

Joseph M. Ferraina Early Childhood Learning Center

District: LONG BRANCH CITY

County: MONMOUTH

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 252770085

# 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
School Administrator	Linda Alston-Morgan	Yes	Yes	Yes		
PIRT Specialist/I&RS	Kimberly Walker	Yes	Yes	Yes		
Community Groups	Betsy Callaghan	Yes	Yes	Yes		
Kindergarten Teacher	Nichelle Douglas	Yes	Yes	Yes		
Kindergarten Teacher	Elizabeth Reid	Yes	Yes	Yes		
Special Education Teacher	Ryan Munson	Yes	Yes	Yes		
Preschool Teacher	Megan Ronan	Yes	Yes	Yes		
Preschool Teacher	Marguerite Chavez	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Master Teacher	Ana Rugo	Yes	Yes	Yes		
Kindergarten Instructional	Julia Santos	Yes	Yes	Yes		
Coordinator of Grants and	Bridgette Burtt	Yes	Yes	Yes		

### ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
10/25/2019	Priority Performance Needs and Root Cause Analysis	Yes	Yes
09/30/2019	Priority Performance Needs and Root Cause Analysis	Yes	Yes
01/24/2020	Smart Goal Development	Yes	Yes

### Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
<p>Before school Title I tutoring has been offered at JMF school for the last 5 years. The target population are students struggling in reading performing below grade level proficiency. The academic tutors work with a small group of students to reinforce problematic skills. The program runs four days a week from 8:00am-8:30am. Title I tutors worked in conjunction with homeroom teachers to track academic growth. The LinkIt! Benchmarks, Dibels and DRA, were</p>	<p>ELA and Writing</p>	<p>All Students</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Tutoring began in December 2019 and out of the 14 students who regularly attended the Extended Day Tutoring Program, 13 (93%) showed notable improvement in the Dibels assessment that was administered at the end of January 2020. The data measured was the baseline Dibels assessment administered in October 2019 and the mid-year Dibels data in January. Due to the current pandemic, school transitioned to at-home learning on Monday, March 16, 2020.</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>measures used to track the progress of the students as they continued in the tutoring program. The focus areas were in reading and writing. The tutors utilized supplemental material to support students with low academic growth. Although we liked the idea of utilizing supplemental academic materials, we would be open to exploring other programs.</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>Small Group Reading Instruction Small group instruction provided students with a reduced student-teacher ratio. Students were grouped based on common areas of strengths and weaknesses. This gave the teacher the ability to work closely with each student on a specific learning objective or skill.</p>	<p>ELA</p>	<p>All Students</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>The DRA2 reading assessment was only administered mid-year. The district began utilizing the Dibels assessment for beginning of year baseline data, as it relates to measuring students early reading skills. Due to COVID-19, all Long Branch Schools were closed effective March 13, 2020. The last Benchmark was scheduled to be administered in May 2020 however, schools did not reopen and the last benchmark was not administered.</p>

STUDENT ACHIEVEMENT				
Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
NJSLA Proficiency	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. <a href=http://www.nj.gov/education/schools/achievement/ target="_blank">Link</a> to website with access to reports.		N/A	N/A
Science	NJSLA Science Homepage, https://measinc-nj-science.com/		N/A	N/A

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
SGP	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.	Student Group	ELA	Math	N/A	N/A
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific				
		American Indian or Alaska Native				
		Two or More Races				
		Female				
		Male				
		Economically Disadvantaged				
		Non-Economically Disadvantaged				
		Students with Disabilities				
Students without Disabilities						



Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math		
		English Learners				
		Non-English Learners				
		Homeless Students				
		Students in Foster Care				
		Military-Connected Students				
		Migrant Students				

