

A A Anastasia Elementary School

District: LONG BRANCH CITY

County: MONMOUTH

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 252770065

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
Principal	Francisco Rodriguez	Yes	Yes	Yes		
Vice Principal	Aisha Wickes	Yes	Yes	Yes		
School Guidance Counselor	Lauren Sweet	Yes	Yes	Yes		
School Guidance Counselor	Markus Rodriguez	Yes	Yes	Yes		
First Grade Team Representative	Michele Falco	Yes	Yes	Yes		
Second Grade Team Representative	Melissa Christopher	Yes	Yes	Yes		
Third Grade Team Representative	Denise Woolley	Yes	Yes	Yes		
Fourth Grade Team Representative	Cheryl Martin	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Fifth Grade Team Representative	Mary Mazzaco	Yes	Yes	Yes		
Special Education Team	Lee Carey	Yes	Yes	Yes		
Para Professional Team	Yoselin Gomez	Yes	Yes	Yes		
ESSA Building Representative	Maria Herrera	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
10/10/2019	Prior Year Evaluation, Priority Performance Needs and Root Cause Analysis	Yes	Yes
11/27/2019	Comprehensive Data Analysis and Needs Assessment, Smart Goal Development	Yes	Yes
01/14/2020	Comprehensive Data Analysis and Needs Assessment, Smart Goal Development	Yes	Yes
02/25/2020	Comprehensive Data Analysis and Needs Assessment	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 Treasures McGraw-Hill Literacy program has been used as the reading curriculum for Amerigo A. Anastasia Elementary for the last six years. This researched based program provides teachers with the tools and strategies to drive ELA instruction in our grades 1-5 classrooms. Teachers infuse a balanced literacy approach with guided reading to greater than impact the reading curriculum. Evidence based interventions are implemented to support students with</p>	<p>ELA</p>	<p>ALL</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Data from the Link it Benchmark A taken in September of 2019 and Benchmark B in January of 2020- Shows there has been an increase on average test scores. This test is looked at in combination Diagnostic Reading Assessment and the initial baseline reading inventory. These results enable teachers to look closely at Student Learning Standards and focus on specific skills. Students took a baseline and mid year. The Link it Benchmarks are an integral part in determining students needs in ELA and helpful for teachers to utilize the appropriate interventions from the Treasures Program. From Benchmark A to Benchmark B- Grade 2 increased from 31.9% to 35.4% a total of 3.5% Grade 3 increased from 31.0% to 45.4% a total of 14.4% Grade 4 increased from 30.9% to 46.5% a total of 15.6% Grade 5 increased from 42.0% to 49.3% a total of 7%. Due to Covid 19, all Long Branch Public School were closed effective March 13, 2020. The Last Benchmark was to be</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)
low academic growth.						administered in May, 2020 however, schools did not reopen and the last benchmark was not administered.

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 Everyday Mathematics Curriculum has been the math curriculum for several years at the Anastasia Elementary School. This is research-based and field tested program designed to develop student's understanding in math. Teachers use real life examples to introduce key examples to introduce key concepts and help build a foundation with mathematical skills. The premise of this program is that students work in whole-group, small group, and individually. Evidence based interventions are utilized to support students with low</p>	<p>Math</p>	<p>ALL</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>The Linkit! Mathematics Benchmark A is administered to all students in September and is used as a baseline math assessment that allows teachers to tier students according to level and needs. The benchmark enables teachers to look closely at the New Jersey Student learning Standards and focus on specific skills. Normally students take a mid year and end of year assessment to track growth and progress and personalize instruction as needed. The Linkit! Benchmarks are an integral part in determining student needs in mathematics and helpful for teachers to utilize the appropriate interventions aligned with the Everyday Math Program. Data comparing Benchmark A to Benchmark C is used for planning of professional development and differentiating instruction for the next school year. Due to Covid 19, all Long Branch Public School were closed effective March 13, 2020. The Last Benchmark was to be administered in May, 2020 however, schools did not reopen and the last benchmark was not administered. The identified data is from benchmark A baseline and benchmark b midyear. Grade 1 increased from 45.5% to 68.8% an</p>

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academic growth in math.						increase of 23.3% Grade 2 increased from 35.8% to 55.6% and increase of 19.8% Grade 3 increased a total of 16.5% from 30.% to 46.5% Grade 4 increased 17.6% from 30.6% to 48.2 and Grade 5 increased from 34.1% to 55% a total increase of 20.9%.

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 McGraw- Hill Treasures Literacy Program, has been used as the core reading program at Amerigo A. Anastasia Elementary school since 2013. This research based program, provides teachers with the tools and strategies to support ELA instruction in our 2-5 classrooms. Teachers follow a balanced literacy approach. Evidence based interventions are implemented to support students with low academic growth.</p>	<p>ELA Grades 2-5</p>	<p>ALL</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>The Scholastic Reading Inventory is a reaching comprehension assessment tool that helps educators monitor the growth of reading comprehension skills on the Lexile Framework for reading, a scientifically accurate system for matching readers to to tests. Students complete the SRI at the end of each marking period. End of year grade level Lexile expectations are as follows Grade 2- 420, Grade 3- 520, Grade 4- 740. and Grade 5, 830. Due to Covid 19, all Long Branch Public School were closed effective March 13, 2020. The Last Benchmark was to be administered in May, 2020 however, schools did not reopen and the last benchmark was not administered. The Lexile scores overall increased from the first baseline assessment to the last assessment given in January. Grade 2 increased a total of 134 points from 126 to 260 average lexile score. Grade 3 increased a total of 122 points from 392 to 514 average lexile. Grade 4 increased a total of 65 points from 551 to 616 and Grade 5 increased a total of 73 points from 731 to a 814 lexile score.</p>

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<p>Strategy Instruction is a support system that brings learners together to practice a particular skill or strategy in texts that are easily accessible. The objective is to create a supportive context in which strategies are practiced while the teacher coaches and scaffolds for independence. The goal is for students to problem solve, doing as much of the work themselves as possible, while the teacher coaches and extends understanding.</p>	<p>Students Grade 1-5</p>	<p>All</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>The evidence of effectiveness is evident through three data measures. The DRA, Reading Inventory, and the ELA link it Benchmark. The DRA-2 provides teachers with expectations per grade level. It is suggested by the end of the year students at the following DRA score to be considered proficient readers: Grade 1: EOY Score of 16; Grade 2: EOY Score of 28; Grade 3: EOY Score of 38. This guideline helps teachers track student progress and assess low growth readers. Teachers can make specific goals for students and work on those goals during small group instruction. In a regular academic year the test is administered three times a year, in October, January and May. Due to Covid 19, all Long Branch Public School were closed effective March 13, 2020. There was an increase trend in all grades. Grade 1 increased an average independent reading level of 6 to 9. Grade 2 increased an average independent reading level of 11 to 16. Grade three increased an average independent reading level of 21 to 26. This increase was from the baseline assessment to mid year. When assessing the ELA Link it Data, Grade 2 increased from a 31.9 % on the baseline</p>

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						<p>assessment to 35.4 on the mid year assessment. Grade 3 increased from 31.0% to 45.4% from their baseline to mid year. Grade 4 increased from 30.9% to 46.5%, and Grade 5 also demonstrated an increase from their baseline assessment of 42.0% to 49.3% on their mid year. Students also demonstrated an increase on their Scholastic Reading Inventory Assessment across all grades. Grade 1 increased from a 126 average Lexile score on the baseline assessment to an average score of 260 on their mid year. Grade 2 increased from a baseline average score of 392 to 514 on the mid year. Grade 3 increased from a baseline of 551 to a mid year of 616. and Grade 5 increased from a baseline average score of 731 to a mid year average lexile score of 814.</p>

