

Long Branch Middle School

District: LONG BRANCH CITY

County: MONMOUTH

Team: NA

School Identification: Targeted Support

Targeted Subgroup: Students with Disabilities

CDS: 252770060

Annual School Planning 2020-2021

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
VPA/Lead Principal	Mr. Frank Riley	Yes	Yes	Yes		
Leadership Principal	Ms. Kim Hyde	Yes	Yes	Yes		
SCT Principal	Ms. Jessica Alonzo	Yes	Yes	Yes		
Mathematics Supervisor	Ms. April Morgan	Yes	Yes	Yes		
Language Arts Supervisor	Ms. Kristen Ferrara	Yes	Yes	Yes		
School Improvement Leader	Mr. Joseph Fackenthal	Yes	Yes	Yes		
School Improvement Leader	Ms. Kristin Circelli	Yes	Yes	Yes		
District Parent Involvement Leader	Ms. Amy Rock	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Head Social Studies Teacher	Ms. Keri Smith	Yes	Yes	No		
Head Related Arts Teacher	Ms. Amy Skalecki	Yes	Yes	No		
Head Special Education Teacher	Ms. Sharon Benetsky	Yes	Yes	Yes		
Head Physical Education Teacher	Mr. John O'Shea	Yes	Yes	No		
Head Language Arts Teacher	Mr. Lou DeAngelis	Yes	Yes	Yes		
Head Science Teacher	Ms. Elizabeth West	Yes	Yes	No		
Head ESL Teacher	Ms. Doreen Ortega	Yes	Yes	No		
Head Mathematics Teacher	Ms. Nicole Pinto	Yes	Yes	Yes		
Parent Representative	Ms. Vicente	Yes	No	No		
Special Education Supervisor	Ms. Jennifer Steffich	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
09/25/2019	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment, Smart Goal Development	Yes	Yes
11/20/2019	Smart Goal Development	Yes	Yes
02/26/2020	Comprehensive Data Analysis and Needs Assessment, Smart Goal Development	Yes	Yes
09/20/2019	Prior Year Evaluation, Smart Goal Development	Yes	Yes
01/29/2020	Smart Goal Development	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
<p>The use of formative and summative assessment data to set goals and inform small group instruction within the ELA classroom: Cumulative grade level benchmark assessments were administered two times throughout the 2019-2020 school year. Teachers analyzed this benchmark assessment data in conjunction with historical PARCC/NJSLA data, previous benchmark data, and progress on summative and formative</p>	<p>ELA</p>	<p>All ELA students grades 6-8</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Data meetings were set with administration to review targeted plans for each individual student. Data for targeted students were reviewed after each benchmark to determine the effectiveness of the plans and discuss teacher next steps to ensure plans were meeting the needs of the students.</p> <p>Teachers used the 2018-2019 school year to collect formative and summative assessment data including: Linkit Benchmarks, SRI, Linkit Progress monitoring, common assessments and writing portfolios. All teachers reviewed data to set goals and created plans to address areas of weakness during small group instruction.</p>

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
<p>assessments administered during the school year. Additionally, the Reading Inventory is administered to students to measure readability. The test was administered ??? times throughout the 2019-2020 school year.</p> <p>This analysis allowed teachers to target students who had the potential to move up a proficiency band as determined by the district administered Linkit! Benchmark. Individual goals were set for these students in an effort to provide intensive intervention and assistance during class time. Individual student goals</p>						

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
<p>consisted of reinforcement lessons, preplanned small group instruction, positive incentive plans, and close monitoring of student progress.</p>						

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
<p>ELA Intervention #1 The use of formative and summative assessment data to set goals and inform small group instruction within the ELA classroom: Cumulative grade level benchmark assessments were administered three times throughout the 2019-2020 school year. Teachers analyzed this benchmark assessment data in conjunction with historical PARCC/NJSLA data, previous benchmark data, and progress on summative and formative assessments administered during the school year.</p>	<p>ELA</p>	<p>All ELA students grades 6-8</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Grade 6 Benchmark Growth Analysis:</p> <p>In Benchmark A, 1% of students scored in the Not Meeting bucket. In Benchmark B, 3% of students scored in this same bucket. In Benchmark A 24% scored in the Partially Meeting bucket and this decreased to 24% by Benchmark B. In Benchmark A, 37% of students scored in the Approaching bucket and this decreased to 36% for Benchmark B. In Benchmark A 18% of students scored in the Bubble bucket and this increased to 19% by Benchmark B. In Benchmark A 14% of students scored in the Meeting bucket and this remained consistent by Benchmark B. 5% of students scored in the Exceeding bucket for Benchmark A, but this decreased to 4% by Benchmark B. Due to COVID-19, all Long Branch Schools were closed effective March 13, 2020. The last Benchmark was scheduled to be administered in May, 2020 however, schools did not reopen and the last benchmark was not administered.</p> <p>Grade 7 Benchmark Growth Analysis:</p>

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
<p>Additionally, the Reading Inventory is administered to students to measure readability. The test was administered 3 times throughout the 2019-2020 school year.</p> <p>This analysis allowed teachers to target students who had the potential to move up a proficiency band as determined by the district administered Linkit! Benchmark. Individual goals were set for these students in an effort to provide intensive intervention and assistance during class time. Individual student goals consisted of reinforcement lessons, preplanned</p>						<p>In Benchmark A, 0% of students scored in the Not Meeting bucket and this increased to 1% by Benchmark B. In Benchmark A 26% scored in the Partially Meeting bucket and this decreased to 18% by Benchmark B. In Benchmark A, 35% of students scored in the Approaching bucket and this decreased to 29% for Benchmark B. In Benchmark A 11% of students scored in the Bubble bucket and this increased to 19% by Benchmark B. In Benchmark A 19% of students scored in the Meeting bucket and this decreased to 18% by Benchmark B. And 9% of students scored in the Exceeding bucket for Benchmark A and this increased to 16% by Benchmark B. Due to COVID-19, all Long Branch Schools were closed effective March 13, 2020. The last Benchmark was scheduled to be administered in May, 2020 however, schools did not reopen and the last benchmark was not administered.</p> <p>Grade 8 Benchmark Growth Analysis:</p> <p>In Benchmark A, 0% of students scored in the Not Meeting bucket and this increased to 4% by Benchmark B. In Benchmark A</p>

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<p>small group instruction, positive incentive plans, and close monitoring of student progress.</p>						<p>19% scored in the Partially Meeting bucket and this decreased to 17% by Benchmark B. In Benchmark A, 40% of students scored in the Approaching bucket and this decreased to 25% for Benchmark B. In Benchmark A 10% of students scored in the Bubble bucket and this increased to 15% by Benchmark B. In Benchmark A 22% of students scored in the Meeting bucket and this increased to 31% by Benchmark B. And 10% of students scored in the Exceeding for both Benchmark A and B.</p> <p>Due to COVID-19, all Long Branch Schools were closed effective March 13, 2020. The last Benchmark was scheduled to be administered in May, 2020 however, schools did not reopen and the last benchmark was not administered.</p>

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<p>ELA Intervention #2 For specific, targeted students who are identified as reading below grade level, as determined by the Scholastic Reading Inventory, Read 180 and Systems 44 are utilized as intervention programs</p>	<p>ELA</p>	<p>All ELA students grades 6-8</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>The attached data upload shows that this intervention was effective during its initial implementation. Teachers had reviewed Benchmark A and Benchmark B data and put action plans in place. Due to COVID-19 school closures, these action plans for targeted students were not able to be implemented with fidelity for the entire school year. We plan to continue it for the 2020-2021 school year and will continue to monitor its effectiveness.</p>

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<p>ELA Intervention #3 The McGraw-Hill Treasures program and the Glencoe Literature Program have been the cornerstones of the Long Branch Middle School (LBMS) literacy curriculum for approximately eight years. These research-based programs provide teachers with the tools and strategies to drive instruction in the 6-8 classrooms.</p> <p>During the 2019-2020 school year, pacing guides and curricular documents were developed to guide teachers as they implemented standards based lessons.</p>	<p>ELA</p>	<p>All students in ELA grades 6-8</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Grade 6: 2016-2017 Growth From Benchmark A-C: 12.2% 2017-2018 Growth From Benchmark A-C: 16.3% 2018-2019 Growth From Benchmark A-C: 17.3% 2019 - 2020 Growth From Benchmark A-B*: 5.5% *Due to COVID-19, all Long Branch Schools were closed effective March 13, 2020. The last Benchmark was scheduled to be administered in May, 2020 however, schools did not reopen and the last benchmark was not administered.</p> <p>2016-2017 PARCC Percentage Meeting and Exceeding: 26.4% 2017-2018 PARCC Percentage Meeting and Exceeding: 30.8% 2018-2019 NJSLA Percentage Meeting and Exceeding: 22.7%</p> <p>Grade 7: 2016-2017 Growth From Benchmark A-C: 8.3% 2017-2018 Growth From Benchmark A-C:</p>

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
						<p>15.2%</p> <p>2018-2019 Growth From Benchmark A-C: 11.8%</p> <p>2019 - 2020 Growth From Benchmark A-B*: 8.4%</p> <p>*Due to COVID-19, all Long Branch Schools were closed effective March 13, 2020. The last Benchmark was scheduled to be administered in May, 2020 however, schools did not reopen and the last benchmark was not administered.</p> <p>2016-2017 PARCC Percentage Meeting and Exceeding: 30.5%</p> <p>2017-2018 PARCC Percentage Meeting and Exceeding: 46.9%</p> <p>2018-2019 NJSLA Percentage Meeting and Exceeding: 35.5%</p> <p>Grade 8:</p> <p>2016-2017 Growth From Benchmark A-C: 16%</p> <p>2017-2018 Growth From Benchmark A-C: 16.2%</p> <p>2018-2019 Growth From Benchmark A-C: 21%</p> <p>2019 - 2020 Growth From Benchmark A-B*:</p>

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
						<p>10.9%</p> <p>*Due to COVID-19, all Long Branch Schools were closed effective March 13, 2020. The last Benchmark was scheduled to be administered in May, 2020 however, schools did not reopen and the last benchmark was not administered.</p> <p>2016-2017 PARCC Percentage Meeting and Exceeding: 40.7%</p> <p>2017-2018 PARCC Percentage Meeting and Exceeding: 46.8%</p> <p>2018-2019 NJSLA Percentage Meeting and Exceeding: 46.4%</p>
Title I Before and After School Tutoring Program Data	ELA/Math	Students who showed low growth on Benchmark	Yes	Yes	No	Due to COVID-19, all Long Branch Schools were closed effective March 13, 2020. The Tutoring Program was ended on this date due to the school closings. The data is inconsequential based on the timeframe for which tutoring was successfully implemented.

