

Gregory Elementary School

District: LONG BRANCH CITY

County: MONMOUTH

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 252770110

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	Beth McCarthy	Yes	Yes	No		
Vice Principal	Laura Widdis	Yes	Yes	Yes		
Improvement Leader	Stephanie Dispoto	Yes	Yes	Yes		
Student Facilitator	Nikolas Greenwood	Yes	Yes	Yes		
School Counselor	Tonianne Lisanti	Yes	Yes	No		
Teacher	Erin Schoonveld	Yes	Yes	Yes		
Teacher	Thomas Odom	Yes	Yes	No		
Teacher	Jolie Dynak	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Parent	Donna Battaglia	No	Yes	No		
Parent	Nicole Cintron	Yes	No	No		
Instructional Assistant	Virginia Feldman	No	No	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
04/27/2020	Comprehensive Data Analysis and Needs Assessment, Smart Goal Development	Yes	Yes
11/04/2019	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
12/09/2019	Priority Performance Needs and Root Cause Analysis	Yes	Yes
10/09/2019	Prior Year Evaluation	Yes	Yes
02/03/2020	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
03/09/2020	Priority Performance Needs and Root Cause Analysis	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 a core reading program at the Gregory Elementary School since 2013. This research-based program provides teachers with the tools and strategies to drive ELA instruction in our 1-5 classrooms. Teachers infuse a balanced literacy approach with guided reading lessons. Evidence based interventions are implemented to support students with low academic growth in reading.</p>	<p>ELA</p>	<p>All</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>The Linkit! Reading Benchmark A was administered to all students in September 2019 and used as a baseline measure for initial instruction and planning in combination with the Diagnostic Reading Assessment and the baseline Reading Inventory. These results enable teachers to look closely at Student Learning Standards and focus on specific skills. Students took a mid-year assessment in December 2019, Benchmark B, for teachers to assess growth and progress and alter instruction as needed. Data comparing Benchmark A to Benchmark B will be used for planning of professional development and alterations in program for the next school year. The Linkit! Benchmarks are an integral part in determining students needs in ELA and helpful for teachers to utilize the appropriate interventions from the Treasures Program. Student growth can be measured between benchmark assessments to monitor individual, class, and grade level progress. First grade students were</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>assessed using the Diagnostic Reading Assessment. During the first assessment in October, 37.9% of students were on grade level. Students were administered the second assessment in January, 2020 and 45.5% of students were on grade level which shows an increase of 7.6%. Grade levels 2 through 5 were administered a Linkit! Benchmark Assessment. All grade levels increased their average score from Benchmark A to Benchmark B. 2nd grade students produced an average score of 33.7% on A and 41.1% on Benchmark B (an increase of 7.3%). 3rd grade students produced an average of 34.6% on Benchmark A and 47.8% on Benchmark B (increase of 13.2%). 4th grade students produced an average of 37.5% on Benchmark A and 50.6% on Benchmark B (an increase of 13.1%). 5th grade students produced an average of 51.1% on Benchmark A and 53.3% on Benchmark B (an increase of 2.2%). Overall the average growth for the building was 8.66%. 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</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)
						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 program is the core mathematics resource at the Gregory School. This is a research-based and field-tested program designed to develop students' understanding in math. Teachers use real-life 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 independently. Evidence based interventions are utilized to support students with low academic growth in math.</p>	<p>Mathematics</p>	<p>All</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>The Linkit! Benchmark A was administered to all students in September 2019 and used as a baseline measure for initial instruction and planning. This data enabled the teachers to look closely at the Student Learning Standards and focus on specific skills. Students took a mid-year assessment in December, 2019 for teachers to assess growth and progress to alter instruction as needed. Normally, a final assessment would be administered at the end of the year and used as a comparison for year-long growth. The Linkit! Benchmarks are an integral part in determining student needs in Math and helpful for teachers to utilize interventions from the Everyday Math Program. Students growth can be measured between benchmark assessments to monitor individual, class, and grade level progress. The proficiency ranges fluctuate between the assessments due to the content assessed making the growth on the average score a more telling indicator of overall grade level achievement. All grade levels increased their average score from Form A to Form B. 1st grade produced an average score of 46.3% on Form A and 68.9% on Form B(an increase of 22.6%). 2nd grade</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>produced an average score of 41.7% on Form A and 63.5% on Form B(an increase of 21.8%). 3rd grade produced an average score of 31.1% on Form A and 53.9% on Form B(an increase of 22.8%). 4th grade produced an average score of 36.8% on Form A and 54.2% on Form B(an increase of 17.4%). 5th grade produced an average score of 32.3% on Form A and 59.4% on Form B(an increase of 27.1). This data supports significant progress in all grade levels. 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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Treasures McGraw Hill Core Reading Programs-Systems 44 and Read 180.	ELA	SPED-grades 3, 4, and 5	Yes	Yes	Yes	<p>As an additional resource for students with individual education places in grades 3, 4, and 5, with learning challenges in reading, systems 44 and read 180 are employed. Systems 44 is a program that benefits lacking the decoding skills needed to break down the words. It is a phonics based program focused on supplementing any lapse in phonics or phonemic awareness. Systems 44 and Read 180 will work through vowel sounds, blends, and decoding in order to increase a students overall fluency and then vocabulary for comprehension. Student growth in language arts can be analyzed through Linkit! Form A an Form B benchmarks at the time. Of the students with individualized education plans in 3rd, 4th, and 5th grade the following data was produced. 3rd grade students increased their average score form Form A to Form B by 5%. 4th grade increased their benchmark average by 7.3%. 5th grade increased their benchmark average by 6.2%. Overall the scores were not consistent with grade level trends. When using the Reading Inventory as a second indicator of effectiveness, students continue to show that their scores were not</p>