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<p>Extended Day Tutoring, target population included grades 1 and 2 students who were identified, scoring just below the proficiency level for reading. The academic tutors worked with a small groups of students, 6:1, to reinforce problematic skills. Each student had two sessions a week for an hour after school. Lexia Core Reading Online program was utilized as a supplemental material to support students with low academic growth.</p>	<p>Grades 1 and 2</p>	<p>Identified sub set of students</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Title 1 tutors worked in conjunction with homeroom teachers to track academic growth for identified students in grades 1 and 2 for help in ELA instruction. The DRA2 Assessment, and progress monitoring were measured to track the progress of students as they continued in program. We also implemented Lexia Learning computer based learning programming as a supplemental tool to help aid students in phonics, sight words, and word building practice. Due to Covid 19, all Long Branch Public School were closed effective March 13, 2020. The Last Benchmark was to be administered in May, 2020 however, schools did not reopen and the last benchmark was not administered. Out of the 15 children identified in Grade 1 there was an average growth of 3 levels from baseline to mid year assessment. Grade 2 increased an average of 2 levels in the 17 identified students.</p>

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<p>Parent Involvement in education is crucial. Children with involved parents are more likely to earn higher grades and test scores; attend school regularly; have better social skills; show improved behavior and adapt well to school. When parents talk to their children about school, expect them to do well, and become more involved in their children's educations students perform better academically. When schools engage families in ways that improve learning and support parent involvement at home and school students make greater gains.</p>	<p>ALL</p>	<p>ALL</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Administrators and teachers work together to plan and execute a variety of family functions. In order to account for those in attendance a sign in sheet or an attendance log were utilized. For 2019-2020 school year, we held a number of events that included Open House, Back to School Night, Winter Concert, Grade Level Sharing Days, Supper with Santa just to name a few. The sign in sheets or attendance logs are used to find an average percentage of attendance and compared to previous year. From here we can decide to keep or alter the scheduled events. Parents are also invited to complete a school climate survey. This survey provides feedback on areas such as moral in the school community and parent support and engagement. Back to School Night - Total Students 568/ number of Parents that attended 352/ 62%. Parent Teacher Conferences out of 577 students we had 494 parents attend for a total of 86%. We had 89 parents attend for the Second Grade Sharing Day Held on 1/30/20. 4th Grade Sharing Day held on 1/16 we had 56 Parents attend. Masked Singer Performance held on 1/10/20 we had 26 parents attend. Second Grade Sharing Day</p>

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						<p>held on 12/16 we had 31 parents attend. Spelling Bee held on 12/10 we had 12 parents attend. First Grade Sharing Day held on 12/4 we had 62 parents attend.</p>

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<p>Systems 44 and Read 180 AAA has been using a blended model of Systems 44 Foundational Reading Program and Read 180 for the past three years. The program is used for 4th and 5th grade learning disabled classes. System 44 and Read 180 have been designed to meet the needs of students and teachers. System 44 was designed for the most challenged older readers. READ 180 is an intensive reading intervention program designed to meet the needs of students whose reading achievements is below the proficient level. Both programs leverage the power of</p>	<p>ELA</p>	<p>LD SPED Grades 4 and 5</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Systems 44 and READ 180 use computer based screening tools, the Scholastic Reading Inventory (SRI) and the Scholastic Phonics Inventory (SPI). If a student scores BR-400 on the SRI, the teacher administers the SRI to determine the appropriate interventions. Due to Covid 19, all Long Branch Public School were closed effective March 13, 2020. The Last Benchmark was to be administered in May, 2020 however, schools did not reopen and the last benchmark was not administered. The results of the SRI was administered in September and Mid Year In January.</p>

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adaptive technology to motivate students, customize instruction to the needs of the individual learners.						

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<p>Guided Reading-guided reading gives teachers the opportunity to observe students as they read from texts at their instructional reading level. The teachers work with a small group (6 or less) performing at the same instructional level. Small group instruction is driven by formal and informal data. During small group the teachers selects students to observe while they whisper read. The teacher listens closely and collects data based off of observations and questioning. As students read the teacher should prompt and coach as</p>	<p>ELA</p>	<p>ALL</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Data collected through small group instruction is then used to plan future lessons. The evidence of effectiveness in using guided reading are evident through 3 data measures the Diagnostic Reading Assessment (DRA2), the Scholastic Reading Inventory (SRI) and the ELA Linkit Benchmark. Due to Covid 19, all Long Branch Public School were closed effective March 13, 2020. The Last Benchmark was to be administered in May, 2020 however, schools did not reopen and the last benchmark was not administered. From Baseline DRA assessment to Mid Year Assessment there was an overall increase pattern in all grade. Grade 1 increased from an average independent reading level of 6 to 9. Grade 2 increased from an average independent reading level of 11 to 16. Grade three increased and average independent reading level of 21 to 26. This increase was from the baseline assessment to mid year.</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)
needed. Data collected through the small group instruction is then used to plan future lessons.						

STUDENT ACHIEVEMENT

Data Source	Factors to Consider	Prepopulated Data						Your Data (Provide any additional data)	Observations / Trends
NJSLA Proficiency	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. <a <="" _blank">link<="" a>="" access="" href="http://www.nj.gov/education/schools/achievement/target=" reports.="" td="" to="" website="" with=""> <td data-bbox="775 368 992 432">Student Group</td> <td data-bbox="999 368 1072 432">ELA</td> <td data-bbox="1079 368 1153 432">Math</td> <td data-bbox="1160 368 1234 432">Alg1</td> <td data-bbox="1240 368 1314 432">Alg2</td> <td data-bbox="1321 368 1395 432">Geo</td> <td data-bbox="1413 368 1805 1417" rowspan="15"> 2018-2019 NJSLA LAL Grade 3 Exceeding:25% Approaching:21% Partially Meeting:22% Not Meeting:32% 2018-2019 NJSLA Math Grade 3 Exceeding:31% Approaching:26% Partially Meeting:27% Not Meeting:16% 2018-2019 NJSLA LAL Grade 4 Exceeding:8% Meeting:31% Approaching:27% Partially Meeting:19% Not Meeting:15% 2018-2019 NJSLA Math Grade 4 Exceeding:1% Meeting:39% Approaching:34% Partially Meeting:19% Not Meeting:7% 2018-2019 NJSLA LAL </td> <td data-bbox="1812 368 2179 1417" rowspan="15"> When analyzing the data from from last year's NJSLA results the following standards that showed areas in need of improvement included: Grade 3: Standard RI.3.2- Reading Informational Text as it's most difficult to master. Grade 4: Language standard L4.5 and following next, Standard RI4.8 Reading Informational Text. Following the Trend Grade 5 also struggled with Standard RI.5.7 Reading Informational Text. Reading Literature proved to be areas of strength for all three grades. Grade 3: Standard RL3.3 as it highest score Grade 4: Standard RL4.3 scored highest and Grade 5: RL 5.4. When analyzing the </td> 	Student Group	ELA	Math	Alg1	Alg2	Geo	2018-2019 NJSLA LAL Grade 3 Exceeding:25% Approaching:21% Partially Meeting:22% Not Meeting:32% 2018-2019 NJSLA Math Grade 3 Exceeding:31% Approaching:26% Partially Meeting:27% Not Meeting:16% 2018-2019 NJSLA LAL Grade 4 Exceeding:8% Meeting:31% Approaching:27% Partially Meeting:19% Not Meeting:15% 2018-2019 NJSLA Math Grade 4 Exceeding:1% Meeting:39% Approaching:34% Partially Meeting:19% Not Meeting:7% 2018-2019 NJSLA LAL	When analyzing the data from from last year's NJSLA results the following standards that showed areas in need of improvement included: Grade 3: Standard RI.3.2- Reading Informational Text as it's most difficult to master. Grade 4: Language standard L4.5 and following next, Standard RI4.8 Reading Informational Text. Following the Trend Grade 5 also struggled with Standard RI.5.7 Reading Informational Text. Reading Literature proved to be areas of strength for all three grades. Grade 3: Standard RL3.3 as it highest score Grade 4: Standard RL4.3 scored highest and Grade 5: RL 5.4. When analyzing the
		Schoolwide	31.6 %	31.5%					
		White	37.9 %	41.1%					
		Hispanic	27.2 %	29.1%					
		Black or African American	29.5 %	18.2%					
		Asian, Native Hawaiian, or Pacific Islander	*	*					
		American Indian or Alaska Native							
		Two or More Races	*	*					
		Female	42.9 %	35.1%					
		Male	22.6 %	28.7%					
		Economically Disadvantaged Students	26.7 %	29.5%					
		Non-Economically Disadvantaged Students	58.7 %	42.6%					
		Students with Disabilities	*	*					
		Students without Disabilities	*	*					
		English Learners	23.9 %	31.8%					
Non-English Learners	36.2 %	31.4%							
Homeless Students	*	*							
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	Grade 5 Exceeding:4% Meeting:32% Approaching:26% Partially Meeting:24% Not Meeting:14%	math data areas in need of improvement included Grade 3-Standard 3.OA.D.8 Operations and Algebraic Thinking, Followed by OGL Modeling and Reasoning. Grade 4: Standard 4.MD.4 Measurement and Data, again followed by Modeling and Reasoning as it's lowest scores.
		Military-Connected Students	*	*					
		Migrant Students							
							2018-2019 NJSLA Math Grade 5 Exceeding:3% Meeting:22% Approaching:38% Partially Meeting:35% Not Meeting:3%	Grade 5: Standard 5.C8.2 Modeling and Reasoning again as the lowest scoring standard. Geometry Standard 4.G1 and 5.G1 in grades four and five proved to be areas of strength. Grade 3 scored highest in standard 3.MD7 Measurement and Data. Due to Covid 19, all Long Branch Public Schools were closed effective March 13,2020. The state	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				<p>wide NJSLA assessment was scheduled to be administered but was not administered. When analyzing the data, those students who were considered to be meeting or exceeding the state standard expectation the numbers are considerably low from previous years.</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				NJSLA Science: Level 1: 65.3% Level 2: 23.6% Level 3: 9.7% Level 4: 1.4% Greater than or equal to Level 3: 11.1%	The Performance Report Shows that 10.8% of females and 11.4% of males scored a level of 3 or higher. It also shows that 5.4% of those students who scored and average of three or higher were Hispanic. 28.6% of those who scored in this average were white. From this population of students who scored within this range. 5.1% were economically disadvantaged and 38.5% were non-economically disadvantaged.
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	11%				
		White	29%				
		Hispanic	5%				
		Black or African					
		Asian, Native	*				
		American Indian or	*				
		Two or More Races					
		Female	11%				
		Male	11%				
		Economical ly	5%				
		Non-Economical	39%				
		Students with					

