School Pupils (M)
  - 3240 Professional Development for Teachers and School Leaders (M)
  - 3244 In-service Training (M)
  - 3244.1 In-Service Days (Certificated Staff)
  - 5116 Education of homeless Children

### **Accountability**

Ensuring collaboration and coordination in the fulfillment of regulatory and program requirements in achieving the purpose and performance goals of the District ESEA/NCLB Consolidated Program Plans for services under: Title I, Part A; Title II, Part A; Title III; Part A, Title III Immigrant, Part A; and including Parent Involvement, Homeless Education, and School Wide and School Improvement Plans

## ***PROGRAM DESCRIPTION AND ACTIVITIES***

The program will use NJ Standards for Professional Learning (N.J.A.C. 6A:9C) and professional learning designs that integrate theories, research, and models of human learning into the planning and program development to achieve its intended outcomes. The core learning will occur in face-to-face and online settings within and outside of the school day. The program will present information, model skills and implementation procedures, provide low-risk practice, and support transfer of the stated program goals and objectives across the district targeting NCLB funded programs and schools.

District-level and School Leadership Team members will work individually, as partners, and in teams to carryout and achieve the program goals and objectives during the 2015-2016 school year. Program specialists, in collaboration with the administrator of grants and funded programs, will be responsible for program development and implementation. The district-wide Professional Development and Technology Specialists (3) will assist with designing, scheduling, facilitating, presenting and modeling professional development activities and tools to carry out the program goals and objectives.

## ***MAJOR GOALS AND OBJECTIVES PROGRAM***

This program is designed to provide training and support for the implementation of required ESEA/NCLB compliance activities:

- A. Ongoing coordination and delivery of structured training activities in the overarching area of program evaluation and impact for district-and school-level staff representatives in the following:
  - conducting needs assessment and identifying priority problems,
  - collecting and analyzing data in addition to student assessment measurements,
  - collaborating in program review, including professional development and parent involvement—identifying gaps and redundancy
  - reviewing plans for transitions, i.e., preschool to kindergarten, elementary to middle school, middle school to high school, and high school to post-secondary; and
  - sharing information and data for researched-based intervention strategies.
- B. Ongoing communication and collaboration fostered between district-level and school-level program needs, program design, and implementation impact;
- C. Ongoing training and facilitation of compliance reporting and program evaluation; including web-based reporting through utilizing the district's Microsoft One Drive to store, access, and share files.

## ***PROGRAM EVALUATION***

- A. Reporting district and school needs assessment and priority problems
- B. Reporting data collection and analysis involving students, parents, staff, and community partners
- C. Reporting results and including gaps and redundancy in program design/implementation to improve and increase opportunities for professional development and parent involvement
- D. Reporting transition program information and data
- E. Reporting information and data for intervention strategies
- F. Working with school leaders to craft school improvement grant plans



**TOGETHER WE CAN DO MORE  
COLLABORATION AND TEAMS AMPLIFY ACHIEVEMENT**