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
<p>Math Intervention #1 Intervention: The use of formative and summative assessment data to inform small group instruction within the classroom: The Big Ideas math program provides teachers with an online assessment platform that was utilized throughout the 2019-2020 school year to collect formative and summative assessment data. This online platform allowed teachers to assign problems throughout each unit and run item analysis reports to view trends in class data and identify struggling students. All teachers</p>	<p>Math</p>	<p>All Math students grades 6-8</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Grade 6: 2016-2017 Growth From Benchmark A-C: 20.9% 2017-2018 Growth From Benchmark A-C: 27.1% 2018-2019 Growth From Benchmark A-C: 26.4% 2019 - 2020 Growth From Benchmark A-B*: 15.4% *Due to COVID-19, all Long Branch Schools were closed effective March 13, 2020. The last Benchmark was scheduled to be administered in May, 2020 however, schools did not reopen and the last benchmark was not administered.</p> <p>2015-2016 PARCC Percentage Meeting and Exceeding: 19.1% 2016-2017 PARCC Percentage Meeting and Exceeding: 23% 2017-2018 PARCC Percentage Meeting and Exceeding: 28.8% 2018-2019 NJSLA Percentage Meeting and Exceeding: 21.9%</p> <p>Grade 7: 2016-2017 Growth From Benchmark A-C: 16.8%</p>

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<p>administered common quizzes and chapter assessments throughout the year and reviewed data to set goals and make plans to address areas of weakness during small group instruction. In addition to cumulative quizzes and tests, teachers utilized the assessment platform to assign problems daily geared at identifying struggling students immediately. Teachers were able to see data in real time and pull students for small group intervention immediately. Students who were struggling were provided with small group, teacher lead</p>						<p>2017-2018 Growth From Benchmark A-C: 15.3% 2018-2019 Growth From Benchmark A-C: 16.1% 2019 - 2020 Growth From Benchmark A-B*: 9.8% *Due to COVID-19, all Long Branch Schools were closed effective March 13, 2020. The last Benchmark was scheduled to be administered in May, 2020 however, schools did not reopen and the last benchmark was not administered.</p> <p>2015-2016 PARCC Percentage Meeting and Exceeding: 19.1% 2016-2017 PARCC Percentage Meeting and Exceeding: 23% 2017-2018 PARCC Percentage Meeting and Exceeding: 21.1% 2018-2019 NJSLA Percentage Meeting and Exceeding: 17.3%</p> <p>Grade 8: 2016-2017 Growth From Benchmark A-C: 28.7% 2017-2018 Growth From Benchmark A-C: 27.1% 2018-2019 Growth From Benchmark A-C:</p>

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<p>instruction in an effort to review and reteach concepts that students were not grasping. Other students in the class were assigned differentiated problems of either on target or advanced levels to work through with their peers while identified students worked in small group. This provided data driven support for struggling students while allowing on target students the opportunity to stretch their understanding and challenged themselves.</p>						<p>29.1% 2019 - 2020 Growth From Benchmark A-B*: 10.7% *Due to COVID-19, all Long Branch Schools were closed effective March 13, 2020. The last Benchmark was scheduled to be administered in May, 2020 however, schools did not reopen and the last benchmark was not administered.</p> <p>2015-2016 PARCC Percentage Meeting and Exceeding: 17.4% 2016-2017 PARCC Percentage Meeting and Exceeding: 20.9% 2017-2018 PARCC Percentage Meeting and Exceeding: 23.6% 2018-2019 NJSLA Percentage Meeting and Exceeding: 19.5% Algebra 1 2018-2019 Growth From Benchmark A-C: 25.95% 2019 - 2020 Growth From Benchmark A-B*: 14.8% *Due to COVID-19, all Long Branch Schools were closed effective March 13, 2020. The last Benchmark was scheduled to be administered in May, 2020 however, schools did not reopen and the last benchmark was</p>

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						<p>not administered.</p> <p>2016-2017 PARCC Percentage Meeting and Exceeding: 100%</p> <p>2017-2018 PARCC Percentage Meeting and Exceeding: 100%</p> <p>2018-2019 NJSLA Percentage Meeting and Exceeding: 90.1%</p> <p>Geometry</p> <p>2018-2019 Growth From Benchmark A-C: 37.3%</p> <p>2019 - 2020 Growth From Benchmark A-B*: 18%</p>

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<p>Math Intervention #2 Goal Setting After Each Benchmark Assessment:</p> <p>Cumulative grade level benchmark assessments were administered three times throughout the 2019-2020 school year. Teachers analyzed this benchmark assessment data in conjunction with historical PARCC data, previous benchmark data and progress on chapter assessments administered during the school year. This analysis allowed teachers to target students who had the potential to move up a proficiency band as determined by the</p>	<p>Math</p>	<p>All Mathematics students grade 6-8</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Grade 8 Benchmark Growth Analysis: In Benchmark A, 1% of students scored in the Not Meeting bucket and this increased to 13% by Benchmark B. In Benchmark A 54% scored in the Partially Meeting bucket and this decreased to 43% by Benchmark B. In Benchmark A, 41% of students scored in the Approaching bucket and this decreased to 35% for Benchmark B. In Benchmark A 3% of students scored in the Bubble bucket and this increased to 7% by Benchmark B. In Benchmark A 0% of students scored in the Meeting bucket and this increased to 3% by Benchmark B. And 0% of students scored in the Exceeding bucket and this remained the same for Benchmark B. Due to COVID-19, all Long Branch Schools were closed effective March 13, 2020. The last Benchmark was scheduled to be administered in May, 2020 however, schools did not reopen and the last benchmark was not administered.</p> <p>Algebra 1 Benchmark Growth Analysis: In Benchmark A, 0% of students scored in the Not Meeting bucket and this remained 0% by Benchmark B. In Benchmark A, 0% of students scored in the Partially Meeting</p>

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<p>district administered Linkit! Benchmark. Individual goals were set for these students in an effort to provide intensive intervention and assistance during class time. Individual student goals consisted of reinforcement lessons, preplanned small group instruction, positive incentive plans and close monitoring of student progress. Data meetings were set with administration to review targeted plans for each individual student. Data for targeted students were reviewed after each benchmark to determine the effectiveness of the</p>						<p>bucket and this remained the same at Benchmark B. In Benchmark A, 3% of students scored in the Approaching bucket and this increased to 4% for Benchmark B. In Benchmark A 29% of students scored in the Bubble bucket and this decreased to 22% by Benchmark B. In Benchmark A 67% of students scored in the Meeting bucket and this increased to 68% by Benchmark B. And 1% of students scored in the Exceeding bucket and this increased to 6% Benchmark B. Due to COVID-19, all Long Branch Schools were closed effective March 13, 2020. The last Benchmark was scheduled to be administered in May, 2020 however, schools did not reopen and the last benchmark was not administered.</p> <p>Geometry Benchmark Growth Analysis: In Benchmark A, 0% of students scored in the Not Meeting bucket and this remained 0% by Benchmark B. In Benchmark A, 19% of students scored in the Partially Meeting bucket and this decreased to 8% by Benchmark B. In Benchmark A, 65% of students scored in the Approaching bucket and this decreased to 32% for Benchmark B. In Benchmark A 16% of students scored in</p>

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<p>plans and discuss teacher next steps to ensure plans were meeting the needs of the students.</p>						<p>the Bubble bucket and this increased to 24% by Benchmark B. In Benchmark A 0% of students scored in the Meeting bucket and this increased to 30% by Benchmark B. And 0% of students scored in the Exceeding bucket and this increased to 5% by Benchmark B. Due to COVID-19, all Long Branch Schools were closed effective March 13, 2020. The last Benchmark was scheduled to be administered in May, 2020 however, schools did not reopen and the last benchmark was not administered.</p>

STUDENT ACHIEVEMENT

Data Source	Factors to Consider	Prepopulated Data						Your Data (Provide any additional data)	Observations / Trends
<p>NJSLA Proficiency</p>	<p>Consider comparing previous year's and current year's NJSLA results in the noted subject areas. <a 231="" 271"="" 347="" 444="" href="http://www.nj.gov/education/schools/achievement/target='_blank'>Link to website with access to reports.</p> </td> <td data-bbox="> <p>Student Group</p> </p>	<p>ELA</p>	<p>Math</p>	<p>Alg1</p>	<p>Alg2</p>	<p>Geo</p>	<p>PARCC Baseline Performance Overall PARCC scores by grade level. Percentages reflect students who scored proficient or exceeded.</p> <p>PARCC/NJSLA ELA (4 year trend) Grade 6 2016 - 19.5% 2017 - 26.4% 2018 - 30.6% 2019 - 22.7%</p> <p>Grade 7 2016 - 32.5% 2017 - 30.5% 2018 - 47% 2019 - 35.6</p> <p>Grade 8 2016 - 30.3% 2017 - 40.8% 2018 - 47.1% 2019 - 46.4%</p> <p>Math Grade 6 2016 - 19.1% 2017 - 23% 2018 - 28.8%</p>	<p>The ELA PARCC data shows a 3.2% increase for 6th grade since 2016. In grade 7 there was 3.1% increase since 2016. Lastly, in Grade 8 there was an 16.1% increase since 2016.</p> <p>The Math PARCC data shows a 2.8% increase since 2016 for 6th grade, a 1.8% decrease for 7th grade, and a 2.7% increase for 8th grade.</p> <p>With continuous interventions and curriculum adaptations, this trend of proficiency increase is expected to continue among the two disciplines.</p> <p>After reviewing the 2018 - 2019 NJSLA Data Evidence Statements for ELA, each grade has</p>	
		Schoolwide	35.4 %	25.2%	91%				71%
		White	43.6 %	31.3%	95%				83%
		Hispanic	34.2 %	24.4%	92%				55%
		Black or African American	27.7 %	18.6%	*				*
		Asian, Native Hawaiian, or Pacific Islander	*	*	*				*
		American Indian or Alaska Native	*	*					
		Two or More Races	40%	28%	*				*
		Female	45.7 %	25.9%	95%				71%
		Male	26.4 %	24.6%	86%				71%
		Economically Disadvantaged Students	33.8 %	23.5%	*				69%
		Non-Economically Disadvantaged Students	45.1 %	35.5%	*				75%
		Students with Disabilities	10.6 %	*	*				
		Students without Disabilities	40.2 %	*	*				71%
		English Learners	16.7 %	15.7%					
Non-English Learners	40.3 %	27.9%	91%		71%				
Homeless Students	33.3 %	11.1%	*						
Students in Foster Care	*	*							