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					
		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	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.	Student Group	ELA	Math	Student Growth and Achievement can be analyzed by reviewing grade level proficiency over a 3 year time frame. We are able to analyze the previous two years, since this years state assessments were canceled due to Covid 19. 2018-2019 NJSLA LAL Grade 4 Exceeding:8% Meeting:31% Approaching:27% Partially Meeting:19% Not Meeting:15% 2018-2019 NJSLA Math Grade 4 Exceeding:1% Meeting:39% Approaching:34% Partially Meeting:19% Not Meeting:7% 2018-2019 NJSLA LAL Grade 5 Exceeding:4% Meeting:32% Approaching:26% Partially Meeting:24% Not Meeting:14% 2018-2019 NJSLA Math Grade 5 Exceeding:3%	In the 2017-2018 the state assessment given was the PARCC assessment, in 2018-2019 the assessment administered was the NJSLA standardized test. For ELA, the percentages improved or stayed the same by a very small amount in all three grades. For Math both grades 3 and 5 decreased in those students that were considered to be meeting or exceeding the expectations and Grade 4 improved by 8%
		Schoolwide	50%	57%		
		White	56%	59%		
		Hispanic	45%	54%		
		Black or African American	52%	61%		
		Asian, Native Hawaiian, or Pacific	*	*		
		American Indian or Alaska Native				
		Two or More Races	*	*		
		Female	58%	57%		
		Male	45%	58.5%		
		Economically Disadvantaged	46%	57%		
		Non-Economically Disadvantaged				
		Students with Disabilities	37%	52%		
Students without Disabilities						

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math	Meeting:22% Approaching:38% Partially Meeting:35% Not Meeting:3% Overall Scoring Averages: ELA Grade 4 2017-2018: 37% 2018-2019: 39% Math Grade 4 2017-2018: 32% 2018-2019: 40% ELA Grade 5 2017-2018: 36% 2018-2019: 36% Math Grade 5 2017-2018: 39% 2018-2019: 23%	
		English Learners	47.5%	56.5%		
		Non-English Learners				
		Homeless Students				
		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>Benchmark Assessment Participation</p>	<p>Please list any cycles where the 95% participation rate was not met. Please provide explanation. *Identify patterns by subgroup *Identify patterns by grade</p>	<p>ELA</p>					<p>100% of students participated in Benchmark Assessments.</p>	<p>There are no established patterns of non participation on Benchmark Assessments. Teachers provide student with the opportunities to complete the tests as well as allow make up time for any absences.</p>
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	100%	100%	0%	0%		
		3	100%	100%	0%	0%		
		4	100%	100%	0%	0%		
		5	100%	100%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	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	100%	100%	0%	0%		
		2	100%	100%	0%	0%		
		3	100%	100%	0%	0%		
		4	100%	100%	0%	0%		
		5	100%	100%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	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		
		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
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	Data from the Linkit! Assessment average scores	Trends include an increase overall average score from the baseline assessment to mid year assessment: Grade 2 increased a total of 3.5% Grade 3 increased a total of 14.4% Grade 4 increased a total of 15.6% Grade 5 increased a total of 7.3% In analyzing trends and benchmark scores for the 2019-2020 year, we anticipate a continued increase in average percentages per grade level and subject area for the following year. Due to Covid 19, all Long Branch Public 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
		K	0%	0%	0%	0%	Grade 2 Form A Not Meeting: 6% Partially Meeting : 34% Approaching: 39% Bubble: 10% Meeting: 7% Exceeding: 5%	
		1	0%	0%	0%	0%		
		2	12%	16%	0%	0%		
		3	10%	15%	0%	0%		
		4	4%	40%	0%	0%	Overall Average Score of 31.9%	
		5	19%	28%	0%	0%	Grade 2 Form B Not Meeting: 1% Partially Meeting :44% Approaching: 38% Bubble: 9% Meeting: 7% Exceeding: 0%	
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%	Overall Average Score of 35.4%	
		10	0%	0%	0%	0%	Grade 3 Form A Not Meeting: 1% Partially Meeting : 36% Approaching: 43% Bubble: 9% Meeting: 10% Exceeding: 0%	
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		
					Overall Average Score of 31.0%			

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>Grade 3 Form B Not Meeting: 4% Partially Meeting :28% Approaching: 34% Bubble: 19% Meeting: 15% Exceeding: 0%</p> <p>Overall Average Score of 45.4 %</p> <p>Grade 4 Form A Not Meeting: 1% Partially Meeting : 42% Approaching: 46% Bubble: 8% Meeting: 4% Exceeding: 0%</p> <p>Overall Average Score of 30.9%</p> <p>Grade 4 Form B Not Meeting: % Partially Meeting :16% Approaching: 24% Bubble: 20% Meeting: 29% Exceeding: 11%</p> <p>Overall Average Score of 46.5 %</p> <p>Grade 5 Form A</p>	<p>administered.</p> <p>It should be notes that the fluctuation in cut scores increases the difficulty of assessment from form A to form B.</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>Not Meeting: 3% Partially Meeting : 26% Approaching: 30% Bubble: 22% Meeting: 18% Exceeding: 1%</p> <p>Overall Average Score of 42.0%</p> <p>Grade 5 Form B Not Meeting: 2% Partially Meeting :25% Approaching: 32% Bubble: 13% Meeting: 27% Exceeding: 1%</p> <p>Overall Average Score of 49.3%</p>	