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						<p>consistent with grade level trends. The Reading Inventory is typically administered 5 times a year. At this time comparing the September administration to the January administration, 3rd grade students using Systems 44 have shown an average growth of 52 points. 4th grade students using Systems 44 have shown an average growth of 81 points. 5th grade students using Read180 and Systems 44 have shown an average growth of 44 points. Average growth for a typical students on the RI is 100 to 150 points over the course of a school 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)
Extended Day Program	ELA	Grades 3 and 4	Yes	Yes	Yes	<p>The Gregory Elementary School offered an after-school tutorial program for students identified in grades 2 and 4 to be below proficiency on three indicators, The DRA2, Linkit! ELA Form A, and the Reading Inventory. Teachers used a project based model to address learning gaps and specific skills during instruction. Additionally, MobyMax was utilized for supplemental instruction and reinforcement of identified skills in need of improvement. Of the 7 third grade students participating in the program 90% of the allotted time, 86% of students increased their DRA2 score from the September administration to the January administration. However, 0% of students showed progress on the DRA2 that was consistent with the DRA growth targets. The one student who did not show growth was put on a hot list for next year. Of the 5 4th grade students participating in the program 90% of the time allotted, 100% of students increased their DRA2 score by one level from the September administration to the January administration. However, 0% of the students showed progress that was consistent with the DRA2 growth targets.</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)
Extended Day Program	Math	Grades 3 and 4	Yes	Yes	Yes	<p>The Gregory Elementary School offered an after-school tutorial for students identified in 3rd and 4th grade to be below proficiency on two indicators, Linkit! Mathematics Form A and Everyday Mathematics Unit 2 Cumulative Assessment. Teachers used a project based model to address learning gaps and specific skills during instruction. Additionally, the IXL online program was utilized for supplemental instruction and reinforcement of identified skills in need of improvement. Of the 8 third graders participating in the program for at least 90% of the allotted time, 88% of students increased their average from Linkit! Form A to Linkit! Form B. The average amount of points increased was 16.5. The one student who did not show any growth has been put on a hot list for next year. Of the 5 4th graders participating in the program for at least 90% of the time allotted, 80% of students increased their average on Linkit! Form A to Linkit! Form B. The average amount of points increased was 21 points. The one student who did not show any growth was placed on the hot list for next 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)
Guided Reading	ELA	All Students	Yes	Yes	Yes	<p>Guided Reading gives teachers the opportunity to observe as they read from texts at their instructional reading levels. The teacher works with small groups (6 or less) performing at the same instructional level. Small group instruction is driven by formal and informal data. During small group the teacher selects students to observe while they whisper read. The teacher listens closely and collects data based on observation and questioning. As students read, the teacher should prompt and coach as needed. Teacher scaffolds and guides readers with strategies that will help them become independent readers. Data collected through small group instruction is then used to place future lessons. The evidence of effectiveness of guided math are evident through three data measures, the Diagnostic Reading Assessment, The Reading Inventory, and the ELA Linkit! Benchmarks. From October, 2019 until January, 2020 the average of 1st grade students on grade level on the Diagnostic Reading Assessment increased from 37.9% to 45.5%. The average second grade students reading on grade level based on the Diagnostic Reading Assessment</p>

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						<p>remained the same at 41.7% in both October and January. The average 3rd grade students on grade level based on the Diagnostic Reading Assessment decreased from 62.1% to 49.1%. 4th and 5th grade students were not all assessed using DRA data, however, 4th grade lexile ranges are measured by the Reading Inventory assessment from September until January. The average 4th grade students on grade level decreased from 66% to 63.5%. 5th grade students decreased from 6% of students on grade level to 55.2% of students on grade level. Students would normally be assessed two more times during the school year using the Reading Inventory and one more time during the school year using the DRA.</p>

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Guided Math	Mathematics	Grade 1	Yes	Yes	Yes	<p>Guided Math gives teachers the opportunity to observe as they work with students at their instructional levels. The teacher works with small groups (6 or less) performing at the same instructional level. Small group instruction is driven by formal and informal data. During small group the teacher selects students to observe while they work collaboratively and independently. The teacher listens closely and collects data based on observation and questioning. As students work, the teacher should prompt and coach as needed. Teacher scaffolds and guides students with strategies that will help them. Data collected through small group instruction is then used to place future lessons. The evidence of effectiveness of guided math are evident through the Math Linkit! Benchmarks. From October, 2019 until December, 2019 the average of 1st grade students score on the Linkit! Benchmark assessment increased from a 46.3% to a 68.9% for a total of 22.6% points. Students would normally be assessed once more during the regular school year; however, due to COVID19, schools were closed in March of 2020 and students were not administered</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)
						the final assessment.

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Strategy Lessons	ELA	All Students	Yes	Yes	Yes	<p>Small group 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. The evidence of effectiveness of guided reading are evident through three data measures, the Diagnostic Reading Assessment, The Reading Inventory, and the ELA Linkit! Benchmarks. From September, 2019 until January, 2020 the average of 1st grade students on grade level on the Diagnostic Reading Assessment increased from 37.9% to 45.5%. The average second grade students reading on grade level based on the Diagnostic Reading Assessment remained the same at 41.7% in both October and January. The average 3rd grade students on grade level based on the Diagnostic Reading Assessment decreased from 62.1% to 49.1%. 4th and 5th grade students were not all assessed using DRA</p>

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						<p>data, however, 4th grade lexile ranges are measured by the Reading Inventory assessment from September until January. The average 4th grade students on grade level decreased from 66% to 63.5%. 5th grade students decreased from 6% of students on grade level to 55.2% of students on grade level. Students would normally be assessed two more times during the school year using the Reading Inventory and one more time during the school year using the DRA.</p>
Parent Involvement	All	All Students and Families	Yes	Yes	Yes	<p>Research has shown that parental involvement in their child's education has shown an increase in student achievement both socially and academically. The Gregory Elementary School has focused on increasing parental involvement in both educational and non-educational activities both in and outside the classroom which is evidenced through parent sign-in sheets and events. Gregory School recorded 65.4% at Back to School Night and 89.2% attendance at fall conferences. Average attendance for parent visitation week for in class activities was 39% which is an increase from last year's 24% but still below expectations.</p>

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 231="" 271"="" 346="" 443="" href="http://www.nj.gov/education/schools/achievement/target='_blank'>Link to website with access to reports. </td> <td data-bbox=">Student Group	ELA	Math	Alg1	Alg2	Geo	2018-2019 NJSLA LAL Grade 5: Not Meeting: 22% Partially Meeting: 32% Approaching: 22% Meeting: 21% Exceeding: 4% 2018-2019 NJSLA Math Grade 5: Not Meeting: 19% Partially Meeting: 40% Approaching: 23% Meeting: 14% Exceeding: 5% 2018-2019 NJSLA ELA Grade 4: Not Meeting: 13% Partially Meeting: 14% Approaching: 26% Meeting: 31% Exceeding: 16% 2018-2019 NJSLA Math Grade 4: Not Meeting: 15% Partially Meeting: 21% Approaching: 21% Meeting: 33% Exceeding: 9% 2018-2019 NJSLA ELA	When analyzing the 2018-2019 NJSLA Evidence Table in determining areas in need of improvement and reviewing our own internal benchmark data, the data showed weakness in the following areas of math: Students in grade 3 demonstrated difficulty with standards in Numbers and Operations-Fractions (NF). Students in grade 4 demonstrated difficulty with standards in Measurement and Data (MD). Students in grade 5 demonstrated difficulty with standards in NBT(Numbers and Base Ten). When analyzing the 2018-2019 NJSLA Evidence Table in determining areas in need of improvement	
		Schoolwide	38.3 %	34.9%					
		White	59.6 %	57.9%					
		Hispanic	32.4 %	30.9%					
		Black or African American	32.9 %	24.7%					
		Asian, Native Hawaiian, or Pacific Islander	*	*					
		American Indian or Alaska Native							
		Two or More Races	*	*					
		Female	43.6 %	31.6%					
		Male	33.9 %	37.6%					
		Economically Disadvantaged Students	33.5 %	30.6%					
		Non-Economically Disadvantaged Students	60.4 %	54.7%					
		Students with Disabilities	20.6 %	23.5%					
		Students without Disabilities	43.5 %	38.3%					
		English Learners	35.2 %	42.6%					
Non-English Learners	38.9 %	33.2%							
Homeless Students	28.6 %	14.3%							
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 3: Not Meeting: 25% Partially Meeting: 14% Approaching: 18% Meeting: 41% Exceeding: 2%	and reviewing our own internal benchmark data, the data showed weakness in the following areas in Language Arts:
		Military-Connected Students							Students in grade 3 demonstrated difficulty with standard RL3.2-
		Migrant Students							Recount stories, including fables, folktales, myths from diverse cultures;
								2018-2019 NJSLA Math Grade 3: Not Meeting: 15% Partially Meeting: 15% Approaching: 25% Meeting: 42% Exceeding: 3%	determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. Students in grade 4 demonstrated difficulty with standard RI4.9- Integrate information from two text on the same topic in order to write or speak about the subject knowledgeably. Students in grade 5 demonstrated difficulty with standard RL5.3- compare and contrast two or more characters, settings, or events in a

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				story or drama drawing on specific details in the text.