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends	
		Student Group	ELA	Math	Alg1	Alg2	Geo	2019 - 21.9%	
		Military-Connected Students	*	*				Grade 7	focal points to concentrate on due to indicated weaknesses in the following areas (by grade level)
		Migrant Students						2016 -19.1%	
								2017 - 23%	
								2018 - 21.1%	
								2019 - 17.3%	
								Grade 8	8th Grade
								2016 - 17.4%	R.L.8.5.1 - Reading Literature
								2017 - 20.9%	R.L.3.1 - Reading Literature
								2018 - 23.6%	
								2019 - 20.1	
								Algebra 1	7th Grade
								2016-2017 - 100%	RST.7.6.4 - Reading: Science & Technical Subjects
								2017-2018 - 100%	RST.7.9.3 - Reading: Science & Technical Literature
								2018 - 2019 - 90.1%	RI.7.9.1 - Reading: Informational Text
								Geometry	6th Grade
								2018 - 2019 - 71.4%	R.I.6.9 - Reading: Informational Text
									RH.6.2 - Reading: History/Social Studies
									Ri.6.1 - Reading: Information Text
									L.6.6 - Language
									RH.6.9.3 - Reading: History/Social Studies

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				<p>After reviewing the 2018-2019 NJSLA Data Evidence Statements for Math, each grade has focal points to concentrate on due to indicated weaknesses in the following areas (by grade level)</p> <p>Geometry HS-D.2-1, HS-C.14.1, G-C.B - Modeling and Reasoning G-GMD.4 - Geometric Measurement and Dimension</p> <p>Algebra 1 F-IF.9-1 - Functions N-RN.B-1 - Number and Quantity HS-C.8.1 - Modeling and Reasoning</p> <p>8th Grade 8.G.1b, 8.G.7-1, 8.G.9, 8.G.3 - Geometry</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				<p>8.D.3 - Modeling and Reasoning 8.SP.1 - Statistics and Probability 8.EE.8b-2, 8.EE.5-1 - Expressions and Equations</p> <p>7th Grade 7.G.4-1, 7.G.6 - Geometry 7.C.6-1, 7.C.1-1 - Modeling and Reasoning 7.D.3, 7.D.2, 7.D.4, 7.D.1 - Modeling and Reasoning 7.EE.4a-2, 7.EE.2 - Expressions and Equations 7.SP.2 - Statistics and Probability</p> <p>6th Grade 6.C.9 - Modeling and Reasoning 6.EE.2b - Expressions and Equations 6.NS.6a, 6.NS.6b-1 - The Number System</p>

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
Science	NJSLA Science Homepage, https://measinc-nj-science.com/	NJSLA-S				In 2019 there were 389 eighth graders that participated in the NJSLA - Science assessment.	Long Branch Public Schools has been implementing the scientifically researched based program Project Lead the Way in each grade span. The curriculum in this program is aligned to Next Generation Science Standards. It also offers interdisciplinary projects and cross curricular accountability to overlapping concepts and skills. The continued implementation of this program at all the grade levels should show an increase of proficiency in the NJSLA - Science scores over the next couple of years.
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide		7%			
		White		11%			
		Hispanic		4%			
		Black or African		5%			
		Asian, Native					
		American Indian or		*			
		Two or More Races					
		Female		7%			
		Male		6%			
		Economical ly		4%			
		Non-Economical		14%			
		Students with		2%			

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
		Student Group	Grade 5	Grade 8	Grade 11		
		Students without		7%			
		English Learners					
		Non-English					
		Homeless Students					
		Students in Foster Care					
		Military-Connected		*			
		Migrant Students		*			

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
SGP	<p>Student growth on state assessments. (Grades 4-8)</p> <p>*Identify overall school wide growth performance by content.</p> <p>*Identify interaction between student proficiency level.</p>	Student Group	ELA	Math	<p>Based upon the 2018-2019 NJSLA scores, the results display the following proficiency levels for Language Arts: Grade 6 ELA: 17.1% not meeting, 29.7% partially meeting, 30.5% approaching, 20.7% meeting expectations, and 2% exceeding. Grade 7 ELA: 23.9% not meeting, 17% partially meeting, 23.4% approaching, 24.2% meeting expectations, and 11.5% exceeding. Grade 8 ELA: 15.2% not meeting, 12.3% partially meeting, 26.1% approaching, 31.7% meeting expectations, and 14.7% exceeding.</p> <p>Based upon the 2018-2019 NJSLA scores, the results display the following proficiency levels for Math: Grade 6 Math: 14.9% not meeting, 37.5% partially meeting, 25.7% approaching, 20.7% meeting expectations, and 1.2% exceeding. Grade 7 Math: 16% not meeting, 36% partially meeting, 30.6% approaching, 17.3% meeting expectations, and 0.1% exceeding. Grade 8 Math: 26.7% not meeting,</p>	<p>Based upon the 2018-2019 NJSLA scores, the results display the following proficiency levels for Language Arts: Grade 6 ELA: 17.1% not meeting, 29.7% partially meeting, 30.5% approaching, 20.7% meeting expectations, and 2% exceeding. Grade 7 ELA: 23.9% not meeting, 17% partially meeting, 23.4% approaching, 24.2% meeting expectations, and 11.5% exceeding. Grade 8 ELA: 15.2% not meeting, 12.3% partially meeting, 26.1% approaching, 31.7% meeting expectations, and 14.7% exceeding.</p>
		Schoolwide	45%	40%		
		White	47%	37%		
		Hispanic	48%	41%		
		Black or African American	36%	41%		
		Asian, Native Hawaiian, or Pacific	66.5%	*		
		American Indian or Alaska Native	*	*		
		Two or More Races	36.5%	41%		
		Female	49%	41%		
		Male	40%	39%		
		Economically Disadvantaged	44%	40%		
		Non-Economically Disadvantaged				
		Students with Disabilities	39.5%	39%		
Students without Disabilities						

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math	<p>26.4% partially meeting, 27.3% approaching, 19.2% meeting expectations, and 0.4% exceeding.</p>	<p>25.7% approaching, 20.7% meeting expectations, and 1.2% exceeding. Grade 7 Math: 16% not meeting, 36% partially meeting, 30.6% approaching, 17.3% meeting expectations, and 0.1% exceeding. Grade 8 Math: 26.7% not meeting, 26.4% partially meeting, 27.3% approaching, 19.2% meeting expectations, and 0.4% exceeding.</p> <p>After reviewing the 2018-2019 NJSLA Data Evidence Statements for ELA, the Long Branch performed at or above the state level in the following standards:</p> <p>Grade 6 RH.6.5.4 - Reading: History/Social Studies</p> <p>Grade 7 L.6.4.1 - Reading Literature</p>
		English Learners	44%	42%		
		Non-English Learners				
		Homeless Students	42.5%	47%		
		Students in Foster Care	*			
		Military-Connected Students	*	*		
		Migrant Students				

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				<p>Grade 8 RL.8.2.4 - Reading: Literature RL.8.2.1 - Reading Literature RST 8.6.4 - Reading: Science & Technical</p> <p>After reviewing the 2018-2019 NJSLA Data Evidence Statements for Math, the Long Branch performed at or above the state level in the following standards:</p> <p>Grade 6 6.Int.1 - The Number System 6.NS.7c-1 - The Number System 6.NS.4-2 - The Number System 6.EE.4 - Expressions & Equations</p> <p>Grade 7 7.C.4 - Modeling & Reasoning 7.G.2 - Geometry</p> <p>Grade 8</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				<p>8.F.3-1 - Functions 8.C.5-1 - Modeling & Reasoning 8.EE.2 - Expressions & Equations 8.F.2 - Functions 8.F.3-2 - Functions 8.F.5-1 - Functions 8.F.5-2 - Functions 8.EE.8a - Expressions & Equations</p> <p>Algebra 1 Students performed at or above the state average levels in all standards.</p> <p>Geometry Students performed at or above the state average levels in all standards.</p>