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	Data from the Linkit Grade 1 Form A Not Meeting: 31% Approaching: 22% Meeting: 31% Exceeding: 15% Overall Average Score of 45.5% Grade 1 Form B Not Meeting: 28% Approaching: 17% Meeting: 25% Exceeding: 30% Overall Average Score of 68.8% Grade 2 Form A Not Meeting: 3% Partially Meeting : 20% Approaching: 48% Bubble: 14% Meeting: 15% Exceeding: % Overall Average Score of 35.8% Grade 2 Form B Not Meeting: 3% Partially Meeting :22% Approaching: 33% Bubble: 23% Meeting: 20%	Trends include an increase overall average score from the baseline assessment to mid year assessment: Grade 1 increased a total of 23.3% Grade 2 increased a total of 19.8% Grade 3 increased a total of 16.5% Grade 4 increased a total of 17.6% Grade 5 increased a total of 20.9% In analyzing trends and benchmark scores for the 2019-2020 year, we anticipate a continued increase in average percentages per grade level and subject area for the following year. Due to Covid 19, all Long Branch Public Schools were closed effective March 13,2020. The last Benchmark was scheduled to be administered in May, 2020 however, schools
		K	0%	0%	0%	0%		
		1	46%	55%	0%	0%		
		2	15%	20%	0%	0%		
		3	17%	12%	0%	0%		
		4	11%	20%	0%	0%		
		5	9%	13%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	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>Exceeding: 0%</p> <p>Overall Average Score of 55.6%</p> <p>Grade 3 Form A Not Meeting: 3% Partially Meeting : 7% Approaching: 54% Bubble: 19% Meeting: 16% Exceeding: 1%</p> <p>Overall Average Score of 30.0%</p> <p>Grade 3 Form B Not Meeting: 3% Partially Meeting :30% Approaching: 37% Bubble: 18% Meeting: 12% Exceeding: 0%</p> <p>Overall Average Score of 46.5%</p> <p>Grade 4 Form A Not Meeting: 2% Partially Meeting : 40% Approaching: 38% Bubble: 10% Meeting: 11% Exceeding: 0%</p>	<p>did not reopen and the last benchmark was not administered.</p> <p>It should be notes that the fluctuation in cut scores increases the difficulty of assessment from form A to form B.</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>Overall Average Score of 30.6%</p> <p>Grade 4 Form B Not Meeting:4 % Partially Meeting :33% Approaching: 29% Bubble: 14% Meeting: 20% Exceeding: %</p> <p>Overall Average Score of 48.2%</p> <p>Grade 5 Form A Not Meeting: % Partially Meeting : 21% Approaching: 47% Bubble: 23% Meeting: 9% Exceeding: %</p> <p>Overall Average Score of 34.1%</p> <p>Grade 5 Form B Not Meeting: 1% Partially Meeting : 16% Approaching: 54% Bubble: 17% Meeting: 12% Exceeding: 1%</p> <p>Overall Average Score of 55.0%</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	48.1%	<p>Below are the results from the school frequency from the access for L's assessment for 2019 report.</p> <p>Grade 1 Cluster 1 Entering:4% Emerging:26% Developing:53% Expanding:17% Bridging: Reaching: Total Tested:47</p> <p>Grade 2 Cluster 2-3 Entering: Emerging:50% Developing:36% Expanding:14% Bridging: Reaching: Total Tested:14</p> <p>Grade 3 Cluster 2-3 Entering:10% Emerging:70% Developing:20% Expanding: Bridging: Reaching: Total Tested:10</p> <p>Grade 4 Cluster 4-5 Entering: Emerging: Developing:67%</p>	<p>When analyzing the frequency report for the ACCESS for ELL's assessment for 2019 it was found that Grade 1, had the most students assessed with 47 students. The students in that cluster scored best in Listening and did the poorest in writing. Grade 2 had 14 students who scored best again in listening and poorest on the Speaking portion. Grade 3 had one student who scored as bridging out of the 10 tested. Grade 4 had a total of 6 kids tested, they did best in listening and poorest in speaking. Grade 5 had four students tested again best in listening but did poorest in writing.</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>Expanding:33% Bridging: Reaching: Total Tested:6</p> <p>Grade 5 Cluster 4-5 Entering: Emerging:25% Developing:25% Expanding:50% Bridging: Reaching: Total Tested:4</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	582	Overall enrollment: 568 Grade 1: 112 Grade 2: 107 Grade 3: 127 Grade 4: 80 Grade 5: 141	Student enrollment remains consistent from 2018-2019 or 2019.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		
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	96.03%	Overall YTD Student Attendance Average: 95.32% September: 96.76% October: 96.76% November: 95.57% December: 94.87% January: 93.90% February: 94.34% March: 94.93%	Daily attendance remains consistent throughout the school year, averaging around 94%. No trends observed as this is a school wide and district issue. Attendance had a decline from December to March due to a heightened flu season that kept many of the students home. Since February we have seen a rise in students attendance.
		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
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%	YTD Chronic Absenteeism: 55 students are absent 10% or more 55 out of 568 = 9.7% Grade 1: 13/112 = 11.6% Grade 2: 9/107 = 8.4% Grade 3: 9/127 = 7.1% Grade 4: 9/80 = 11.3% Grade 5: 15/141 = 10.6%	Chronic absenteeism is trending in the right direction, however it continues to be a focus of the school's improvement plan. Attendance initiative has been implemented school wide and attendance numbers seem to be trending down. Students are identified as chronically absent at weekly meetings with guidance, attendance officer and administration. Following a tiered model, parent meetings are set up and chronic absenteeism is monitored and tracked.
		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)	<p>The average daily attendance for staff</p> <ul style="list-style-type: none"> *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism 	Staff Attendance YTD	90.97%	<p>Chronic absenteeism is trending in the right direction, however it continues to be a focus of the school's improvement plan. Attendance initiative has been implemented school wide and attendance numbers seem to be trending down. Students are identified as chronically absent at weekly meetings with guidance, attendance officer and administration. Following a tiered model, parent meetings are set up and chronic absenteeism is monitored and tracked.</p>	<p>50.4% of the days taken were due to illness. With a heightened flu season, it is consistent with previous years.</p> <p>AAA School has used 29 Child Rearing Leave days; 30 Death-Immediate Family days; 122 Maternity Leave days and 139 Workers' Compensation days.</p>