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				Grade 5 2018-2019 NJSLA Science: Level 1: 65.8% Level 2: 23.4% Level 3: 10.8% Level 4 0% Greater than or equal to Level 3: 10.8%	When analyzing the Grade 5 NJSLA Science Performance Report it shows that 14.6% of females and 7.9% of males scored a level 3 or higher. It also shows that 9.3% of students that scored a level 3 or higher were Hispanic, 8.6% of students who scored a level 3 or higher were black of African American, 17.6% of students who scored a level 3 or higher were white, and 20% of students who scored a level 3 or higher were 2 or more races. 4.2% of students with an IEP scored a level 3 or higher while 0% of students with a 504 scored a level 3 or higher. 0% of students who are either current EL or former EL scored a level 3 or higher. 7.7% of students who are economically disadvantaged scored a level 3 or higher while
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	11%				
		White					
		Hispanic	9%				
		Black or African	9%				
		Asian, Native	*				
		American Indian or	*				
		Two or More Races					
		Female	15%				
		Male	8%				
		Economical ly	8%				
		Non-Economical	25%				
		Students with	4%				

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	13%				<p>25% of students who are non economically disadvantaged scored a level 3 or higher. 0% of homeless students scored a level 3 or higher. Gregory Elementary had 10.8% of 5th grade students score a level 3 or higher which is 1.6% higher than the district average; however, it is 18.4% lower than the state average.</p>
		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) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.</p>	Student Group	ELA	Math	<p>2018-2019 NJSLA LAL Grade 5: Not Meeting: 22% Partially Meeting: 32% Approaching: 22% Meeting: 21% Exceeding: 4%</p> <p>2018-2019 NJSLA Math Grade 5: Not Meeting: 19% Partially Meeting: 40% Approaching: 23% Meeting: 14% Exceeding: 5%</p> <p>2018-2019 NJSLA ELA Grade 4: Not Meeting: 13% Partially Meeting: 14% Approaching: 26% Meeting: 31% Exceeding: 16%</p> <p>2018-2019 NJSLA Math Grade 4: Not Meeting: 15% Partially Meeting: 21% Approaching: 21% Meeting: 33% Exceeding: 9%</p> <p>2018-2019 NJSLA ELA Grade 3: Not Meeting: 25% Partially Meeting: 14%</p>	<p>When comparing student results year to year between the 2018-2019 NJSLA proficiency rates to the 2017-2018 PARCC proficiency rates the following trends were found:</p> <p>The percentage of 5th grades students who took the 4th grade PARCC assessment and were meeting or exceeding the state requirements in Math increased 15% from 2017-2018. The percentage of 5th grade students who took the 4th grade PARCC increased the overall percentage of students meeting or exceeding state requirements by 20% in Language Arts.</p> <p>Students in 5th grade during the 2018-2019 academic year, increased the percentage of students meeting or exceeding</p>
		Schoolwide	43%	40%		
		White	49%	50%		
		Hispanic	45%	36%		
		Black or African American	36%	38%		
		Asian, Native Hawaiian, or Pacific	*	*		
		American Indian or Alaska Native				
		Two or More Races	43%	35.5%		
		Female	42%	41%		
		Male	44%	40%		
		Economically Disadvantaged	42%	36%		
		Non-Economically Disadvantaged				
		Students with Disabilities	41%	40%		
Students without Disabilities						

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math	Approaching: 18% Meeting: 41% Exceeding: 2% 2018-2019 NJSLA Math Grade 3: Not Meeting: 15% Partially Meeting: 15% Approaching: 25% Meeting: 42% Exceeding: 3%	the state requirements in Math by 16% and increased the percentage of students meeting or exceeding the state requirements in Language Arts by 2%.
		English Learners	40%	37%		
		Non-English Learners				
		Homeless Students	33%	32%		
		Students in Foster Care	*	*		
		Military-Connected Students				
		Migrant Students				