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment Participation	Please list any cycles where the 95% participation rate was not met. Please provide explanation. *Identify patterns by subgroup *Identify patterns by grade	ELA					There were no cycles that did not meet the 95% participation rate for 6th, and 7th grade Language Arts Benchmarks. All grade levels met the 95% participation rates for Mathematics. (MCI and SCAUT students do not take this assessment).	There were no cycles that did not meet the 95% participation rate for 6th, and 7th grade Language Arts Benchmarks. All grade levels met the 95% participation rates for Mathematics. (MCI and SCAUT students do not take this assessment).
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	95%	97.1%	0%	0%		
		7	95.5%	96.2%	0%	0%		
		8	94.5%	94.1%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
11	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		12	0%	0%	0%	0%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	95.3%	97.3%	0%	0%		
		7	95.1%	95.1%	0%	0%		
		8	93.7%	94.9%	0%	0%		
		9	97.2%	91.7%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		10	97.4%	97.4%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment (Proficiency) ELA Rates	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Benchmark Assessment (Proficiency) ELA Rates Due to COVID-19, all Long Branch Schools were closed effective March 13, 2020. The last Benchmark was scheduled to be administered in May, 2020 however, schools did not reopen and the last benchmark was not administered. Benchmark A: 8th Grade: 0% not meeting, 18.9% partially meeting, 39.6% approaching 9.8% bubble, 21.7% meeting, and 9.8% exceeding. 7th Grade: 0% not meeting, 26.3% partially meeting, 34.9% approaching, 11.5% bubble, 18.5% meeting, and 8.5% exceeding. 6th Grade: 0% not meeting, 25.3% partially meeting, 37.2% approaching, 18.3% bubble, 14.3% meeting, and 4.8% exceeding. Benchmark B: 8th Grade: 3.5% not meeting, 17% partially meeting, 24.6% approaching, 14.5% bubble, 30.6% meeting, and 9.7% exceeding. 7th Grade: 1%	Grade 6 Benchmark Growth Analysis: In Benchmark A, 1% of students scored in the Not Meeting bucket. In Benchmark B, 3% of students scored in this same bucket. In Benchmark A 24% scored in the Partially Meeting bucket and this decreased to 24% by Benchmark B. In Benchmark A, 37% of students scored in the Approaching bucket and this decreased to 36% for Benchmark B. In Benchmark A 18% of students scored in the Bubble bucket and this increased to 19% by Benchmark B. In Benchmark A 14% of students scored in the Meeting bucket and this remained consistent by Benchmark B. 5% of students scored in the Exceeding bucket for Benchmark A, but this decreased to 4% by
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	19%	18%	0%	0%		
		7	28%	34%	0%	0%		
		8	32%	41%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
12	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>not meeting, 18% partially meeting, 28.5% approaching. 18.5% bubble. 17.6% meeting, and 16.3% exceeding. 6th Grade: 2.4% not meeting, 24.3% partially meeting, 35.9% approaching 19.1% bubble, 14% meeting, and 4.3% exceeding.</p>	<p>Benchmark B. Due to COVID-19, all Long Branch Schools were closed effective March 13, 2020. The last Benchmark was scheduled to be administered in May, 2020 however, schools did not reopen and the last benchmark was not administered.</p> <p>Grade 7 Benchmark Growth Analysis:</p> <p>In Benchmark A, 0% of students scored in the Not Meeting bucket and this increased to 1% by Benchmark B. In Benchmark A 26% scored in the Partially Meeting bucket and this decreased to 18% by Benchmark B. In Benchmark A, 35% of students scored in the Approaching bucket and this decreased to 29% for Benchmark B. In Benchmark A 11% of</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				<p>students scored in the Bubble bucket and this increased to 19% by Benchmark B. In Benchmark A 19% of students scored in the Meeting bucket and this decreased to 18% by Benchmark B. And 9% of students scored in the Exceeding bucket for Benchmark A and this increased to 16% by Benchmark B. Due to COVID-19, all Long Branch Schools were closed effective March 13, 2020. The last Benchmark was scheduled to be administered in May, 2020 however, schools did not reopen and the last benchmark was not administered.</p> <p>Grade 8 Benchmark Growth Analysis:</p> <p>In Benchmark A, 0% of students scored in the Not Meeting bucket and this increased to 4% by</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				<p>Benchmark B. In Benchmark A 19% scored in the Partially Meeting bucket and this decreased to 17% by Benchmark B. In Benchmark A, 40% of students scored in the Approaching bucket and this decreased to 25% for Benchmark B. In Benchmark A 10% of students scored in the Bubble bucket and this increased to 15% by Benchmark B. In Benchmark A 22% of students scored in the Meeting bucket and this increased to 31% by Benchmark B. And 10% of students scored in the Exceeding for both Benchmark A and B. Due to COVID-19, all Long Branch Schools were closed effective March 13, 2020. The last Benchmark was scheduled to be administered in May, 2020 however, schools did not reopen and the</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				last benchmark was not administered.

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment (Proficiency) Math Rates	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Benchmark Assessment (Proficiency) Math Rates Due to COVID-19, all Long Branch Schools were closed effective March 13, 2020. The last Benchmark was scheduled to be administered in May, 2020 however, schools did not reopen and the last benchmark was not administered. Benchmark A: 8th Grade: 1% not meeting, 54% partially meeting, 41% approaching. 3% bubble. 0% meeting, and 0% exceeding. 7th Grade: 1% not meeting, 40% partially meeting, 47% approaching. 8% bubble. 4% meeting, and 1% exceeding. 6th Grade: 1% not meeting, 49% partially meeting, 38% approaching. 9% bubble. 3% meeting, and 1% exceeding. Algebra 1: 0% not meeting, 0% partially meeting, 3% approaching. 29% bubble. 67% meeting, and 1% exceeding. Geometry: 0% not meeting, 19% partially meeting, 65% approaching. 16% bubble. 0% meeting, and 0% exceeding.	Grade 6 Benchmark Growth Analysis: In Benchmark A, 1% of students scored in the Not Meeting bucket and this increased to 3% by Benchmark B. In Benchmark A 49% scored in the Partially Meeting bucket and this decreased to 32% by Benchmark B. In Benchmark A, 38% of students scored in the Approaching bucket and this remained at 38% for Benchmark B. In Benchmark A 9% of students scored in the Bubble bucket and this increased to 12% by Benchmark B. In Benchmark A 3% of students scored in the Meeting bucket and this increased to 13% by Benchmark B. And only 1% of students scored in the Exceeding bucket for Benchmark A and this increased to 3% by Benchmark B. Due to COVID-19, all Long
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	4%	16%	0%	0%		
		7	4.6%	8.9%	0%	0%		
		8	0.3%	2.7%	0%	0%		
		9	68.6%	75.8%	0%	0%		
		10	58.8%	35.1%	0%	0%		
		11	0%	0%	0%	0%		
12	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>Benchmark B: 8th Grade: 13% not meeting, 43% partially meeting, 35% approaching. 7% bubble. 3% meeting, and 0% exceeding. 7th Grade: 2% not meeting, 40% partially meeting, 37% approaching. 12% bubble. 9%meeting, and 0% exceeding. 6th Grade: 3% not meeting, 32% partially meeting, 38% approaching. 12% bubble. 13%meeting, and 3% exceeding. Algebra 1:0% not meeting, 0% partially meeting, 4% approaching. 22% bubble. 68%meeting, and 6% exceeding. Geometry: 0% not meeting, 8% partially meeting, 32% approaching. 24% bubble. 30%meeting, and 5% exceeding.</p>	<p>Branch Schools were closed effective March 13, 2020. The last Benchmark was scheduled to be administered in May, 2020 however, schools did not reopen and the last benchmark was not administered.</p> <p>Grade 7 Benchmark Growth Analysis: In Benchmark A, 1% of students scored in the Not Meeting bucket and this increased to 2% by Benchmark B. In Benchmark A 40% scored in the Partially Meeting bucket , this remained the same at Benchmark B. In Benchmark A, 47% of students scored in the Approaching bucket and this decreased to 37% for Benchmark B. In Benchmark A 8% of students scored in the Bubble bucket and this increased to 12% by Benchmark B. In</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				<p>Benchmark A 4% of students scored in the Meeting bucket and this increased to 9% by Benchmark B. And 1% of students scored in the Exceeding bucket for Benchmark A and this decreased to 0% by Benchmark B. Due to COVID-19, all Long Branch Schools were closed effective March 13, 2020. The last Benchmark was scheduled to be administered in May, 2020 however, schools did not reopen and the last benchmark was not administered.</p> <p>Grade 8 Benchmark Growth Analysis: In Benchmark A, 1% of students scored in the Not Meeting bucket and this increased to 13% by Benchmark B. In Benchmark A 54% scored in the Partially Meeting bucket and this decreased to 43% by</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				<p>Benchmark B. In Benchmark A, 41% of students scored in the Approaching bucket and this decreased to 35% for Benchmark B. In Benchmark A 3% of students scored in the Bubble bucket and this increased to 7% by Benchmark B. In Benchmark A 0% of students scored in the Meeting bucket and this increased to 3% by Benchmark B. And 0% of students scored in the Exceeding bucket and this remained the same for Benchmark B. Due to COVID-19, all Long Branch Schools were closed effective March 13, 2020. The last Benchmark was scheduled to be administered in May, 2020 however, schools did not reopen and the last benchmark was not administered.</p> <p>Algebra 1 Benchmark</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				<p>Growth Analysis: In Benchmark A, 0% of students scored in the Not Meeting bucket and this remained 0% by Benchmark B. In Benchmark A, 0% of students scored in the Partially Meeting bucket and this remained the same at Benchmark B. In Benchmark A, 3% of students scored in the Approaching bucket and this increased to 4% for Benchmark B. In Benchmark A 29% of students scored in the Bubble bucket and this decreased to 22% by Benchmark B. In Benchmark A 67% of students scored in the Meeting bucket and this increased to 68% by Benchmark B. And 1% of students scored in the Exceeding bucket and this increased to 6% Benchmark B. Due to COVID-19, all Long Branch Schools were closed effective March</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				<p>13, 2020. The last Benchmark was scheduled to be administered in May, 2020 however, schools did not reopen and the last benchmark was not administered.</p> <p>Geometry Benchmark Growth Analysis: In Benchmark A, 0% of students scored in the Not Meeting bucket and this remained 0% by Benchmark B. In Benchmark A, 19% of students scored in the Partially Meeting bucket and this decreased to 8% by Benchmark B. In Benchmark A, 65% of stude</p>