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	0.00%	Students suspension in school: Sept: 3/568= .5% Oct: 3/568 = .5% Nov: 0/568 Dec: 0/568 Jan: 1/568 = .1% Feb: 1/568 = .1% March: 2/568 =.3% April: 0/568 Students suspension out of school: Sept: 2/568 = .3% Oct: 4/568 =.7% Nov: 6/568 =1.1% Dec: 5/568 = .9% Jan: 3/568 = .5% Feb: 8/568 = 1.4% March: 6/568 = 1.1% April: 1/568 = .1%	The school continues to utilize Positive Behavior In Schools (PBIS) program and the Positive Power program to drive positive student behavior outcomes. The PBIS and Positive Power team trained the staff and students about the school wide expectations and pro-social behavior. Peer Mediation Program and SEL (Social and Emotional Learning) will be implemented as an intervention to decrease the number of suspensions, expulsions and incident reports as a focus for our school improvement plan. Peer conflict and disrespect to student/staff are the most common infractions.
		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	0.20%		
		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
<p>Climate & Culture Surveys</p>	<p>Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family</p>		<p>The NJSCS Climate and Culture Surveys was distributed in the Fall to all students in Grades 3-5; all parents and all staff.</p> <p>Students and staff were provided access to the survey through their school email accounts. Parents were provided access to the survey through the school's web page, email and during Parent Teacher Conferences.</p> <p>187 elementary school (ES) students participated, 59 staff (S) members participated and 47 parents (P) participated.</p> <p>The total Domain Scores are as follows: Physical Environment: (ES): 74.3 (S): 72.1 (P): 77.4 Teaching and Learning: (ES): 75.2 (S): 72.9 (P): 74.4 Morale in School Community: (ES): 73.8(S): 72.9(P): 73.2 Student Relationships: (ES): 56.0 (S): 75.1 (P): 74.2 Parental Support: (ES): 92.7 (S): 70.8 (P): 72.9 Safety: (ES): 74.8 (S): 85.0 (P): 69.5</p>	<p>Overall Physical Environment: 71% (ES), 43.15% (P), 38.75% (S) agreed or strongly agreed Teaching & Learning: 56.6% (ES), 39.4% (P), 26.98% (S) agreed or strongly agreed Morale in School Community: 47.9% (ES), 29.9% (P), 30.94% (S) agreed or strongly agreed Student Relationships: 37.1% (ES), 41.2% (P), 32.2% (S) agreed or strongly agreed Parental Support: 87.4% (ES), % 38.53(P), 35.83% (S) agreed or strongly agreed Safety: 60% (ES), 34.01% (P), 47.77% (S) agreed or strongly agreed Emotional Environment: 37.2% (ES), 35.7% (P), 38.88% (S) agreed or strongly agreed Administration Support: 41.69% (S) agreed or disagreed</p> <p>With the limited number</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>Emotional Environment: (ES): 66.0 (S): 70.9 Administrative Support: (S): 77.6</p>	<p>of participants from the stakeholders (Students, Staff & parents), the school feels the results are slightly skewed and would not give a true depiction of sentiment in the building. However, from the information provided, it is evident that social and emotional growth within the school for both students and staff is an issue that needs addressing in the future. We do have a large amount of teachers who refer students to counseling for their social interaction with peers and with staff alike. This is a subject across the district and the guidance department as well as all counselors are working on developing a social and emotional curriculum to be adopted and implemented by the 2019-2020 school year.</p>

COLLEGE & CAREER READINESS				
Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends

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	N/A	N/A
		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			
Algebra	Previous year's data provided. Please provide current year's data if possible.			

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		There are no teachers on a CAP at Amerigo A. Anastasia Elementary School for the 2019-2020 school year.	Based on formal observation and walk through data in the following areas, teachers will continue to work on communicating effectively and helping students to articulate thoughts and ideas clearly and effectively.

< 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	Overall strengths were identified as Focus on Student Learning, Standards of Student Learning Objective, and Alignment.	Career Ready Practice scored the lowest in this area, and should be considered an area of focus.
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	3-Developing		
	5	A	4-Sustaining		
	Average		3.80		
Assessment	1	A	4-Sustaining	Overall strengths identified included Summative and Formative Assessments, and scored highest in Team/ Focus and Goals.	An area of focus in this category are Pre Assessments.
	2	A	3-Developing		
	3	A	4-Sustaining		
	Average		3.67		
Professional Learning Community (PLC)	1	A	4-Sustaining	Overall strengths identified included Team/ Focus/ and Goals.	Areas of focus included Times and Norms.
	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 4-Sustaining	Overall strengths identified included Clear Expectations for Student Behavior, Physical Environment, Rules and Norms for Students; Programs/Initiatives/approaches related to school climate; Mission; Collegiate Environment; Clear Expectations for Professional Behavior; Shared Leadership	Areas of focus Social and Emotional Learning, Social Environment - Students; Teaching and Learning
	2	A 4-Sustaining		
	3	A 4-Sustaining		
	4	A 4-Sustaining		
	5	A 4-Sustaining		
	6	A 3-Developing		
	7	A 4-Sustaining		
	8	A 4-Sustaining		
	9	A 4-Sustaining		
	10	A 4-Sustaining		
	11	A 4-Sustaining		
	12	A 3-Developing		
	13	A 4-Sustaining		
	14	A 4-Sustaining		
Average	3.86			
Teacher and Principal Effectiveness	1	A 4-Sustaining	Overall strengths include: teacher/principal collaboration, feedback and discussion before and after observations.	We will continue to focus on reviewing multiple measures of student data to create plans for student growth and personalized learning.
	Average	4.00		

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?)	
<p>Effective Instruction</p>	<p>Data from the Linkit! Benchmark A in September of 2019 and Mid Year 2020 shows there has been an increase on average test scores.</p> <p>Grade 2 Benchmark A: 31.9% Benchmark B: 35.4% Increase of: 3.5%</p> <p>SRI Avg. Lexile Proficiency: Sept 2019: 126 Nov 2019: 170 Jan 2019: 260 Average Increase of: 134</p> <p>Average Level of Proficiency BOY DRA2: 11 MOY DRA2: 16 Average Increase: 5 levels</p> <p>Grade 3 Benchmark A: 31.0% Benchmark B: 45.4% Increase of: 14.4%</p> <p>SRI Avg. Lexile Proficiency: Sept 2019: 392 Nov 2019: 454 Jan 2019: 514 Average Increase of: 122</p> <p>Average Level of Proficiency</p>	<p>Although there has been gradual improvements in reading proficiency, many students begin the year below the accepted grade level standards</p>	<p>ALL</p>	1	<p>Continue to track and analyze benchmark, and DRA2, and SRI data to identify low performing content areas and provided PD supporting standards and skills to help young children learn to read.</p>
				2	<p>Continue to track and analyze Linkit!, DRA2 data, guided reading instruction anecdotal notes to identify low performing content areas and provided PD Support.</p>
				3	<p>Provide PD for teachers to encourage new instructional strategies for low growth students. Continue to provide feedback from classroom observations that can assist teacher with new instructional strategies.</p>

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?)
	<p>BOY DRA2: 21 MOY DRA2: 26 Average Increase: 5 levels</p> <p>Grade 4 Benchmark A: 30.6% Benchmark B: 48.2% Increase of: 17.6%</p> <p>SRI Avg. Lexile Proficiency: Sept 2019: 551 Nov 2019: 567 Jan 2019: 616 Average Increase of: 65</p> <p>Grade 5 Benchmark A: 34.1% Benchmark B: 55.0% Increase of: 20.9%</p> <p>SRI Avg. Lexile Proficiency: Sept 2019: 731 Nov 2019: 759 Jan 2019: 814 Average Increase of: 83</p> <p>Although there has been an increase in overall growth in all grades, results still show a low performance average for the test. Through continued implementation of literacy curriculum and increased</p>			

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?)
	<p>PD Supporting the use of data to drive instruction, we anticipate the trend of increased proficiency to continue.</p>			

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?)	
<p>Effective Instruction</p>	<p>According to the results from Linkit! Benchmark A administered in September 2019 to the Mid year Benchmark administered in 2020 all grades increased their overall performance on the assessment.</p> <p>Grade 1 Benchmark A: 35.8% Benchmark B: 55.6% Increase of : 19.8%</p> <p>Grade 2 Benchmark A: 35.8% Benchmark B: 55.6% Increase of: 19.8%</p> <p>Grade 3 Benchmark A: 30.0% Benchmark B: 46.5% Increase of: 16.5%</p> <p>Grade 4 Benchmark A: 30.6% Benchmark B: 48.2% Increase of:18.4%</p> <p>Grade 5 Benchmark A: 34.1% Benchmark B: 55.0% Increase of: 20.9%</p> <p>Through the continued implementation of the mathematics curriculum we anticipate the trend</p>	<p>Similar to ELA there have been gradual improvements of performance. Many of the students begin the year performing below grade level standards.</p>	<p>ALL</p>	1	<p>Continue to implement purchased curriculum and monitor growth.</p>
				2	<p>Continue to track and analyze benchmark data to identify low performing skill areas, and provide small group instruction.</p>
				3	<p>Provide PD for teachers to encourage new instructional strategies for low growth students. Continue to provide feedback from classroom observations that can assist teachers with new instructional strategies.</p>