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					N/A	N/A
		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%		
		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	Below are the proficiency ranges for Linkit! Benchmark assessments and mid year assessments. Grade 2: Linkit! G2 NJSLs ELA Form A Not Meeting:7% Partially Meeting: 34% Approaching: 35% Bubble: 10% Meeting: 4% Exceeding: 10% Linkit! G2 NJSLs Form B Not Meeting: 0% Partially Meeting: 34% Approaching: 36% Bubble: 13% Meeting: 18% Exceeding: 0% Grade 3: Linkit! G3 NJSLs Form A Not Meeting: 0% Partially Meeting: 31% Approaching: 38% Bubble 17% Meeting: 14% Exceeding: 1% Linkit! G3 NJSLs Form B Not Meeting: 3% Partially Meeting: 32% Approaching: 26% Bubble:15%	When analyzing the proficiency ranges for growth between the September Linkit! Form A baseline assessment and the December Form B Mid Year assessment, the following is evident: In 2nd grade, from Form to Form B the proficiency rate has increased by 4%. In 3rd grade, from Form A to Form B the proficiency rate has increased by 9%. In 4th grade, from Form A to Form B the proficiency rate has increased by 25%. In 5th grade, from Form A to Form B the proficiency rate has decreased by 3%. Due to COVID-19, all Long Branch Schools were closed effective March 13, 2020. The
		K	0%	0%	0%	0%		
		1	35.3%	41.1%	0%	0%		
		2	42.7%	41.3%	0%	0%		
		3	43.4%	34.6%	0%	0%		
		4	17%	42%	0%	0%		
		5	37%	34%	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>Meeting: 23% Exceeding: 1%</p> <p>Grade 4: Linkit! G4 NJSLs Form A Not Meeting: 0% Partially Meeting: 31% Approaching: 41% Bubble: 11% Meeting: 10% Exceeding: 7%</p> <p>Linkit! G4 NJSLs Form B Not Meeting: 0% Partially Meeting: 7% Approaching: 31% Bubble: 19% Meeting: 21% Exceeding: 21%</p> <p>Grade 5: Linkit! G5 NJSLs Form A Not Meeting: 2% Partially Meeting: 6% Approaching: 29% Bubble: 16% Meeting: 26% Exceeding: 11%</p> <p>Linkit! G5 NJSLs Form B Not Meeting: 4% Partially Meeting: 19% Approaching: 32% Bubble: 10% Meeting: 27% Exceeding: 7%</p>	<p>last Benchmark was scheduled to be administered in May, 2020 however, schools did not reopen and the last benchmark was not administered.</p> <p>The overall trend in the school is consistent with growth which is a positive. The growth rate in 5th grade may be lower due to the fact that there was constant teacher absenteeism.</p> <p>It should be noted that the fluctuation in cut scores increases the difficulty of the assessment from Form A to Form B.</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	Below are the proficiency ranges for Linkit! benchmark assessments and midyear assessments, Grade 1: Linkit! G1 NJSLs Math Form A: Not Meeting: 34% Approaching: 20% Bubble: 23% Meeting: 23% Linkit! G1 NJSLs Math Form B: Not Meeting: 25% Approaching: 30% Bubble: 22% Meeting: 34% Grade 2: Linkit! G2 NJSLs Math Form A: Not Meeting: 2% Partially Meeting: 11% Approaching: 53% Bubble: 9% Meeting: 22% Exceeding: 2% Linkit! G2 NJSLs Math Form B: Not Meeting: 0% Partially Meeting: 19% Approaching: 24% Bubble: 15%	From the baseline Form A Assessment to the mid year assessment, the proficiency rates are as follows: in 1st grade, from Form to Form B the proficiency rate has increased by 9%. In 2nd grade, from Form A to Form B the proficiency rate has increased by 19%. In 3rd grade, from Form A to Form B the proficiency rate has increased by 13%. In 4th grade, from Form A to Form B the proficiency rate has increased by 11%. In 5th grade, from Form A to Form B the proficiency rate has increased by 12%. Due to COVID-19, all Long Branch Schools
		K	0%	0%	0%	0%		
		1	46%	56%	0%	0%		
		2	24%	42%	0%	0%		
		3	16%	29%	0%	0%		
		4	20%	31%	0%	0%		
		5	14%	26%	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>Meeting: 41% Exceeding: 1%</p> <p>Grade 3: Linkit! G3 NJSLs Math Form A: Not Meeting: 3% Partially Meeting: 13% Approaching: 42% Bubble: 28% Meeting: 13% Exceeding: 3%</p> <p>Linkit! G3 NJSLs Math Form B: Not Meeting: 2% Partially Meeting: 19% Approaching: 28% Bubble: 23% Meeting: 26% Exceeding: 3%</p> <p>Grade 4: Linkit! G4 NJSLs Math Form A: Not Meeting: 3% Partially Meeting: 25% Approaching: 35% Bubble: 17% Meeting: 17% Exceeding: 3%</p> <p>Linkit! G4 NJSLs Form B: Not Meeting: 2% Partially Meeting: 25% Approaching: 28%</p>	<p>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>The overall trend in the school is consistent growth which is a positive.</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>Bubble: 14% Meeting: 24% Exceeding: 7%</p> <p>Grade 5: Linkit! G5 NJSLS Form A: Not Meeting: 0% Partially Meeting: 30% Approaching: 46% Bubble: 9% Meeting: 9% Exceeding: 5%</p> <p>Linkit! G5 NJSLS Form B: Not Meeting: 3% Partially Meeting: 20% Approaching: 32% Bubble: 19% Meeting: 14% Exceeding: 12%</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	42.9%	<p>Below are the results from the School Frequency Report from the ACCESS for ELL's assessment for 2019.</p> <p>Grade 1 Cluster 1: Entering: 20% Emerging: 22% Developing: 47% Expanding: 11% Bridging: 0% Reaching: 0%</p> <p>Grade 2 Cluster 1: Entering: 0% Emerging: 0% Developing: 100% Expanding: 0% Bridging: 0% Reaching: 0%</p> <p>Grade 2 Clusters 2-3 Entering: 15% Emerging: 0% Developing: 62% Expanding: 23% Bridging: 0% Reaching: 0%</p> <p>Grade 3 Clusters 2-3 Entering: 0% Emerging: 0% Developing: 0% Expanding: 100% Bridging: 0% Reaching: 0%</p>	<p>When analyzing the Frequency Report for the ACCESS for ELL's assessment for 2019 it was found that Grade 1, Cluster 1 had the most students assessed with 45 students. The students in that cluster scored best in listening and did the poorest in writing. Grade 2, Cluster 1 had 1 student who scored as developing. Grade 2, Clusters 2-3 had 13 students who scored best in listening and poorest in reading. Grade 3, Clusters 2-3 had one student who scored as expanding. Grade 4, Clusters 4-5 had 4 students assessed who scored best in listening and poorest in speaking. Grade 5, Clusters 4-5 had 3 students assessed who scored best in listening and poorest in speaking.</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>Grade 4 Clusters 4-5 Entering: 0% Emerging: 0% Developing: 75% Expanding: 25% Bridging: 0% Reaching: 0%</p> <p>Grade 5 Clusters 4-5 Entering: 0% Emerging: 0% Developing: 33% Expanding: 67% Bridging: 0% 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	583	Currently we have the following students enrolled: Grades K-2 Autism: 10 Grade 1: 75/8 SPED/39 ESL Grade 2: 77/13 SPED/38 ESL Grade 3-5 Autism: 10 Grade 3: 97/14 SPED Grade 4: 81/7 SPED Grade 5: 91/4 SPED	Student enrollment increased from the 2018-2019 school year due to the addition of two bilingual classrooms added to the school population. Our current enrollment for the 2019-2020 school year has increased by 9 students from the 2018-2019 school year. Racial and ethnic diversity remains consistent with our community with approximately 50% of our student body being of Hispanic origin.
		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	96.30%	Monthly Attendance Rates: September: 96.48% October: 94.54% November: 95.39% December: 93.71% January: 94.63% February: 94.63% March: 97.28% Current School Average: 96.856%	Daily attendance remains consistent through the school year averaging 96.8%. An unusually large amount of absences were recorded in December due to a heightened flu season. Interventions for attendance have included individual, class, and grade level incentives. Incentives have ranged from small prizes to awards. All staff has been provided with professional development on the impact of chronic absenteeism through attendanceworks.org . Parents were contacted with students at risk of becoming chronic attendance concerns where the impact of education was discussed, attendance contracts were formed and additional services were provided when applicable.
		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%	As of this writing, 58 students or 10.2% of our student population are chronically absent. 1st grade: 12 out of 122 students or 9% 2nd grade: 14 out of 128 students or 10% 3rd grade: 10 out of 111 students or 9% 4th grade: 10 out of 88 students or 11% 5th grade: 12 out of 95 students or 12%	Chronic absenteeism has decreased in the 2019-2020 school year compared to the 2018-2019 school year. The current 10% absenteeism rate is less than last year's 13% absenteeism rate but is still not at the target rate of 8.4%. Interventions for attendance have included individual, class, and grade level incentives. Incentives have ranged from small prizes to awards. All staff has been provided with professional development on the impact of chronic absenteeism through attendanceworks.org . Letters and flyers informing all parents of the negative impacts of chronic absenteeism were disseminated through social media, emails, and flyers sent home. Parent meetings were conducted with students
		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
				<p>at risk of becoming chronic attendance concerns where the impact of education was discussed, attendance contracts were formed and additional services were provided when applicable. Additional interventions such as filing motions through the court, retention, and academic failure were presented and discussed.</p> <p>The district attendance officer was contacted and asked to re-mediate attendance concerns whenever a student reached a chronic rate.</p> <p>Future interventions have been discussed such as to have an elementary school breakfast or dinner for parents of chronically absent students to discuss the impact on their child's education.</p>