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
English Language Proficiency (ELP)	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	51.4%	<p>ACCESS Data is available from the 2018-2019 school year. Newly enrolled students to this tutorial program do not have prior data based on the ACCESS exam at this time (data will be available as of June 15, 2020). The 2019 WIDA School Frequency Report displays percentages of students that fell into 6 proficiency levels: 1-Entering; 2-Emerging; 3-Developing; 4-Expanding; 5-Bridging; and 6-Reaching for 4 domains which are Oral Language (listening and speaking), Literacy (reading and writing) Comprehension (reading and listening) and Overall Score.</p> <p>The ACCESS data results for the 2018-2019 school year for Listening, Speaking, Reading, and Writing are as follows: 6th Grade (38 students tested): Listening: Highest Score: 508 Lowest Score: 240 Speaking: Highest Score: 428 Lowest Score: 148 Reading: Highest Score: 445</p>	<p>6th grade data analysis for Oral Language (listening and speaking), Literacy (reading and writing) Comprehension (reading and listening) and Overall Score: Oral Language: Entering-13%; Emerging-13%; Developing- 34%; Expanding 29%; Bridging 5%, Reaching-5%; Literacy: Entering-16%; Emerging-24%; Developing- 34%; Expanding 21%; Bridging 5%, Reaching-0%; Comprehension: Entering-16%; Emerging-21%; Developing- 18%; Expanding 21%; Bridging 11%, Reaching-13%; Overall Score: Entering-16%; Emerging-16%; Developing- 39%; Expanding 24%; Bridging 5%, Reaching-0%</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>Lowest Score: 271 Writing: Highest Score: 384 Lowest Score: 242</p>	<p>7th Grade(47 students tested): Listening: Highest Score: 494 Lowest Score: 255 Speaking: Highest Score: 377 Lowest Score: 201 Reading: Highest Score: 411 Lowest Score: 278 Writing: Highest Score: 384 Lowest Score: 233</p> <p>7th grade data analysis for Oral Language (listening and speaking), Literacy (reading and writing) Comprehension (reading and listening) and Overall Score: Oral Language: Entering-9%; Emerging-21%; Developing- 36%; Expanding 32%; Bridging 2%, Reaching-0%; Literacy: Entering-21%; Emerging-21%; Developing- 47%; Expanding 11%;</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				<p>Bridging 0%, Reaching-0%; Comprehension: Entering-26%; Emerging-23%; Developing- 13%; Expanding 13%; Bridging 15%, Reaching-11%; Overall Score: Entering-21%; Emerging-21%; Developing- 38%; Expanding 19%; Bridging 0%, Reaching-0%</p> <p>8th grade (37 students tested): Listening: Highest Score: 480 Lowest Score: 240 Speaking: Highest Score: 394 Lowest Score: 168 Reading: Highest Score: 422 Lowest Score: 284 Writing: Highest Score: 408 Lowest Score: 188</p> <p>8th grade data analysis for Oral Language</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				<p>(listening and speaking), Literacy (reading and writing) Comprehension (reading and listening) and Overall Score: Oral Language: Entering-19%; Emerging-14%; Developing- 35%; Expanding 24%; Bridging 8%, Reaching- 0%; Literacy: Entering-30%; Emerging-16%; Developing- 41%; Expanding 11%; Bridging 3%, Reaching- 0%; Comprehension: Entering-22%; Emerging-27%; Developing- 22%; Expanding 16%; Bridging 8%, Reaching- 5%; Overall Score: Entering-19%; Emerging-22%; Developing- 41%; Expanding 16%; Bridging 3%, Reaching- 0%</p>

CLIMATE & CULTURE					
Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Enrollment	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	Overall YTD Student Enrollment Average	1164	Of the average 1164 students enrolled, 719 identify as Hispanic, 361 identify as White, 220 identify as Black/African American, 4 identify as American Indian/Native American, 8 identify as Asian, and 34 identify as multiple ethnicities. 637 of these students are male and 553 are female. 14 students have 504's, 164 are active in the ESL program, and 192 are classified as Students with Disabilities. 996 students are receiving free or reduced lunch.	The largest cohort population in the middle school is our Hispanic population. A majority of our students are considered economically disadvantaged.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Attendance Rate (Students)	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	96.80%	This attendance only reflects September to March 13th because the school was shut down due to COVID-19.	The yearly attendance rating shows that attendance is satisfactory and something the school will continue working on to lower chronic absenteeism. The Long Branch Middle School checks daily attendance with our Administration, Guidance Department, as well as letters and phone calls to absent students. An autodialer goes out to any family with a student absent for the day. This year, students who have or are at risk of having chronic absenteeism continue to be carefully monitored through placements in designated, at risk homerooms. Daily, Monthly, and Marking Period data is kept to track excellent and poor attendance. Students with perfect attendance are rewarded through a
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				<p>special recognition breakfast each marking period and 8th graders with perfect attendance will receive awards at the end of the school year.</p>

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Chronic Absenteeism (Students)	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	0.00%	<p>Our Chronic Absenteeism rates for the year were as follows:</p> <p>September: 9.05% October: 7.08% November: 7.08% December: 7.23% January: 7.27% February: 3.24% March: 7.14%</p> <p>Of our chronically absent students: 13 identify as Hispanic, 12 identify as White, 12 identify as Black, 1 identifies as American Indian, 10 are ELL students, 8 are Special Education, and 25 Economically disadvantaged.</p>	This is a slight increase from the 2018-2019 school year. There was an average of 77 students that were chronically absent in 2018-2019 and an average of 80 students who were chronically absent in 2019-2020. We are continuing to implement our "Attendance Hotlist Homerooms" which have been very effective since they were implemented in the 2017-2018 school year. Since they were implemented our Chronic Absenteeism has decreased significantly. Attendance is still a priority problem for the 2020-2021 school year and we will be focusing our efforts on improving attendance for our targeted subgroup. By targeting that subgroup, we expect to see a decrease in overall chronic absenteeism.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Attendance Rate (Staff)	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	92.10%	The absences broken down by month are as follows: September - 53 staff absences October - 138 staff absences November - 138 staff absences December - 94 staff absences January - 164 staff absences February - 1411 staff absences March - 148 staff absences	This attendance rate includes maternity leaves and multiple FMLA leaves that occurred throughout the school year. There was a spike in absences in January, February, and March due to a very bad flu season. Many staff members were sick and could not return to work for 5 days.

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Discipline	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders	Student Suspension YTD Average - In School	2.73%	Discipline: Year to Date Data by Grade level. Grade 6 # of Reported Incidents - 268 # of OS Suspensions - 8 # of In-School - 61 # of Regional Suspensions - 4 # of Lunch Detentions - 45 # of Extended Detentions - 35 # of Central Detentions - 7 Grade 7 # of Reported Incidents - 375 # of OS Suspensions - 17 # of In-School - 63 # of Regional Suspensions - 7 # of Lunch Detentions - 45 # of Extended Detentions - 49 # of Central Detentions - 13 Grade 8 # of Reported Incidents - 433 # of OS Suspensions - 9 # of In-School - 102 # of Regional Suspensions - 18	The middle school has a student facilitator on each floor that handles discipline for each academy in conjunction with the academy administrator. There are discipline assemblies in the beginning of the school year for every grade level as well as Olweus classroom meetings every Wednesday to discuss behavior, respect, and anti-bullying. All staff are trained in identifying possible bullying situations. A demerit system is in place which will track and deter problem behaviors. There are also positive behavior incentives throughout the school year.
		Student Suspension YTD Average - In School for Subgroup 1	0.00%		
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		
		Student Suspension YTD Average - Out of School	0.39%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 2	0.00%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			# of Lunch Detentions - 19 # of Extended Detentions - 80 # of Central Detentions - 15	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
Climate & Culture Surveys	<p>Results from surveys</p> <ul style="list-style-type: none"> *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family 		<p>Scores are on a scale from 1-100. 1-20 represents "Strongly disagree", 20-40 represents "Disagree", 40-60 represents "Neutral", "60-80" represents "Agree", and 80-100 represents "Strongly Agree". The summaries of the domains surveyed are as follows:</p> <p>Physical environment - This domain addresses scheduling, the use of the building, and attitudes toward the building.</p> <p>Teaching and Learning -This domain focuses on the academic climate of the school and probes support for student development, levels of instructional challenge and relevance, and learning and personal pride in successfully achieving academic objectives by students of learning and teachers of teaching. It also includes general attitudinal measures of satisfaction with the school's overall instructional quality.</p> <p>Morale in the School Community - This domain addresses "pride of place" as ownership and identification with the school's central</p>	<p>Most of the scores between students, staff, and parents were consistent except for two categories. Parents and Teachers were generally happy with the physical environment of the school while students were only neutral about it. Parents and students also thought there was a lot of parental support while staff remained neutral on the subject. The disconnect on the survey may be due to that a lot of our schools parents have to work or have to take care of children and can not attend all events at the school. Teachers may interpret this as a lack of parental support.</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>character, as well as a call to all stakeholders for “belonging” to the school. By considering the school as a “common cause,” this domain assesses the school leadership’s ability to support and rally the school community to healthy and positive outcomes.</p> <p>Student Relationships - This domain assesses the degree to which relationships between students are respectful and do not lead to negative, preventable outcomes such as bullying, harassment, and intimidation.</p> <p>Parental Support - This domain is concerned with the degree to which parents and community members are incorporated into both the social and academic fabric of the school. This includes assessing the efficacy of school-home communications and an assessment of the degree of home support for learning.</p> <p>Safety - This domain addresses attitudes toward the individual’s sense of physical safety in and around the school.</p>	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>Emotional Support - This domain addresses attitudes toward the social environment. This includes perceptions of how the average student ought to, and does, behave as well as the general fairness of the school.</p> <p>Inclusion and Diversity - This domain addresses attitudes towards the issues of tolerance, diversity and respect. This includes attitudes and perceptions related to inclusion and tolerance of differences in other</p> <p>Administration Support (Staff Only) - By considering the school as a "common cause," this domain assesses the school leadership's perceived ability to support and rally the school community to healthy and positive outcomes in terms of quality of communications, level of integrity, and ease of teamwork, as well as the promotion of professional and academic success.</p> <p>STUDENTS- 954 Students participated. The results by</p>	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>domain were as follows:</p> <p>Physical environment - 50.1. Teaching and Learning - 64.1. Morale in the School Community - 54.1. Student Relationships - 50.6. Parental Support - 82.9. Safety - 66.3. Emotional Environment - 54.1. Inclusion and Diversity - 61.3.</p> <p>STAFF - 59 Staff members participated. The results by domain were as follows:</p> <p>Physical environment - 63.8. Teaching and Learning - 57.7 Morale in the School Community - 53.4 Student Relationships - 54.4 Parental Support - 50.5 Safety - 73.3 Emotional Support - 51.2 Inclusion and Diversity - 62.2 Administration Support - 61.6</p> <p>PARENTS - 25 parents participated. The results by domain were as follows:</p> <p>Physical environment - 67 Teaching and Learning - 63.5</p>	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			Morale in the School Community - 63.1 Relationships - 64.1 Parental Support - 65.9 Safety/Emotional Environment - 52.7 Inclusion and Diversity - 55.2	