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?)	
	of increased proficiency to continue.				
Climate and Culture, including Social and Emotional Learning	Based on 2019-2020 Parent Involvement attendance rates for activities that are non academic based on show trend to be higher than those that are academic based.	Due to socioeconomic status environmental disadvantages, and non English speaking homes, much of the population may not feel comfortable to attend academic functions due to limited background knowledge and exposure to foundational skills. Also school events and home/ work schedules (i.e.-childcare, transportation, work), or lack of connection/ follow up between home and school.	ALL	1	Develop partnership with families, community, and staff in support of academic growth.
				2	After each benchmark assessment, meet the parents of students needing assistance to help determine root causes and develop next steps that can be implemented at home and school.
				3	Offer parent workshops school wide identified students needing assistance.
Climate and Culture, including Social and Emotional Learning	Due to the Covid 19 Pandemic, and remote learning experience, there is a need for increased Social and Emotional Support for identified students and families.	The Covid 19 Pandemic and the challenges presented by the remote learning experience has lead to students and families needing additional social and emotional support and resources.	Identified students through teacher referral process and parent surveys.	1	Teacher Referral Process identified through I and RS process.
				2	Parent Surveys given to help support not only students but families.
				3	Offer Parent Workshops to identified students and families to provide support and strategies that aid in social and emotional support.

SMART Goal 1

Students will demonstrate growth in the areas of reading proficiency measured by DRA2 assessment, Linkit!, and Scholastic Reading Inventory by 2021.

Subgroup A- All first grade students who score between levels A-4 will demonstrate growth based on the DRA2 growth chart.

Subgroup B- All second grade students who score between level A- 16 will grow based on the DRA2 growth chart.

Subgroup C- All third grade students who score between levels A-22 will show growth based on the DRA2 growth chart.

Subgroup D- All fourth grade students who are not meeting or exceeding on Benchmark A will meet the growth based on the decile growth chart.

Subgroup E- All fifth grade students who score are not meeting or exceeding on Benchmark A will meet the growth based on the decile growth chart.

Priority Performance

Data form the Linkit! Benchmark A in September of 2019 and Mid Year 2020 shows there has been and increase on average test scores.

Grade 2

Benchmark A: 31.9%

Benchmark B: 35.4%

Increase of: 3.5%

SRI

Avg. Lexile Proficiency:

Sept 2019: 126

Nov 2019: 170

Jan 2019: 260

Average Increase of: 134

Average Level of Proficiency

BOY DRA2: 11

MOY DRA2: 16

Average Increase: 5 levels

Grade 3

Benchmark A: 31.0%

Benchmark B: 45.4%

Increase of: 14.4%

SRI

Avg. Lexile Proficiency:

Sept 2019: 392

Nov 2019: 454

Jan 2019: 514

Average Increase of: 122

Average Level of Proficiency

BOY DRA2: 21

MOY DRA2: 26

Average Increase: 5 levels

Grade 4

Benchmark A: 30.6%

Benchmark B: 48.2%

Increase of: 17.6%

SRI

Avg. Lexile Proficiency:

Sept 2019: 551

Nov 2019: 567

Jan 2019: 616

Average Increase of: 65

Grade 5

Benchmark A: 34.1%

Benchmark B: 55.0%

Increase of: 20.9%

SRI

Avg. Lexile Proficiency:

Sept 2019: 731

Nov 2019: 759

Jan 2019: 814

Average Increase of: 83

Although there has been an increase in overall growth in all grades, results still show a low performance average for the test. Through continued implementation of literacy curriculum and increased PD Supporting the use of data to drive instruction, we anticipate the trend of increased proficiency to continue.

- Strategy 1: Continue to track and analyze benchmark, and DRA2, and SRI data to identify low performing content areas and provided PD supporting standards and skills to help young children learn to read.
- Strategy 2: Continue to track and analyze Linkit!, DRA2 data, guided reading instruction anecdotal notes to identify low performing content areas and provided PD Support.
- Strategy 3: Provide PD for teachers to encourage new instructional strategies for low growth students. Continue to provide feedback from classroom observations that can assist teacher with new instructional strategies.
- Target Population: ALL

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of Cycle 1, baseline DRA2 and Linkit! Benchmark A will be administered and the assessments will be analyzed to identify current levels of proficiency among students. Results will also be analyzed to drive instruction and plan two professional development sessions.	DRA2 baseline assessment data, student Form A Linkit! assessment results PLC agendas.
Feb 15	By the end of Cycle 2, 60% of targeted students in all grade levels will meet their growth goals on the DRA2 or Linkit! Benchmark Assessment.	2020-2021 Link it Benchmark Data 2020-2021 DRA2 Benchmark Data DRA2 Expected Growth Chart Linkit! Decile Growth Chart PLC Agendas
Apr 15	By the end of Cycle 3, 100% of instructional staff in ELA will participate in two professional development sessions focused on skills and standards identified in November.	2020-2021 Link it Benchmark Data 2020-2021 DRA2 Benchmark Data DRA2 Expected Growth Chart Linkit! Decile Growth Chart PLC Agendas

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	<p>Students will demonstrate growth in the areas of reading proficiency measured by DRA2 assessment, Linkit!, and Scholastic Reading Inventory by 2021.</p> <p>Subgroup A- All first grade students who score between levels A-4 will demonstrate growth based on the DRA2 growth chart.</p> <p>Subgroup B- All second grade students who score between level A- 16 will grow based on the DRA2 growth chart.</p> <p>Subgroup C- All third grade students who score between levels A-22 will show growth based on the DRA2 growth chart.</p> <p>Subgroup D- All fourth grade students who are not meeting or exceeding on Benchmark A will meet the growth based on the decile growth chart.</p> <p>Subgroup E- All fifth grade students who score are not meeting or exceeding on Benchmark A will meet the growth based on the decile growth chart.</p>	<p>2020-2021 Link it Benchmark Data</p> <p>2020-2021 DRA2 Benchmark Data</p> <p>DRA2 Expected Growth Chart</p> <p>Linkit! Decile Growth Chart</p> <p>PLC Agendas</p>

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Analyze last data collected for the the 2019-2020 Linkit! and DRA data to assist in initial reading level placement	9/1/20	10/30/20	Teachers
2	1	Once new baseline DRA2 and Linkit! Assessments are completed, utilize results to compare previous year scores and identify student growth objectives	9/1/20	10/30/20	Teachers
3	1	During professional learning communities, create grade level attainable goals for identified standards for the first and second marking period either virtually or in person.	9/1/20	10/30/20	Teacher
4	2	Analyze results from mid year assessment, locate areas of deficiencies and continue to monitor student progress	11/2/20	1/29/21	Teacher
5	2	Review grade level goal from beginning of year and monitor student progress	11/2/20	1/29/21	Teacher

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
6	2	Teachers will create and action plan to target at risk students and provide intervention within classroom instruction	11/2/20	1/29/21	Teacher
7	2	Principals will use formal observations to evaluate lessons as well suggest how grade level and independent goals can be met. They will offer suggestions and interventions	11/2/20	1/29/21	Principals
8	2	Review Student Growth Objectives and monitor progress	11/2/20	1/29/21	Principals and Teachers
9	3	Continue to monitor student progress as well as grade level goals	2/1/21	6/18/21	Teachers
10	3	Use Data to monitor, differentiate and drive instruction	2/2/21	6/18/21	Teachers
11	3	Analyze results from end of year assessments, analyze student progress and entire year growth	2/2/21	6/18/21	Principals and Teachers

Budget Items

SMART Goal 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Homeless Reserve	INSTRUCTION - Supplies & Materials / 100-600	\$469	Federal Title I (Intervention Reserve)
1	Homeless Reserve	SUPPORT SERVICES - Supplies & Materials / 200-600	\$469	Federal Title I (Intervention Reserve)
1	Total Schoolwide Blended Amount for Amerigo A. Anastasia	SCHOOLWIDE - Schoolwide Blended / 520-930	\$167,920	Federal Title I (School Allocation)

SMART Goal 2

Students will demonstrate growth in the area of mathematics as measured by the Linkit! Benchmark Assessment by June 2021.