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	95.17%	<p>Average daily attendance for staff is 93.5%.</p> <p>September: 95.0% October: 93.9% November: 96.5% December: 93.8% January: 93.2% February: 90.8% March: 91.7%</p> <p>Of the days taken: Exchange Day: 30 Family Illness: 5 Personal Business: 69 Vacation: 74 Sick: 357 Sick Less Sub Pay: 14 Workers Comp: 4 Urgent Business: 85</p>	<p>Gregory School also used 227 maternity leave days (73 paid; 154 unpaid) and 50 days for medical leave.</p> <p>1 staff member was deemed as a chronic absence.</p> <p>The average attendance rate for staff was 93.5% Due to heightened flu season, there was an increase in staff absences in February and March.</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	0.70%	As of this writing the Gregory School has issued the following disciplinary actions: In school suspensions: 5 Out of school suspensions for 1 day: 6 Out of school suspensions for 2 days: 0 Out of the above, 1 out of school suspensions for 1 day were of special education students.	When analyzing the disciplinary data for the 2019-2020 school year the following was discussed: 15% of suspensions were due to inappropriate behavior in which students were disturbing class. 50% of suspensions were due to horseplay. Horseplay was categorized as non malicious physical contact between 2 or more peers which was deemed unsafe by school administration. 10% of suspensions were due use of electronics. 10% of suspensions were due to fighting. Fighting is categorized as physical alterations with malicious intent. 15% of suspensions were due to gross misconduct. Gross misconduct is categorized as the student being disrespectful to a fellow student or staff member.
		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	0.30%		
		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

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>The climate and culture survey was given to 280 students in grades 3, 4, and 5. The domain scores were as follows:</p> <p>Physical Environment: 72.8% Teaching and Learning: 80.3% Morale in the School Community: 78.9% Student Relationships 61.3% Parental Support and Engagement: 93.6% Safety: 77% Emotional Environment: 70.3% Inclusion and Diversity: 76.2%</p> <p>The climate and culture survey was given to 42 staff members. The domain scores were as follows:</p> <p>Physical Environment: 49.1% Teaching and Learning: 61.3% Morale in School Community: 55.8% Relationships: 60.8% Parental Support and Engagement: 64.8% Safety: 77.9% Emotional Environment:</p>	<p>The lowest domain for students was student relationships. Student Relationships assesses the degree to which relationships between students are open, honest, and respectful and lead to positive outcomes rather than negative, preventable outcomes such as bullying, harassment, and intimidation. The lowest rating was "students are bullied".</p> <p>The highest domain for students was parental support and engagement. Parental support and engagement 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</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>51.7% Administrative Support: 64.1% Inclusion and Diversity: 69%</p>	<p>learning. The highest rating was "parents ask me if I get my homework done".</p> <p>The lowest domain for staff was physical environment. Physical environment addresses the scheduling, the use of the building, and attitudes toward the building. The lowest rating was "the school environment is clean and in good condition". The highest domain for staff was safety. Safety addresses attitudes towards the individuals sense of physical safety in and around the school. The highest rating was "I feel safe in the hallways and bathroom" and "I feel safe in the classroom".</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
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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			
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	Evaluation framework	McRel	Two instructional staff members which make up 4% of all staff members were on a CAP in September 2019 or placed on a CAP during the 2019-2020 academic year.	Similarities between the staff members include a lack of cohesion in instructional planning, chronic absenteeism and an ineffective use of data to support instruction. These trends may have resulted in student achievement scores not consistent with the overall trend of the school and grade level. All staff were provided with professional development in data analysis and the effective use of said data in instructional planning by administration and content level supervisors. Furthermore, staff engage in grade level and content area professional learning communities three times per month to discuss trends and needs based on data analysis.
		Observation Waiver?	No		
		# Teachers to Evaluate	49		
		# Non-tenure teachers (years 1 & 2)	3		
		# Non-tenure teachers (years 3 & 4)	8		
		# Teachers on CAP	3		
		# Teachers receiving mSGP	10		
		Observations	Total		
		# Scheduled	115		
		# Completed	62		
		# 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	3-Developing	Additional time may be spent on identifying career ready practices and giving educators the knowledge on how to implement, revise and reflect student learning objectives so that they are aligned to the Career Ready Practices. If staff becomes more knowledgeable in the area, they can then work on assisting students to meet the SLOs.
	2	A	3-Developing	
	3	A	3-Developing	
	4	A	3-Developing	
	5	A	2-Emerging	
	Average		2.80	
Assessment	1	A	3-Developing	Educators will continue to use various forms of assessments in their learning environment. Additional time may be spent involving students in the assessment feedback. Students should be conferenced with and provided feedback in areas in which they struggled. Teachers should continue to work on using assessments to drive instruction.
	2	A	3-Developing	
	3	A	3-Developing	
	Average		3.00	

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Professional Learning Community (PLC)	1	A 4-Sustaining	<p>In an ever developing digital society, professional development has followed suit within our school community. Educators, content area specialists, support staff, and administration have been provided a platform to create professional development content and share their practice and knowledge with the staff. The digital library allows for 24 hour unfettered access to a litany of content aimed at increasing the overall educational experience for our student body. Additionally, administration allow time dedicated for content area and grade level PLC's during and after school hours. Administration and content area supervisors are frequent attendees at these PLC's to offer insight and collaboration on effective data analysis and instructional practices. Staff may request training or support in specific content areas or programs utilized within the instructional day. Administration regularly provides these services either in-house or from external resources when necessary. Educators are also provided with financial support in the pursuit of advanced degrees in their fields of practice. Educators are also provided support through intervention and support services as well as the child study team when necessary. Data analysis is conducted by all members of the school community and discussed on whole school, grade level, classroom, and individual student needs. These needs are then used to formulate professional learning program and drive instruction.</p>	<p>Time and attention have been spent on evaluation of both the Math and Language Arts programs employed to deliver the curriculum on an elementary level. During this academic year, structural changes to scheduling and content area delivery were introduced in order to increase the time spent and focus of instruction on areas of concern and need.</p>
	2	A 4-Sustaining		
	3	A 3-Developing		
	4	A 3-Developing		
	Average	3.50		

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Culture	1	A 3-Developing	<p>The mission and vision of Gregory Elementary School is evident, clear, and reflective of the Long Branch Public Schools mission and vision statement. "Where Children Matter Most" and continuous growth and achievement for all students, without expectations is a uniform and shared culture by all members of our educational community. By including all stakeholders under the mission and vision, students, staff, and families are able to focus on details and enhance that mission and vision. Student leaders actively and constructively work in collaboration with educational staff to enhance the overall reach and performance of each members of our community by setting short and long term goals laying out the ground work and pathways to reach those goals. Students also take part in a SEL program that allows them to speak about and learn about social and emotional feelings as well as how to deal with those feelings. Students are given the opportunity to work with staff in order to share how they are feeling both socially and emotionally. Staff is given numerous opportunities to meet with colleagues in both subject area and grade level to discuss data and common lesson plans. All Gregory Elementary School teachers work to collect data throughout the year to analyze and help plan for future lessons and to help all students improve in areas of weakness.</p>	<p>Time and attention have been spent on the culture of the Gregory Elementary School. During this academic year, staff has had the opportunity to share ideas and plans in order to increase student respect and to create clear, concise consequences for student behavior. Staff will continue to formulate a plan to make clear to students the importance of respect and the importance of following rules. Students will have a clear understanding of the consequences they will receive if they do not follow the rules that have been shared and connected to the SEL program. Students will also have the opportunity to use consequences as a learning tool and reflect on what they have learned through conversation with teachers, support staff, counselors, and administration.</p>
	2	A 3-Developing		
	3	A 2-Emerging		
	4	A 3-Developing		
	5	A 2-Emerging		
	6	A 3-Developing		
	7	A 3-Developing		
	8	A 3-Developing		
	9	A 3-Developing		
	10	A 3-Developing		
	11	A 3-Developing		
	12	A 3-Developing		
	13	A 3-Developing		
	14	A 3-Developing		
	Average	2.86		