COLLEGE & CAREER READINESS						
Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
Graduation Cohort (HS ONLY)	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)	Student Group	5 Year Rate	4 Year Rate		
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific Islander				
		American Indian or Alaska Native				
		Two or More Races				
		Economically Disadvantaged Students				
		Students with Disabilities				
		English Learners				
		Homeless Students				
Students in Foster Care						

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.			
College Readiness Test Participation	Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT			

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	0	We currently have 72 students enrolled in Algebra 1 (36 in 7th grade and 36 in 8th grade). There are also 38 8th graders enrolled in Geometry who completed Algebra 1 in 7th grade.	Students in this accelerated program have historically scored very high on their PARCC/NJSLA assessments. Due to COVID-19, these students are not taking the NJSLA assessment this year. In 2018-2019 100% of students scored a 4 or 5 on the PARCC/NJSLA assessment. In 2019-2020, 91% of students scored a 4 or a 5 on NJSLA. Due to this 8% drop in students scoring a 4 or 5 on NJSLA, we added additional tutoring opportunities for these students. We believe this will increase the number of students receiving a 4 or 5 on NJSLA in 2020-2021.
		% of students with a C or better			
		Count of students who took the Algebra section of PARCC	66		
		% of students who scored 4 or 5 on the PARCC assessment	91%		

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data)	Observations / Trends
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	McRel Evaluation Tool	Due to the extended school closures caused by COVID-19, teacher observations were not completed for the 2019-2020 school year. This means that there are no summative scores to report. All tenured teachers are receiving a N.E. for their yearly evaluations. All non-tenured teachers and teachers working on a provisional certificate will be receiving narratives from their academy administrator in order to highlight their strengths and find out what they can improve upon for the 2020-2021 school year.	One common thing seen in staff evaluations was that students in special education math were having a tough time solving word problems. There will be a focus next year how special education math teachers can implement different word problem solving strategies. This will be done through Professional Development and interdisciplinary PLCs.
		Observation Waiver?	No		
		# Teachers to Evaluate	99		
		# Non-tenure teachers (years 1 & 2)	15		
		# Non-tenure teachers (years 3 & 4)	12		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	0		
		Observations	Total		
		# Scheduled	218		
		# Completed	184		
		# Highly Effective	0		
		# Effective	0		

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data)	Observations / Trends
		Observations	Total		
		# Partially Effective	0		
		# Ineffective	0		

< Other Indicators - NO DATA >

Process Questions and Growth and Reflection Tool

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary	
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	4-Sustaining	This survey of the staff showed that our educators had a strong understanding of effective instructional practices. They also practice implementing them into the classroom.	One thing Long Branch Middle School needs to work on is implementing Career Readiness practices. We need bridge the gap between learning skills in the classroom and how to apply them to real world scenarios. This is being focused on with our targeted population and implementing professional development on problem solving skills.
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	4-Sustaining		
	5	A	3-Developing		
	Average		3.80		
Assessment	1	A	4-Sustaining	This survey showed that the middle school is effectively implementing summative assessments and using that data to drive instruction. This is also very big topic of department and PLC meetings throughout the year.	The Middle School is still in the developing stages of implementing meaningful pre-assessments and formative assessments. This is an action step that has been implemented in both our Math and ELA goals. It has shown success so far, but we are still actively working on improvement.
	2	A	3-Developing		
	3	A	3-Developing		
	Average		3.33		
Professional Learning Community (PLC)	1	A	4-Sustaining	The Long Branch Middle School has been actively implementing Professional Learning Communities. Teachers are actively engaged in these and use that time to discuss various topics from data to effective practices.	One thing that was introduced this year was setting up group norms for PLC's. We are going to continue this as we move forward in the future. We also plan on making sure that time is used effectively by having the staff in the PLC's submit minutes and agendas of what they have worked on.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	4-Sustaining		
	Average		3.50		

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary	
Culture	1	A	2-Emerging	Two things from the culture portion of this form that the Long Branch Middle School did very well on were the upkeep of the physical building and grounds and data collection and analysis. The physical building is kept in immaculate shape thanks to the hard work of our custodial and maintenance crew. They work tirelessly to make sure the students have a safe and clean place to go everyday. The middle school also works hard to collect and review data to drive instruction. Most data is kept and used in our LinkIt portal in order to make sure that everyone has the information they need, when they need it. Data is also a focus point of many department meetings and PLC's to help drive instruction.	One area where we need to improve is on having clear expectations for student behavior. This issue is currently being addressed with administrations new theme of "Restoration of Order" that was rolled out this year. It will also be implemented in 2020-2021. There will be an increase in resources to help students who are having trouble with meeting expectations, such as the new "Intervention Periods" that will start in 2020-2021.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	4-Sustaining		
	5	A	3-Developing		
	6	A	3-Developing		
	7	A	3-Developing		
	8	A	4-Sustaining		
	9	A	4-Sustaining		
	10	A	3-Developing		
	11	A	3-Developing		
	12	A	3-Developing		
	13	A	4-Sustaining		
	14	A	3-Developing		
	Average		3.21		
Teacher and Principal Effectiveness	1	A	3-Developing	Principals and Supervisors use the McRel observation tool, which is researched based, to observe teacher practices in the classroom. In these observations, the evaluator highlights strengths and areas to focus on. Teachers and evaluators then meet in order to discuss the observation and both parties can give feedback.	The feedback from this survey showed that teachers felt that we were only at the developing stage of this. Some teachers may feel that these 2 to 4 observations do not provide a "whole picture" of the teaching they do in their classrooms.
	Average		3.00		

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
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Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Effective Instruction	MATH - Student Achievement in Mathematics as measured by NJSLA	<p>The number of students meeting or exceeding expectation on PARCC in Grades 6-8 has steadily increased over the course of a three year period. While there has been steady increase in proficiency, we have many students who are not meeting expectations on PARCC. Over the last few years, teachers have been provided with professional development to better understand the expectations of the Student Learning Standards at each grade level. Additionally, a new math program was purchased in an effort to provide teachers with better aligned resources.</p> <p>During the 2019-2020 school year, the instructional focus was placed on using data to create action plans for targeted students and differentiate instruction appropriately. This instructional focus was selected to assist struggling students and make sure that they are receiving targeted instruction on areas of weakness. Observation data reveals that teachers are in the developing stages with regards to differentiating instruction and providing targeted intervention. Teachers have started to look at their data with the intent of providing targeted instruction to student based upon formative data. Because this is in the developing stages, students are not consistently provided</p>	Students with Disabilities	1	Continue to implement curriculum and monitor growth in NJSL standards.
				2	Teachers will set instructional goals for students after each assessment. Administrators will meet with teachers monthly to review goals and discuss progress toward meeting individual student goals.
				3	"Provide ongoing professional development for formative assessment techniques and differentiated instruction."

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Effective Instruction	ELA - After analysis of multiple data points there has been an increase in overall growth however, there are still low performances averages for tests administered.	with targeted instruction. This root cause will be the focus of the upcoming school year.	Students with Disabilities	1	Continue to implement curriculum and monitor growth in NJSL standards.
		<p>Although there have been gradual improvements of performance, many students begin the year performing below grade level standards. Over the last few years, teachers have been provided with professional development to better understand the expectations of the Student Learning Standards at each grade level.</p> <p>During the 2019-2020 school year, the instructional focus was placed on differentiating instruction and using data to drive instruction. This instructional focus was selected to assist struggling students and make sure that they are receiving targeted instruction on areas of weakness. Observation data reveals that teachers are in the developing stages with regards to differentiating instruction and providing targeted intervention, specifically when addressing the needs of struggling readers. Teachers have started to look at their data with the intent of providing targeted instruction to student based upon formative data. Because this is in the developing stages, students are not consistently provided with targeted instruction. This root cause will be the focus of the upcoming school year.</p>		2	Continue to track and analyze Benchmark, SRI, DRA-2 and PARCC data to identify low performing students. Teachers will create action plans based upon data and address specific needs of students during small group instruction.
		3		"Provide ongoing professional development for formative assessment techniques and differentiated instruction."	

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Climate and Culture, including Social and Emotional Learning	PARENT INVOLVEMENT - We will set up a team consisting of Principals, School Improvement Leaders, and Parent Involvement Coordinators to plan and review our parent involvement events.	<p>Many parents in our district work during the hours that we have parent involvement events which makes it tough for them to attend. In previous years, we attempted to hold more parent involvement events in order to increase the opportunities for parents to attend. This may have had a negative effect because by offering too many events made decreased the value of the events that we did hold. The root cause of the need for increased parent involvement is that attendance of parents at school wide events historically are below 10 percent of our student population. Many parents either work nights, or experience communication barriers. Through district parent council meetings parents said that they are not aware of all of the events with enough time to plan in order for their families to attend.</p>	All of the students' parents, guardians, stakeholders, and families	1	Reduce the number of parent involvement events from previous years and create fewer, but more meaningful events.
				2	Plan with ASP Team to find a way to incorporate some type of way to broadcast or live stream parent involvement events so that parents that can not make it in person can still virtually attend.
				3	School Website will be updated and upcoming events will be posted on the schools website, as well as being sent by email, and auto-dialer. We will work with teachers to issue reminders to parents about school-wide events using a software application Remind.

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Climate and Culture, including Social and Emotional Learning	ATTENDANCE - Based on 2016-2017 Report Card for the Long Branch Middle School the chronic absenteeism rate was 21.3%. It improved significantly after having it at as a goal for the last few years. Although it has improved, there are still subgroups of school population that are considered chronically absent and it is still a priority problem.	The root cause is the majority of our students walk to school, and many of our parents leave for work prior to the start of the school day. Students are often late, or attempt to skip school. Another issue is that many of our students leave with their families for mid-year vacations for more than 5 days which causes our school attendance rate to fall.	Students with Disabilities	1	Counselor, and support staff will create Attendance Homerooms to monitor students with chronic absenteeism
				2	Teachers will consistently take attendance for each class period and report students absent from class to the school's data administrator
				3	Positive incentives will be put in place to recognize positive trends in attendance and recognize students with great attendance and/or improved attendance.

SMART Goal 1

By June 30th 2021, students in all grade levels will increase Benchmark (A-C) in Math by an average of at least 20 percent points.

Priority Performance MATH - Student Achievement in Mathematics as measured by NJSLA

Strategy 1: Continue to implement curriculum and monitor growth in NJSLS standards.