Subgroup A- All first grade students who score between 0- 43% on Benchmark A will demonstrate typical to high growth on the decile growth chart.

Subgroup B- All second grade students who score between 0-56% will demonstrate typical to high growth on the decile growth chart

Subgroup C- All third grade students who score between 0-44% will demonstrate typical to high growth on the decile growth chart

Subgroup D- All fourth grade students who score between 0-52% will demonstrate typical to high growth on the decile growth chart

Subgroup E- All fifth grade students who score between 0-52% will demonstrate typical to high growth on the decile growth chart

Priority Performance

According to the results from Linkit! Benchmark A administered in September 2019 to the Mid year Benchmark administered in 2020 all grades increased their overall performance on the assessment.

Grade 1

Benchmark A: 35.8%

Benchmark B: 55.6%

Increase of : 19.8%

Grade 2

Benchmark A: 35.8%

Benchmark B: 55.6%

Increase of: 19.8%

Grade 3

Benchmark A: 30.0%

Benchmark B: 46.5%

Increase of: 16.5%

Grade 4

Benchmark A: 30.6%

Benchmark B: 48.2%

Increase of:18.4%

Grade 5

Benchmark A: 34.1%

Benchmark B: 55.0%

Increase of: 20.9%

Through the continued implementation of the mathematics curriculum we anticipate the trend of increased proficiency to continue.

- Strategy 1: Continue to implement purchased curriculum and monitor growth.
- Strategy 2: Continue to track and analyze benchmark data to identify low performing skill areas, and provide small group instruction.
- Strategy 3: Provide PD for teachers to encourage new instructional strategies for low growth students. Continue to provide feedback from classroom observations that can assist teachers with new instructional strategies.
- Target Population: ALL

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of Cycle 1 all students will be administered the baseline Linkit! Assessment. Results of the benchmark assessment as well as the mathematics portfolio, formative assessments, and unit assessment data will be analyzed to identify current levels of proficiency.	2019-2020 Linkit! Benchmark data, Linkit! Math Decile Growth Chart
Feb 15	By the end of Cycle 2, 60% of targeted students in all grade levels will meet their growth goal on Linkit! Benchmark Assessment.	2019-2020 Linkit! Benchmark data, Linkit! Math Decile Growth Chart
Apr 15	By the end of Cycle 3, 100% of instructional staff in math will participate in 2 professional development sessions focused on skills and standards identified in November.	2019-2020 Linkit! Benchmark data

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	<p>Students will demonstrate growth in the area of mathematics as measured by the Linkit! Benchmark Assessment by June 2021.</p> <p>Subgroup A- All first grade students who score between 0- 43% on Benchmark A will demonstrate typical to high growth on the decile growth chart.</p> <p>Subgroup B- All second grade students who score between 0-56% will demonstrate typical to high growth on the decile growth chart</p> <p>Subgroup C- All third grade students who score between 0-44% will demonstrate typical to high growth on the decile growth chart</p> <p>Subgroup D- All fourth grade students who score between 0-52% will demonstrate typical to high growth on the decile growth chart</p> <p>Subgroup E- All fifth grade students who score between 0-52% will demonstrate typical to high growth on the decile growth chart</p>	2019-2020 Linkit! Benchmark data, Linkit! Math Decile Growth Chart

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Analyze the last data collected for the 2019-2020 data to assist in initial math level placement for instruction.	9/1/20	10/30/20	Teachers
2	1	Once new baseline Linkit! Assessment is completed, utilize results to compare previous year scores. Identify students growth objectives	9/1/20	9/30/20	Teachers
3	1	During professional learning communities, create grade level attainable goals on identified standards for the first and second marking period either virtually or in person.	9/1/20	10/30/20	Teachers
4	1	Teachers will create pre-recorded lessons in case of virtual learning to keep students up to date on content.	10/30/20	11/13/20	Teachers
5	2	Analyze results from mid year assessments locate areas of deficiencies and continue to monitor student progress	12/14/20	1/4/21	Teachers

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
6	2	Principals and supervisors will use formal observations to evaluate lesson as well suggest how grade level and independent goals can be met. They will offer suggestion and new interventions.	11/16/20	1/4/21	Principals
7	2	Review Student Growth Objectives and monitor progress	3/31/21	6/18/21	Teachers
8	3	Continue to monitor student progress as well as grade level goals	3/31/21	6/18/21	Teachers
9	3	Use data to monitor, differentiate, and drive instruction	3/31/21	6/18/21	Teachers
10	3	Analyze results from end of year assessments, analyze student progress and full year growth	3/31/21	6/18/21	

< SMART Goal 2 - Budget Items: NO DATA >

SMART Goal 3

By June 2021, parents/ guardians will increase their involvement not only for talented events such as Winter/ Spring Concerts and Sharing Days but also Title 1 Parents Involvement Activities. Due to the Covid 19 Pandemic, and in person Parent Involvement Event was not able to be done. Our Title 1 Parent Reading Workshop and Awards Ceremony held during the 2018-2019 event had 34 Parents and their children attend. We would like to increase participation by 5% for this upcoming year.

Priority Performance- Based on the 2019/2020 Parent Involvement attendance rates, for activities that are non academic based show trend to be higher than those that are academic based. Programming & resources in support of improved academic achievement
Programming and resources in support of student growth, wellness and safety.

Strategy 1: Develop partnerships with families, community, and staff in support of academic growth

Strategy 2: After each benchmark assessment, meet with parents of students needing assistance to help determine root causes and develop next steps that can be implemented at home and school.

Strategy 3: Offer Parent workshops school wide or identified students needing assistance.

Target Population: All

Priority Performance Based on 2019-2020 Parent Involvement attendance rates for activities that are non academic based on show trend to be higher than those that are academic based.

Strategy 1: Develop partnership with families, community, and staff in support of academic growth.

Strategy 2: After each benchmark assessment, meet the parents of students needing assistance to help determine root causes and develop next steps that can be implemented at home and school.

Strategy 3: Offer parent workshops school wide identified students needing assistance.

Target Population: ALL

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	At the end of the first cycle, parent involvement data will be analyzed to identify current participation of both academic and non academic based involvement.	Sign in sheets, and Attendance logs for Open House/ Back to School Night, Conferences, Grade Level Sharing Days, PTO, Talented and Title 1 Parent Involvement.
Feb 15	At the end of cycle 2, analyze trends and data, based on participation and parent/ guardian feedback from prior events to make adjustments or goals for upcoming events.	Sign in sheets, and Attendance logs for Open House/ Back to School Night, Conferences, Grade Level Sharing Days, PTO, Talented and Title 1 Parent Involvement.
Apr 15	By the end of the 3rd cycle, analyze the parent deficit between academic and non academic events.	Sign in sheets, and Attendance logs for Open House/ Back to School Night, Conferences, Grade Level Sharing Days, PTO, Talented and Title 1 Parent Involvement.