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Teacher and Principal Effectiveness	1	A 3-Developing	Administration utilize the McRel Evaluation Framework to evaluate teachers and leaders. All staff members have received training in the McRel Framework and the Standards that the Framework focuses on. Administration meets with staff members to create SGOs as well as to modify SGOs based on data. Administration meets with staff members to discuss observations and evaluations in a timely manner and to share areas of both strength and improvement.	School leaders can continue to improve in the area of communication with staff members. Currently all staff members are trained at the start of the school year in the McRel Framework but the training is not continuous throughout the year. Educators are allowed time to discuss SLO's and connect them to SGOs during PLC times; however, it would be beneficial for administration to also attend these PLC meetings to share their expectations of instruction and assessment.
	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	<p>The results of the Reading Inventory from January (2020) have indicated an increase in the average reading level for Grades 2-5. 44% of Grade 2 students are reading on grade level. 45.2% of 3rd grade students are reading on grade level. 63.5% of 4th grade students are reading on grade level. 55.2% of 5th grade students are reading on grade level. 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. According to 2019 Linkit! Form B data, 2nd grade students experienced the most difficulty in standard RL2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 3rd grade students experienced the most difficulty with standard RL3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 4th grade students experienced the most difficulty with standard RI4.6 Compare and contrast a firsthand and secondhand account of the same event or topic;</p>	<p>Due to socioeconomic status, environmental disadvantages, and non-English speaking homes, much of the population comes to school with limited background knowledge and exposure to foundational skills for reading, such as phonics and word recognition. Additionally, deficiencies in reading proficiency stemmed from a gap in foundational reading instruction at the elementary level. Lack of PD focusing on early childhood reading strategies in Kindergarten through third grade have yielded lower than average growth in literacy proficiency in the later grades.</p>	Targeted students.	1	Provide materials and training to help parents to work with their children to improve their child's reading achievement through literacy training and use of technology.
				2	Use common planning sessions and grade level PLC meetings to support teachers in their understanding of the data, and provide guidance in using the data to plan future lessons. Incorporate professional development that promotes how to use effective practices that support areas of need identified through data.
				3	Continue to track and analyze Benchmark Assessments, SRI, DRA-2, NJSLA data to identify how low-performing content areas and provide PD supporting components of phonological awareness and ways to help young children learn how to read.

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>describe the differences in focus and the information provided. 5th grade students experienced the most difficulty with standard RL5.6 Describe how a narrator's or speaker's point of view influences how events are described.</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?)	
Curriculum and Standards	Based on Math Linkit! Benchmark data, students in grades 1 and 2 demonstrated difficulty with standards-Numbers and Operations in Base Ten(NBT). Students in grades 3 and 4 demonstrated difficulty with standards in Numbers and Operations-Fractions(NF). Students in grade 5 demonstrated difficulty with standards in Measurement and Data(MD). This data is supported by Linkit! Form B assessments for each grade level.	During strategic planning on a district wide level it was identified that elementary students across district have difficulties with problem solving. Students have displayed the ability to solve computation and number sense questions, however, due to a low literacy rate, students have difficulty with word problems. This correlates to Language Arts difficulties in critical thinking. Mathematical discourse provides students an opportunity for deeper understanding through communication. Individually or in groups, students must articulate and defend their ideas and analyze the reasoning of others. Increasing mathematical discourse will have a positive effect on students' mathematical understanding as they increase the connections between ideas and representations.	Targeted Students	1	Continue to track and analyze Benchmark Assessments, EveryDay Math Assessments, and NJSLA data to identify low performing content areas and provide professional development supporting components of problem solving and guided math.
				2	Provide differentiated coaching and professional development to all educational staff members, either individually and specific or as a group on an as needed basis with a goal of increasing student engagement and knowledge acquisition.
				3	Provide PD for teacher to encourage new instructional strategies for low-growth and ELL students. Continue to provide feedback from classroom observations that can assist teachers with new instructional strategies.

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>Climate and Culture, including Social and Emotional Learning</p>	<p>Parental Involvement in their child's education continues to improve on a yearly basis. However, parental involvement and support in terms of attendance is in need of continued improvement. Based on current attendance data, 58 students or 10.2% of our student population is chronically absent. An additional 107 students or 18.3% of the school population is habitually tardy with over 10 tardy as of this writing. Of the two groupings, 26 students are both chronically absent and habitually tardy. The number of tardy students has increased from 2018-2019 and the missed instructional time for these students is a hindrance in their educational progress.</p>	<p>At an elementary school age, absenteeism is often attributed to the culture of the home, student illness, or other non school centered factors. School wide interventions and incentives for positive attendance as well as individual student incentives have been in place to foster students desire to attend school. However, elementary students are often not in control of their attendance or their arrival time as their transportation is dictated by their parents or guardians. Research has shown that parents/guardians with a lack of understanding of educational focus (those who are less willing to attend workshops) will also support attendance concerns.</p>	<p>Targeted Students</p>	1	<p>Parent Education Workshops to address and inform on educational, instructional, and the importance of attendance in a timely manner and the impact nonattendance has on a students in all manners of education. Education should include appropriate times to keep a child home from school due to illness or when to send them in, correlation between attendance and academic achievement, and the policy and procedures of the school and the state of New Jersey in regards to attendance.</p>
				2	<p>Staff professional development in the areas of attendance incentives and effective communication with homeroom student families on the importance of attendance.</p>
				3	<p>I&RS support for all chronically absent students and those identified as at risk for chronic absence in order to both educate and support families in positive attendance.</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?)	
No option for the fourth SMART Goal was selected on the Root Cause page.				1	
				2	
				3	

SMART Goal 1

Students will demonstrate growth in the area of reading proficiency as measured by the DRA2 assessment and the Linkit! Benchmark Assessment by June, 2021.

- Subgroup (A): All first grade students who score between levels A-3 on their baseline assessment will demonstrate growth based on the DRA2 growth chart.
- Subgroup (B): All second grade students who score between levels A-18 on their baseline assessment will demonstrate growth based on the DRA2 growth chart.
- Subgroup (C): All third grade student who score between levels A-24 on their baseline assessment will show growth based on he 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 are not meeting or exceeding on Benchmark A will meet the growth based on the decile growth chart.

Priority Performance

The results of the Reading Inventory from January (2020) have indicated an increase in the average reading level for Grades 2-5. 44% of Grade 2 students are reading on grade level. 45.2% of 3rd grade students are reading on grade level. 63.5% of 4th grade students are reading on grade level. 55.2% of 5th grade students are reading on grade level. 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. According to 2019 Linkit! Form B data, 2nd grade students experienced the most difficulty in standard RL2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 3rd grade students experienced the most difficulty with standard RL3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 4th grade students experienced the most difficulty with standard RI4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. 5th grade students experienced the most difficulty with standard RL5.6 Describe how a narrator's or speaker's point of view influences how events are described.

Strategy 1: Provide materials and training to help parents to work with their children to improve their child's reading achievement through literacy training and use of technology.