Strategy 2: Teachers will set instructional goals for students after each assessment. Administrators will meet with teachers monthly to review goals and discuss progress toward meeting individual student goals.

Strategy 3: "Provide ongoing professional development for formative assessment techniques and differentiated instruction."

Target Population: Students with Disabilities

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Teachers will analyze Benchmark A data, Big Ideas Data, and any supplemental resource data to create administration approved actions plans to ensure growth for Benchmark B.	The source of evidence for this interim goal will be the LinkIt! Benchmark A data, Big Idea summative assessment reports, formative assessments, and supplemental resource assessments and data.
Feb 15	By December 2020, students will show a 10% average increase from Benchmark A to Benchmark B.	The source of evidence for this interim goal will be the Benchmark B data and teacher analysis of student growth from Benchmark A-B.
Apr 15	Teachers will continue to analyze Benchmark B data, Big Ideas Data, and any supplemental resource data to revise and reflect on previous actions plans to ensure growth for Benchmark C.	The source of evidence for this interim goal will be the analysis of data and revision of the action plans which will be approved by administration.

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 30th 2021, students in all grade levels will increase Benchmark (A-C) in Math by an average of at least 20 percent points.	The source of evidence for this interim goal will be the analysis of Benchmark C.

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Administer LinkIt! Benchmark A Assessment.	9/4/20	9/30/20	Principals, Supervisors, Teachers
2	2	Identify students who are scoring below proficiency and overall weaknesses. Special attention will be placed on underperforming subgroups.	9/30/20	10/16/20	Principals, Supervisors, Teachers
3	1	Action Plans will be created by each teacher for each class to include differentiated instruction aligned with curriculum pacing	10/1/20	10/30/20	Principals, Supervisors, Teachers
4	3	Research based professional development for differentiated, small group instruction will be provided.	10/30/20	4/30/21	Principals, Supervisors, Teachers
5	3	PLC, Department Meetings, and agenda monitoring teachers and analysis of action plans	10/30/20	4/30/21	Principals, Supervisors, Teachers
6	2	Data walks and formal observations conducted using McRel evaluation system to monitor effectiveness of small group differentiated instruction.	10/30/20	6/4/21	Principals, Supervisors
7	2	Progress monitoring of students using formative and summative assessments, Big Ideas remediation reports	10/30/20	7/6/21	Principals, Supervisors, Teachers

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
8	2	Administer LinkIt! Benchmark B	12/1/20	12/18/20	Principals, Supervisors, Teachers
9	2	Analyze LinkIt! Benchmark B data to monitor growth and movement (low, typical, high) and revisit action plans to determine if students met goals	1/5/21	1/29/21	Principals, Supervisors, Teachers
10	2	Modify action plans to meet student needs after analysis	1/19/21	2/19/21	Principals, Supervisors, Teachers
11	3	PLC, Department Meetings, and agenda monitoring teachers and analysis of action plans	1/19/21	4/30/21	Principals, Supervisors, Teachers
12	2	Progress monitoring of students using formative and summative assessments, Big Ideas remediation reports	1/19/21	4/30/21	Principals, Supervisors, Teachers
13	2	Data walks and formal observations conducted using McRel evaluation system to monitor the effectiveness of small group and differentiated instruction	1/19/21	4/30/21	Principals, Supervisors
14	2	Administer LinkIt! Benchmark C	4/1/21	5/28/21	Principals, Supervisors, Teachers
15	2	Analysis of overall growth and predicted proficiency on NJSLA for each student. Reflection on effectiveness of instruction and monitoring of student progress including student growth from Benchmark A-C, bucket movement and growth rate (low, typical, high)	5/28/21	6/18/21	Principals, Supervisors, Teachers
16	2	Implement extended day tutoring program for targeted students.	12/1/20	5/4/21	Principals, Supervisors, Teachers, School Improvement Leaders

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Homeless Reserve	INSTRUCTION - Supplies & Materials / 100-600	\$468	Federal Title I (Intervention Reserve)
4	Special Education Math Teachers will attend professional development with a focus on strategies to solve word problems and implementation of the 8 Mathematical Practice NJSLs. This is an area where our special education population historically struggles. The skills learned here will be applied across all grade levels and teachers will turn-key their new strategies with their PLC groups.	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$5,000	SIA
1	Homeless Reserve	SUPPORT SERVICES - Supplies & Materials / 200-600	\$468	Federal Title I (Intervention Reserve)
1	Total Schoolwide Blended Amount for Long Branch Middle School	SCHOOLWIDE - Schoolwide Blended / 520-930	\$343,258	Federal Title I (School Allocation)

SMART Goal 2

By June 30th, students in all grade levels will increase Benchmark (A-C) in ELA by an average of 20 percentage points.

Priority Performance ELA - After analysis of multiple data points there has been an increase in overall growth however, there are still low performances averages for tests administered.

Strategy 1: Continue to implement curriculum and monitor growth in NJSLs standards.

Strategy 2: Continue to track and analyze Benchmark, SRI, DRA-2 and PARCC data to identify low performing students. Teachers will create action plans based upon data and address specific needs of students during small group instruction.

Strategy 3: "Provide ongoing professional development for formative assessment techniques and differentiated instruction."

Target Population: Students with Disabilities

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Teachers will review 2018-2019 NJSLA scores (as NJSLA was not administered for the 2019-2020 school year) for ELA and create action plans based on the initial SRI and Benchmark A Reading and Writing Tests given in the beginning of the school year.	2018-2019 NJSLA scores for ELA, September SRI and Benchmark A Reading and Writing assessment
Feb 15	By February 15, 2021, students should have increased their Benchmark B scores in ELA by 5%. Students' SRI Lexile scores should have increased by 5% based on their September score.	Benchmark B data, SRI test results
Apr 15	Teachers will revise action plans based on Benchmark B and most recent SRI test in order to meet overall goal for students increasing their SRI scores by the end of June.	Analyzing Benchmark A-B data. Review of SRI scores and charting growth. Student Title 1 tutoring data that may predict growth.
Jul 1	By June 30th, students in all grade levels will increase Benchmark (A-C) in ELA by an average of 20 percentage points.	SRI final scores. Analyze teacher action plans to review steps taken to achieve overall goals

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Administer LinkIt! Benchmark A Assessment/SRI	9/8/20	9/30/20	Principals, Supervisors, Teachers
2	2	Identify students who are scoring below proficiencies and show overall weaknesses	9/30/20	10/16/20	Principals, Supervisors, Teachers
3	1	Create action plans by class/student to include differentiated instruction aligned with curriculum and pacing	10/13/20	10/30/20	Principals, Supervisors, Teachers
4	3	Research based professional development for differentiated, small group instruction will be provided	10/30/20	4/30/21	Principals, Supervisors, Teachers
5	3	PLC, Department Meetings and agenda monitoring. Analysis of action plans	10/30/20	4/30/21	Principals, Supervisors, Teachers
6	2	Data walks and formal observations using McRel evaluation system to monitor effectiveness of small group differentiated instruction	10/30/20	6/4/21	Principals, Supervisors
7	2	Progress monitoring of students using formative and summative assessments, LinkIt! progress monitoring and Reading Inventories	10/30/20	6/4/21	Principals, Supervisors, Teachers
8	2	Administer LinkIt! Benchmark B/SRI	12/1/20	1/15/21	Principals, Supervisors, Teachers
9	2	Analyze Benchmark B data/SRI results to monitor growth and movement. Revisit action plans to determine if student met goals	1/29/21	2/26/21	Principals, Supervisors, Teachers
10	2	Modify action plans to meet student needs after analysis	2/2/21	2/26/21	Principals, Supervisors, Teachers

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
11	3	PLC, Department Meetings and agenda monitoring. Analysis of action plans	2/2/21	4/30/21	Principals, Supervisors, Teachers
12	2	Progress monitoring of students using formative and summative assessments, LinkIt! progress monitoring and Reading Inventories	2/2/21	4/30/21	Principals, Supervisors, Teachers
13	2	Data walks and formal observations using McRel evaluation system to monitor effectiveness of small group differentiated instruction	2/2/21	4/30/21	Principals, Supervisors
14	2	Administer LinkIt! Benchmark C/SRI	4/1/21	5/28/21	Principals, Supervisors, Teachers
15	2	Analysis of overall growth and predicted proficiency on NJSLA for each students. Reflection on effectiveness of instruction and monitoring of student progress. Including analysis of student growth from Benchmark A-C, bucket movement, growth rate (low, typical, high) and SRI growth	5/28/21	6/11/21	Principals, Supervisors, Teachers
16	2	Implement extended day tutoring program for targeted students.	12/1/20	5/4/21	Principals, Supervisors, Teachers, School Improvement Leaders

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	125 - Lexia accounts. These will be supplied to our targeted subgroup population to be used as an additional in class resource.	INSTRUCTION - Supplies & Materials / 100-600	\$5,000	SIA

SMART Goal 3

By June 30th, 2020, we will increase the average attendance at parent involvement events by 10%. We will also incorporate a way for parents to attend virtually if they are not comfortable or able to come in to the physical building.

Priority Performance PARENT INVOLVEMENT - We will set up a team consisting of Principals, School Improvement Leaders, and Parent Involvement Coordinators to plan and review our parent involvement events.

Strategy 1: Reduce the number of parent involvement events from previous years and create fewer, but more meaningful events.

Strategy 2: Plan with ASP Team to find a way to incorporate some type of way to broadcast or live stream parent involvement events so that parents that can not make it in person can still virtually attend.

Strategy 3: School Website will be updated and upcoming events will be posted on the schools website, as well as being sent by email, and auto-dialer. We will work with teachers to issue reminders to parents about school-wide events using a software application Remind.