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	<p>By June 2021, parents/ guardians will increase their involvement not only for talented events such as Winter/ Spring Concerts and Sharing Days but also Title 1 Parents Involvement Activities. Due to the Covid 19 Pandemic, and in person Parent Involvement Event was not able to be done. Our Title 1 Parent Reading Workshop and Awards Ceremony held during the 2018-2019 event had 34 Parents and their children attend. We would like to increase participation by 5% for this upcoming year.</p> <p>Priority Performance- Based on the 2019/2020 Parent Involvement attendance rates, for activities that are non academic based show trend to be higher than those that are academic based. Programming & resources in support of improved academic achievement Programming and resources in support of student growth, wellness and safety.</p> <p>Strategy 1: Develop partnerships with families, community, and staff in support of academic growth</p> <p>Strategy 2: After each benchmark assessment, meet with parents of students needing assistance to help determine root causes and develop next steps that can be implemented at home and school.</p> <p>Strategy 3: Offer Parent workshops school wide or identified students needing assistance.</p> <p>Target Population: All</p>	<p>Sign in sheets, and Attendance logs for Open House/ Back to School Night, Conferences, Grade Level Sharing Days, PTO, Talented and Title 1 Parent Involvement.</p>

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Invite parents to Open House/ Back to School Night, Conferences, ESEA Parent Information Session either virtually or in person.	9/1/20	11/13/20	ESEA Team members, Grade Level Chair teachers, Student Advisors, Talented Team Members
2	2	Identify students performing below grade level and make recommendations to I and RS and or implement interventions. Meet with parents of students needing assistance to help determine root causes and develop next steps that can be implemented at home and school either virtually or in person.	9/1/20	11/13/20	Student Advisors, Grade Level Teachers, and Building Administrators
3	3	Parent Workshops both school wide and or identified students needing assistance to help with next steps that can be implemented at home either virtually or in person.	9/1/20	11/13/20	ESEA Team members, Grade Level Chair teachers, Student Advisors,
4	1	PTO and or Talented Team activity or performance	9/1/20	11/13/20	PTO and or Talented Team
5	1	Analysis of involvement data using sign in sheets and attendance logs; make adjustments if needed to the amount of involvement activities	11/16/20	2/12/21	ESEA Team members, Grade Level Chair teachers, Student Advisors, Talented Team Members
6	2	Identify students performing below grade level and make recommendation to I and RS and or implement interventions. Meet with parents of students needing assistance to help determine root causes and develop next steps that can be implemented at home and school and or follow up meeting or newly identified students	11/16/20	2/2/21	Student Advisors, Grade Level Teachers, and Building Administrators

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
7	3	Workshop school wide and or identified students needing assistance to help with next steps that can implemented at home either virtually or in person.	11/16/20	2/2/21	ESEA Team members, Grade Level Chair teachers, Student Advisors,
8	1	Analysis of involvement data using sign in sheets and attendance logs; make adjustments if needed to the amount of involvement activities.	11/16/20	2/2/21	Student Advisors, Grade Level Teachers, and Building Administrators

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

Continue focus of Social and Emotional Learning through a tiered remediation process. We will identify which students are struggling socially and emotionally due to the Covid 19 Pandemic and remote learning process. We will provide Parent Involvement Events to an identified group to help with supporting students and families.

Priority Performance Due to the Covid 19 Pandemic, and remote learning experience, there is a need for increased Social and Emotional Support for identified students and families.

Strategy 1: Teacher Referral Process identified through I and RS process.

Strategy 2: Parent Surveys given to help support not only students but families.

Strategy 3: Offer Parent Workshops to identified students and families to provide support and strategies that aid in social and emotional support.

Target Population: Identified students through teacher referral process and parent surveys.

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, students needing additional Social and Emotional Support will have been identified either via teacher referral process and/ or parent survey results.	Student Check ins, Parent Survey Results, and a request for assistance through the I and RS process from teachers or guidance counselors.
Feb 15	Prior to or by February 15th, identified students or and families will participate in a Parent Involvement Event focusing on Social and Emotional Support specifically targeting areas in need of improvement.	Student roster of those referred, and identified needing help via the parent survey, and sign in sheets of Parent Involvement Event.
Apr 15	Prior to or by April 15th, identified students or and families will participate in a follow up Parent Involvement Event focusing on Social and Emotional Support specifically targeting continued areas in need of improvement.	Student roster of those referred, and identified needing help via the parent survey via the parent sign in sheets of Parent Involvement Events.

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	Continue focus of Social and Emotional Learning through a tiered remediation process. We will identify which students are struggling socially and emotionally due to the Covid 19 Pandemic and remote learning process. We will provide Parent Involvement Events to an identified group to help with supporting students and families.	Parent Survey Results, and a request for assistance through the I and RS process. Student roster of those referred, and identified needing help via the parent survey via the parent sign in sheets of Parent Involvement Events.

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Students will be identified as needing additional Social and Emotional Support via teacher referral process.	9/1/20	11/13/20	Teachers and Guidance Counselors
2	1	Students and families will be identified as needing additional Social and Emotional Support via Parent Survey.	9/1/20	11/13/20	Parents, and Guidance Counselors.
3	2	After identifying students and families needing support, we will host a Parent Involvement event to provide help in support of those identified areas in need.	11/16/20	2/15/21	ESSA Building Representative, Guidance Counselors, Teachers, and Families.
4	2	Parents, and teachers will be surveyed to provide feedback on strategies and support given and whether social and emotional improvements have been noted.	11/16/20	2/15/21	ESSA Building Representative, Guidance Counselors, Teachers, and Families.
5	3	Students will again be identified as needing additional Social and Emotional Support via teacher referral process by third marking period.	2/16/21	4/15/21	Teachers and Guidance Counselors.

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
6	3	A follow up Parent Involvement Event will be held to assess successes and areas still in need of improvement of identified students and families	2/16/21	3/15/21	ESSA Building Representative, Guidance Counselors, Teachers, and Families.
7	3	Continued monitoring of those students identified through the teacher referral process via I and RS.	4/19/21	6/18/21	Teachers and Guidance Counselors

Budget Items

SMART Goal 4

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Instructional Supplies and Materials to help identified students and families	INSTRUCTION - Supplies & Materials / 100-600	\$7,247	Federal Title I (Reallocated Funds)
1	Consultant to provide presentations to identified students and parents needing help with SEL and academic achievement	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$7,000	Federal Title I (Reallocated Funds)

Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
Tiered Remediation Instructional Supplies focused on student academic growth and Social and Emotional Learning	10/1/20	5/28/21	Improvement Leader	INSTRUCTION - Supplies & Materials / 100-600	\$7,051.00	Federal Title I (Reallocated)
Consultant to provide parent/staff/student programs focused on improving academic achievement and meeting the needs of the child through SEL	10/1/20	5/28/21	Improvement Leader/Student Advisor	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$7,000.00	Federal Title I (Reallocated)
Non Public Allocation-BY	10/1/20	5/28/21	Funded Grants Office	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$496.00	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	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
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	\$662	\$3,005	\$0	\$0	\$0	\$0	\$0	\$3,667
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	\$1,983	\$0	\$0	\$0	\$0	\$0	\$0	\$1,983
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	\$2,645	\$3,005	\$0	\$0	\$0	\$0	\$0	\$5,650
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	\$147,288	\$0	\$0	\$0	\$0	\$0	\$147,288
SCHOOLWIDE	Sub-total		\$0	\$0	\$147,288	\$0	\$0	\$0	\$0	\$0	\$147,288

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	\$2,645	\$3,005	\$0	\$0	\$0	\$0	\$0	\$152,938

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	\$2,645	\$3,005	\$0	\$5,650
Other Title 1 Expenditures	\$0	\$0	\$11,322	\$11,322
Total	\$2,645	\$3,005	\$11,322	\$16,972

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: Francisco Rodriguez

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:

	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