Strategy 2: Use common planning sessions and grade level PLC meetings to support teachers in their understanding of the data, and provide guidance in using the data to plan future lessons. Incorporate professional development that promotes how to use effective practices that support areas of need identified through data.

Strategy 3: Continue to track and analyze Benchmark Assessments, SRI, DRA-2, NJSLA data to identify how low-performing content areas and provide PD supporting components of phonological awareness and ways to help young children learn how to read.

Target Population: Targeted students.

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 PD.	Baseline Linkit! collection and analysis from DRA2 baseline assessment, Student Form A Linkit! assessment results, PLC agendas, professional development 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.	Student Form B Linkit! Assessment results, DRA2 midyear assessment results
Apr 15	By the end of Cycle 3, 100% of instructional staff in ELA will participate in 2 professional development sessions focused on skills and standards identified in November.	Student Form B Linkit! Assessment Results, DRA2 midyear assessment data, professional development agendas
Jul 1	<p>Students will demonstrate growth in the area of reading proficiency as measured by the DRA2 assessment and the Linkit! Benchmark Assessment by June, 2021.</p> <p>Subgroup (A): All first grade students who score between levels A-3 on their baseline assessment will demonstrate growth based on the DRA2 growth chart.</p> <p>Subgroup (B): All second grade students who score between levels A-18 on their baseline assessment will demonstrate growth based on the DRA2 growth chart.</p> <p>Subgroup (C): All third grade student who score between levels A-24 on their baseline assessment will show growth based on he 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 are not meeting or exceeding on Benchmark A will meet the growth based on the decile growth chart.</p>	Student Form C Linkit! Assessment results, DRA2 end of year assessment results

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Analyze midyear 2019-2020 Linkit! and DRA2 data to assist initial reading level placement for instruction	9/3/20	10/30/20	Teacher
2	1	Once baseline Linkit! and DRA2 data assessments are completed, utilize results to compare previous years scores. Identify students for student growth objectives	9/3/20	10/30/20	Teacher
3	1	During professional development learning communities, create grade level attainable goals on identified standards for the first and second marking periods	9/3/20	10/30/20	Teacher
4	2	Analyze results from mid year assessments, locate areas of deficiency and continue to monitor student progress	11/3/20	1/29/21	Teacher
5	2	Review grade level goal from beginning of year and monitor student progress	11/3/20	1/29/21	Teacher
6	2	Teachers will create an action plan to address and to target at risk students and provide interventions within classroom instruction	11/3/20	1/29/21	Teacher
7	2	Principals and supervisors will us formal observations to evaluate lessons as well as suggest how grade level and independent goals can be met. They will offer suggestions and interventions	11/3/20	1/29/21	Principals and Supervisors
8	2	Review student growth objectives and monitor progress	2/2/21	4/2/21	Teachers, Principals
9	3	Continue to monitor student progress as well as grade level goals	4/6/21	6/14/21	Teachers, Principals
10	3	Use data to monitor, differentiate, and drive instruction	4/6/21	6/14/21	Teachers
11	3	Teachers will create pre-recorded lessons in the case of virtual learning in order for students to access current standards	9/3/20	10/30/20	Teachers
12	2	Hire a consultant to provide professional learning focused on student academic and emotional needs	9/30/20	5/31/21	Principals

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
13	1	Purchase instructional supplies supporting student academic growth and Social Emotional needs	9/30/20	5/31/21	Principals

Budget Items

SMART Goal 1

Correspondin g 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	Homeless Reserve	INSTRUCTION - Supplies & Materials / 100-600	\$469	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)
1	Homeless Reserve	SUPPORT SERVICES - Supplies & Materials / 200-600	\$469	Federal Title I (Intervention Reserve)
1	Total Schoolwide Blended Amount for Gregory Elementary School	SCHOOLWIDE - Schoolwide Blended / 520-930	\$167,920	Federal Title I (School Allocation)

SMART Goal 2

Students will demonstrate growth in the areas 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 based on the decile growth chart.

Subgroup (B): All second grade students who score between 0-56% on Benchmark A will demonstrate typical to high growth based on the decile growth chart.

Subgroup (C): All third grade students who score between 0-44% on Benchmark A will demonstrate typical to high growth based on the decile growth chart.

Subgroup (D): All fourth grade students who score between 0-52% on Benchmark A will demonstrate typical to high growth based on the decile growth chart.

Subgroup (E): All fifth grade students who score between 0-52% on Benchmark A will demonstrate typical to high growth based on the decile growth chart.

Priority Performance	Based on Math Linkit! Benchmark data, students in grades 1 and 2 demonstrated difficulty with standards-Numbers and Operations in Base Ten(NBT). Students in grades 3 and 4 demonstrated difficulty with standards in Numbers and Operations-Fractions(NF). Students in grade 5 demonstrated difficulty with standards in Measurement and Data(MD). This data is supported by Linkit! Form B assessments for each grade level.
Strategy 1:	Continue to track and analyze Benchmark Assessments, EveryDay Math Assessments, and NJSLA data to identify low performing content areas and provide professional development supporting components of problem solving and guided math.
Strategy 2:	Provide differentiated coaching and professional development to all educational staff members, either individually and specific or as a group on an as needed basis with a goal of increasing student engagement and knowledge acquisition.
Strategy 3:	Provide PD for teacher to encourage new instructional strategies for low-growth and ELL students. Continue to provide feedback from classroom observations that can assist teachers with new instructional strategies.
Target Population:	Targeted Students

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 among students	Linkit! Form A assessment results, math decile growth charts
Feb 15	By the end of Cycle 2, 60% of targeted students in all grade levels will meet their growth goals on Linkit! Benchmark Assessment	Linkit! Form B assessment results, Math decile growth charts
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.	Linkit! Form A and Form B results, professional development agendas
Jul 1	<p>Students will demonstrate growth in the areas 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 based on the decile growth chart.</p> <p>Subgroup (B): All second grade students who score between 0-56% on Benchmark A will demonstrate typical to high growth based on the decile growth chart.</p> <p>Subgroup (C): All third grade students who score between 0-44% on Benchmark A will demonstrate typical to high growth based on the decile growth chart.</p> <p>Subgroup (D): All fourth grade students who score between 0-52% on Benchmark A will demonstrate typical to high growth based on the decile growth chart.</p> <p>Subgroup (E): All fifth grade students who score between 0-52% on Benchmark A will demonstrate typical to high growth based on the decile growth chart.</p>	Linkit! Form C assessment results, math decile growth charts