Target Population: All of the students' parents, guardians, stakeholders, and families

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	School Improvement Leaders in collaboration with School Principals and Webmaster will have website updated with all upcoming events and will analyze the parent involvement events that took place previously.	2018-2019 Parent Involvement Attendance Sheets
Feb 15	School Improvement Leaders will meet with Principals, Head Teachers, and Supervisors to plan out the Parent Involvement Events for the remainder of the year.	Meeting Agenda
Apr 15	School Improvement Leaders will survey parents on the offerings of events at the Long Branch Middle School. Review feedback in next ESSA meeting with principal and faculty.	Parent Survey with Results

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 30th, 2020, we will increase the average attendance at parent involvement events by 10%. We will also incorporate a way for parents to attend virtually if they are not comfortable or able to come in to the physical building.	2018-2019 Parent Involvement Attendance Sheets

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Review sign in sheets from previous years events to calculate the average turnout	9/2/20	9/30/20	Principals, Improvement Leaders, Parent Involvement Coordinator
2	1	Meet with Head Teachers (ELA, Math, Science, VPA, and Social Studies) to plan the types of parent involvement events for the year. This meaning will have an emphasis on what previous events had a better turn out than others.	9/2/20	11/30/20	Principals, Improvement Leaders, Parent Involvement Coordinators, Head Teachers
3	2	Collaborate with Team to find the best way to offer/add a virtual component to parent involvement events.	9/1/20	10/30/20	Principals, Improvement Leaders, Parent Involvement Coordinator
4	3	Put all upcoming events on the Parent Portal and School Calendar so that parents are notified of events with ample time.	10/30/20	11/30/20	Principals, Improvement Leaders, Webmaster, Data Administrator

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
5	2	Plan and host parent involvement events	10/1/20	6/30/21	Principals, Improvement Leaders, Parent Involvement Coordinator
6	2	Review Sign in Sheets and attendance data to determine the effectiveness of the events	1/1/21	5/31/21	Principals, Improvement Leaders, Parent Involvement Coordinator
7	2	Survey Parents, Students, and Staff to determine how they believe parent involvement has improved	3/3/21	6/30/21	Principals, Improvement Leaders, Parent Involvement Coordinator

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Parent Involvement Reserve	INSTRUCTION - Supplies & Materials / 100-600	\$581	Federal Title I (Intervention Reserve)
1	Parent Involvement Reserve	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$1,000	Federal Title I (Intervention Reserve)
1	Parent Involvement Reserve	SUPPORT SERVICES - Supplies & Materials / 200-600	\$495	Federal Title I (Intervention Reserve)

SMART Goal 4

The Long Branch Middle School sets to ensure that the attendance rate by the end of the 2020-2021 school year will improve to 90%. In the event that students are unable to come to the physical building, we will set up a system of "virtual check-ins" in order to make sure that students are still receiving a high quality education.

Priority Performance ATTENDANCE - Based on 2016-2017 Report Card for the Long Branch Middle School the chronic absenteeism rate was 21.3%. It improved significantly after having it as a goal for the last few years. Although it has improved, there are still subgroups of school population that are considered chronically absent and it is still a priority problem.

Strategy 1: Counselor, and support staff will create Attendance Homerooms to monitor students with chronic absenteeism

Strategy 2: Teachers will consistently take attendance for each class period and report students absent from class to the school's data administrator

Strategy 3: Positive incentives will be put in place to recognize positive trends in attendance and recognize students with great attendance and/or improved attendance.

Target Population: Students with Disabilities

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15th Attendance Homerooms will be set up for any student who had chronic absenteeism at the end of the 2018-2019 school year for grades 6-8.	Guidance Counselors, Administration, Student Facilitators will review the end of the year attendance data and collaborate to create attendance homerooms with two teachers in each classroom.

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	Saturday Credit Recovery sessions will be created to assist students who have failed subjects due to absenteeism regardless of school excused absences not recognized by the state.	Attendance Reports and Interim Reports will be analyzed by administration, support staff and data administrator to place students for credit recovery.
Apr 15	Attendance Homerooms will be analyzed for cycling students out who are meeting the attendance requirements and placing any students who are starting to accumulate absences placing them in chronic status (any student above 10% absenteeism for the school year).	Review of Report Cards, Attendance Reports, Attendance Homerooms.
Jul 1	The Long Branch Middle School sets to ensure that the attendance rate by the end of the 2020-2021 school year will improve to 90%. In the event that students are unable to come to the physical building, we will set up a system of "virtual check-ins" in order to make sure that students are still receiving a high quality education.	Review of all Attendance Data, Report Cards, Attendance Homerooms, and Incentives for increasing attendance.

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Guidance Counselors along with Student Facilitators and Middle School Administration will review the attendance trends to find what the average percentage of chronic absenteeism was for school year 2017-2018.	9/2/20	9/30/20	counselors, administration, and facilitators
2	1	Student Compact, Student Handbook, and Mailing will go out about student expectations and the school's attendance policy	9/2/20	10/30/20	School Secretaries, Teachers, and Data Administrator
4	2	Attendance Homerooms are created with two teachers for each homeroom, teachers will monitor attendance and notify counselors if someone is absent from their homeroom.	10/1/20	6/10/21	Attendance Homeroom Teachers, Counselor, Administrators

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
5	3	Monthly Attendance meeting with school administration to review attendance monitoring document created in google. Analyze monthly attendance data in order to create tier two or tier three interventions	9/29/20	6/10/21	District Attendance Officer, Counselors, Administration
6	1	Meeting to plan Attendance Incentives for students with improved attendance. Plan one event for each marking period.	11/2/20	5/31/21	District Attendance Officer, Counselors, Administration
7	3	Review Marking Period 1 attendance, and host event for improved attendance and excellent attendance	11/2/20	11/30/20	Counselors, Administration, Support Staff
8	2	Administration and Data Administration will monitor teachers taking attendance in their classrooms. Action plans created by teachers who are struggling to keep and post accurate attendance after the first marking period.	11/2/20	11/20/20	Administration, Data Administrator

< SMART Goal 4 - Budget Items: NO DATA >

Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
Instructional supplies to support Social Emotional Learning initiative	10/1/20	6/11/21	Principals, Improvement Leaders, Supervisors, Guidance Counselors, Teachers, Student Assistance Counselors	INSTRUCTION - Supplies & Materials / 100-600	\$12,999.00	Federal Title I (Reallocated)
Nonpublic Allocation	10/1/20	5/31/21	Funded Grants Office	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$400.00	Federal Title I (Reallocated)
Professional Development, consultants, and student programs focused on Social Emotional Learning	10/1/20	5/31/21	professional development focused on Social Emotional Learning	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$20,000.00	Federal Title I (Reallocated)

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Supplies & Materials	100-600	\$0	\$1,049	\$0	\$0	\$0	\$0	\$5,000	\$0	\$6,049
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$1,049	\$0	\$0	\$0	\$0	\$5,000	\$0	\$6,049
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$1,000	\$0	\$0	\$0	\$0	\$5,000	\$0	\$6,000
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
SUPPORT SERVICES	Other Purchased Services	200-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Travel	200-580	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Supplies & Materials	200-600	\$0	\$963	\$0	\$0	\$0	\$0	\$0	\$0	\$963
SUPPORT SERVICES	Other Objects	200-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Indirect Costs	200-860	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Sub-total		\$0	\$1,963	\$0	\$0	\$0	\$0	\$5,000	\$0	\$6,963
FACILITIES	Buildings	400-720	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Instructional Equipment	400-731	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Noninstructional Equipment	400-732	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Schoolwide Blended	520-930	\$0	\$0	\$343,258	\$0	\$0	\$0	\$0	\$0	\$343,258
SCHOOLWIDE	Sub-total		\$0	\$0	\$343,258	\$0	\$0	\$0	\$0	\$0	\$343,258

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
Total Cost			\$0	\$3,012	\$0	\$0	\$0	\$0	\$10,000	\$0	\$356,270

Overview of Total Title 1 Expenditures

	Federal Title 1 (Priority/Focus Interventions)	Federal Title 1 (School Allocation) Total	Federal Title 1 (Reallocated Funds)	TOTAL
Included in SMART Goal Pages	\$3,012	\$0	\$0	\$3,012
Other Title 1 Expenditures	\$0	\$0	\$33,399	\$33,399
Total	\$3,012	\$0	\$33,399	\$36,411

School Level Certification Page

x	The results of the Comprehensive Needs Assessment are included in the designated tabs. For designated Targeted Support and all Comprehensive Support schools, the Comprehensive Data Analysis and Needs Assessment process must be completed in collaboration, and with the concurrence of your Comprehensive Support Network (CSN) Team.	
x	The Annual School Plan requires a minimum of three SMART goals with an option to create a fourth. At least one of these goals must be developed with an area of focus "Effective Instruction." Goals must address the areas of priority performance needs identified during Comprehensive Needs Assessment process. Check all the SMART Goal areas included in your ASP.	
x		Effective Instruction
x		Effective Instruction
x		Climate and Culture, including Social and Emotional Learning
x		Climate and Culture, including Social and Emotional Learning
x	For Comprehensive Support and Targeted Support schools, the Annual School Plan includes evidence-based interventions to improve academic achievement for all students who are not yet performing on grade level, and all SIA funds will be used for evidence-based interventions that meet the requirements set forth in the Every Student Succeeds Act (ESSA).	
x	The Budget Summary includes all planned expenditures, as identified within the 'Budget Items' section of the SMART goal pages.	
x	This plan has been submitted for final review and approval by the District Business Administrator, Federal Programs Administrator, Chief School Administrator, and any other district personnel with responsibility for expenditures of federal funds to ensure all purchases and uses of funds (SIA, other Title I, other federal, and state/local) are reviewed and approved.	

Completed By: Frank Riley

Title: Principal

Date: 06/30/2020

District Business Administrator or District Federal Programs Administrator Certification

x	The Annual School Plan (ASP) has been reviewed by designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and 2 CFR Part 200.
x	I certify that I have reviewed this school's ASP and ensure proposed funding in the ASP is aligned with the ESEA Consolidated application in EWEG and used to address the school's priority performance needs.

For Comprehensive Support and Targeted Support schools only:

x	I certify I have completed and certified the required LEA Resource Equity Review.
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Certified By: PETER E GENOVESE III

Title: SBA

Date: 06/30/2020

ASP District CSA Certification and Approval Page

x	The Annual School Plan (ASP) has been reviewed by the District CSA/designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and
x	I certify that I have reviewed this school's ASP and ensure proposed funding in the ASP is aligned with the ESEA Consolidated application in EWEG and used to address the school's priority performance needs.

Certified By: Roberta Freeman
Title: Chief Academic Officer
Date: 06/30/2020