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Analyze mid-year 2019-2020 Linkit! and Everyday Mathematics data to assist in initial math level placement for instruction	9/3/20	10/30/20	Teachers
2	1	Once baseline Linkit! assessments are completed, utilize results to compare previous years scores. Identify students for student growth objectives	9/3/20	10/30/20	Teachers
3	1	During professional learning communities, create grade level attainable goals, on identified standards for the first and second marking period	9/3/20	10/30/20	Teachers
4	3	Teachers will create pre-recorded lessons in the case of virtual learning to keep students up to date on current standards and curriculum	9/3/20	10/30/20	Teachers
5	2	Analyze results from mid year assessments, locate areas of deficiency and continue to monitor student progress	11/3/20	1/29/21	Teachers
6	2	Review grade level goal from beginning of year and monitor student progress	11/3/20	1/29/21	Teachers
7	2	Teachers will create an action plan to address and to target at risk students and provide interventions within classroom instruction	11/3/20	1/29/21	Teachers
8	2	Principals and supervisors will us formal observations to evaluate lessons as well as suggest how grade level and independent goals can be met. They will offer suggestions and interventions	11/3/20	1/29/21	Principals and Supervisors
9	2	Review student growth objectives and monitor progress	2/2/21	4/2/21	Principals and Teachers
10	3	Continue to monitor student progress as well as grade level goals	4/6/21	6/16/21	Teachers, Principals
11	3	Use data to monitor, differentiate, and drive instruction	4/6/21	6/16/21	Teachers
12	2	Hire a consultant to provide professional learning focused on student academic and emotional needs	9/30/20	5/31/21	Principals

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
13	1	Purchase instructional supplies supporting student academic growth and Social Emotional needs	9/30/20	5/31/21	Principals

< SMART Goal 2 - Budget Items: NO DATA >

SMART Goal 3

By June 2021, less than 10% of students will be identified as chronically absent according to the Genesis database attendance report.

Priority Performance Parental Involvement in their child's education continues to improve on a yearly basis. However, parental involvement and support in terms of attendance is in need of continued improvement. Based on current attendance data, 58 students or 10.2% of our student population is chronically absent. An additional 107 students or 18.3% of the school population is habitually tardy with over 10 tardy as of this writing. Of the two groupings, 26 students are both chronically absent and habitually tardy. The number of tardy students has increased from 2018-2019 and the missed instructional time for these students is a hindrance in their educational progress.

Strategy 1: Parent Education Workshops to address and inform on educational, instructional, and the importance of attendance in a timely manner and the impact nonattendance has on a students in all manners of education. Education should include appropriate times to keep a child home from school due to illness or when to send them in, correlation between attendance and academic achievement, and the policy and procedures of the school and the state of New Jersey in regards to attendance.

Strategy 2: Staff professional development in the areas of attendance incentives and effective communication with homeroom student families on the importance of attendance.

Strategy 3: I&RS support for all chronically absent students and those identified as at risk for chronic absence in order to both educate and support families in positive attendance.

Target Population: Targeted Students

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Identify all students at risk for chronic attendance concerns. Hold individual meeting with 80% of parents/guardians of identified students. Have 1 event in addition to back to school night focused on academic instruction.	Parent sign in sheets. attendance data monitored by Genesis information system, School data, homeroom attendance data, student attendance data

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	All parents and guardians will be informed of the state and district attendance policy, procedures, and ramifications of negative attendance and correlation to academic achievement.	Parent sign in sheets, attendance data as monitored by Genesis information system, school wide attendance data, grade level attendance data, homeroom attendance data, student attendance data
Apr 15	Identification of all students at risk for chronic attendance concerns. Hold individual meetings with 100% of parents/guardians of identified students. Identification of all parents/guardians who have not attended an academic related event and support their participation in any way possible.	Parent sign in sheets, attendance data as monitored by Genesis information system, school wide attendance data, grade level attendance data, homeroom attendance data, student attendance data
Jul 1	By June 2021, less than 10% of students will be identified as chronically absent according to the Genesis database attendance report.	Parent sign in sheets, attendance data as monitored by Genesis information system, school wide attendance data, grade level attendance data, homeroom attendance data, student attendance data

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Chronically absent students will be identified at weekly meetings and monitored through the Genesis database. Parents and guardians will be notified and supports will be provided.	9/3/20	10/30/20	School counselor, teachers, administration, support staff
2	3	Weekly review of chronically absent student data. Advisors will provide follow-up to staff regarding the latest data and develop strategies accordingly based on findings.	9/3/20	10/30/20	School counselor, teachers, administration
3	3	Students will be rewarded with monthly attendance incentives either in person or virtually	9/3/20	10/30/20	School counselor, teachers, administration

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
4	2	PLC, Department, and Grade Level Meetings, monitoring of teachers, and analysis of data action steps	9/3/20	10/30/20	School counselor, teachers, administration, support staff
5	1	Hold family events to support and educate parents in positive social and academic behaviors either in person or virtually	9/3/20	10/30/20	school counselor, teachers, administration
6	2	Classroom observations to ensure action plans are in place, implemented and reinforced (follow steps on district action plan)	9/3/20	10/30/20	school counselor, teachers, administration, support staff
7	1	Chronically absent students will be identified at weekly meetings and monitored through the Genesis database. Parents and guardians will be notified and supports will be provided.	11/3/20	2/26/21	School counselor, teachers, administration, support staff
8	3	Students with improved attendance will be rewarded with monthly attendance incentives either in person or virtually	11/3/20	2/26/21	School counselor, teachers, administration
9	1	Hold family events to support and educate parents in positive social and academic behaviors either in person or virtually	11/3/20	2/26/21	school counselors, teachers, administration, support staff
10	1	Chronically absent students will be identified at weekly meetings and monitored through the Genesis database. Parents and guardians will be notified and supports will be provided.	3/2/21	5/28/21	School counselor, teachers, administration, support staff
11	3	Weekly review of chronically absent student data. Advisors will provide follow-up to staff regarding the latest data and develop strategies accordingly based on findings.	3/2/21	5/28/21	School counselor, teachers, administration
12	3	Students with improved attendance will be rewarded with monthly attendance incentives either in person or virtually	3/2/21	5/28/21	School counselor, teachers, administration

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
13	1	Hold family events to support and educate parents in positive social and academic behaviors either in person or virtually	3/2/21	5/28/21	school counselor, teachers, administration

< SMART Goal 3 - Budget Items: NO DATA >

SMART Goal 4

Priority Performance

Strategy 1:

Strategy 2:

Strategy 3:

Target Population:

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15		
Feb 15		
Apr 15		
Jul 1		

< SMART Goal 4 - Action Steps: NO DATA >

< 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
Purchase instructional supplies supporting student academic growth and Social Emotional Learning	10/1/20	5/31/21	Improvement Leader	INSTRUCTION - Supplies & Materials / 100-600	\$4,960.00	Federal Title I (Reallocated)
Nonpublic Allocation-BY	10/1/20	5/31/21	Funded Grants Office	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$496.00	Federal Title I (Reallocated)
Hire consultant to provide professional learning focused on student academic and social emotional needs	10/1/20	5/31/21	Improvement Leader	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$10,000.00	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	\$312	\$274	\$0	\$0	\$0	\$0	\$0	\$586
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$312	\$274	\$0	\$0	\$0	\$0	\$0	\$586
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	\$152,779	\$0	\$0	\$0	\$0	\$0	\$152,779
SCHOOLWIDE	Sub-total		\$0	\$0	\$152,779	\$0	\$0	\$0	\$0	\$0	\$152,779

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	\$2,957	\$3,279	\$0	\$0	\$0	\$0	\$0	\$159,015

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	\$2,957	\$3,279	\$0	\$6,236
Other Title 1 Expenditures	\$0	\$0	\$11,082	\$11,082
Total	\$2,957	\$3,279	\$11,082	\$17,318

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	Curriculum and Standards
x	Climate and Culture, including Social and Emotional Learning
x	No option for the fourth SMART Goal was selected on the Root Cause page.
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: Laura Widdis

Title: Vice 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