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
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	Cyclle 2	Cycle 3	Cycle 4		
		K	100%	100%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	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%		
		<b>Math</b>						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	100%	100%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	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	October 2019 DIBELS baseline assessment for Phonemic Segmentation Proficiency indicated that 47% of the students (51/109) scored in the at risk level on the assessment, 29% of the students (32/109) scored in the some risk level and 24% of the students (26/109) scored in the minimal or negligible category. January 2020 DIBELS mid-year assessment indicated that 27% of the students (30/111) scored in the at risk level on the assessment, 26% of the students (29/111) scored in the some risk level and 47% of the students (52/111) scored in the minimal or negligible level. This indicates a 28% increase of students scoring in the minimal or negligible level and a decrease of 20% of the students scoring in the at risk level over half of the school year. October 2019 DIBELS baseline assessment for Nonsense Words-Whole Words Read Proficiency indicated that 80% of the	When analyzing the Kindergarten Dibels assessment for Phonemic Segmentation Proficiency there was a 28% increase of students scoring in the minimal or negligible level and a decrease of 20% of the students scoring in the at risk level over half of the school year. When analyzing the Kindergarten Dibels assessment for Nonsense Words-Whole Words Read there was a 30% increase of students scoring in the minimal or negligible level and a decrease of 43% of the students scoring in the at risk category over half of the school year. This shows that the interventions implemented led to student growth and should continue next year. Additional interventions will be put
		K	24%	47%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	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>students (87/109) scored in the at risk level on the assessment, 0% of the students (0/109) scored in the some risk level and 20% of the students (21/109) scored in the minimal or negligible category. January 2020 DIBELS mid-year assessment indicated that 37% of the students (40/111) scored in the at risk level on the assessment, 13% of the students (15/111) scored in the some risk level and 50% of the students (56/111) scored in the minimal or negligible level. This indicates a 30% increase of students scoring in the minimal or negligible level and a decrease of 43% of the students scoring in the at risk category over half of the school year.</p> <p>Due to COVID-19, all Long Branch Schools were closed effective March 13, 2020. The last Benchmark was scheduled to be administered in May 2020 however, schools did not reopen and the last benchmark was not administered.</p>	<p>into place in order to achieve maximum student achievement.</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>January 2020 DRA2 reading assessment indicated 80% of the students (84/105) were reading on or above grade level (Score of 2 or higher on the DRA2 Reading Assessment). Due to COVID-19, all Long Branch Schools were closed effective March 13, 2020. The last Benchmark was scheduled to be administered in May 2020 however, schools did not reopen and the last benchmark was not administered.</p> <p>October 2019 Scaffolded Writing Dynamic Assessment Baseline scores indicated 47% of the students were proficient. January 2020 Scaffolded Writing Dynamic Assessment mid-year scores indicated 70% of the students were proficient. 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</p>	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>however, schools did not reopen and the last benchmark was not administered.</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	October 2019 Math assessment baseline scores indicated 50% of the students (55/109) were proficient according to baseline math assessment. January 2020 Math assessment mid-year scores indicated 70% of the students (76/109) were proficient according to the mid-year math assessment. 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.	October 2019 Math assessment baseline scores indicated 50% of the students (55/109) were proficient according to baseline math assessment. January 2020 Math assessment mid-year scores indicated 70% of the students (76/109) were proficient according to the mid-year math assessment. 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.
		K	17%	70%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	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
English Language Proficiency (ELP)	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	100%	N/A	N/A

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	311	As of March 2020, 106 Kindergarten students are enrolled in the building. Due to COVID-19, all Long Branch Schools were closed effective March 13, 2020 and moved to remote learning March 16, 2020.	Student enrollment remains consistent and can fluctuates due to late enrollment. This number was similar to enrollment in the previous school year.
		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	92.91%	September 95% (95%-K) October 94% (94%-K) November 92% (94%-K) December 90% (93%-K) January 92% (92%-K) February 93% (94%-K) March 96% (96%-K)	Attendance trends remain steady. During the flu season there is a decline in attendance due to illness and non-compliance with the flu vaccine requirement.  All parents signed an attendance contract in September and then we started implementing policies and procedures. Attendance initiatives were started and implemented. I&RS action planning meetings were held with all families and goals were set to improve and increase attendance rates.
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%	Due to COVID-19, all Long Branch Schools were closed effective March 13, 2020.	

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%	33% (102/311) of the students enrolled are reported as chronically absent.	All parents signed an attendance contract in September and then we started implementing policies and procedures. Attendance initiatives were started and implemented. I&RS action planning meetings were held with all families and goals were set to improve and increase attendance rates. Letters were handed out to parents of chronically absent students to explain the importance of attendance. Chronically absent students are contacted by school counselors and in-person meetings. Counselors and teachers work together to troubleshoot reasons for chronic absenteeism case by-case.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		
Attendance Rate (Staff)	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	87.90%	Total # of instructional staff absences Sep 56, Oct 120, Nov 71, Dec 72, Jan 112, Feb 98, March 103	Absenteeism rate can be attributed to staff illness, 3 staff members on maternity leave and 4 staff members out on disability.

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Discipline	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders	Student Suspension YTD Average - In School	0.00%	N/A	N/A
		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	0.00%		
		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
Climate & Culture Surveys	<p>Results from surveys</p> <ul style="list-style-type: none"> <li>*Identify staff satisfaction and support</li> <li>*Identify perception of the environment</li> <li>*Identify perceptions of students</li> <li>*Identify perceptions of family</li> </ul>		<p>87% of parents returned the Climate Survey. The survey was offered in three languages due to the fact that the majority of the parents in our school speak a language other than English as their primary/only language.</p> <p>100% of our parents felt welcomed and reported that they were happy with the Joseph M. Ferraina School.</p> <p>91% of parents responded that they felt their child felt safe at our school.</p> <p>12% of parents marked that they would prefer a new report card and commented that the current one is not easy to understand.</p> <p>5% of parents would like events to be offered at night.</p> <p>The Community Needs Assessment was offered to parents in three languages due to the fact that the majority of the parents in our school speak a language other than English as their primary/only language.</p>	<p>The Community Needs Assessment was given to parents to gather information on what topics for workshops they would be interested in attending. The number one interest among the parents were to have workshops and curriculum themed events at night due to conflicts with work schedules.</p>

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	N/A	N/A
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific Islander				
		American Indian or Alaska Native				
		Two or More Races				
		Economically Disadvantaged Students				
		Students with Disabilities				
		English Learners				
		Homeless Students				
Students in Foster Care						



Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.		N/A	N/A
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		N/A	N/A
Algebra	Previous year's data provided. Please provide current year's data if possible.		N/A	N/A

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	We currently have no staff members on a CAP. Mrs. Morgan had completed 73% of observations by March 1, 2020. Due to Covid-19 and the educational guidelines set forth all teachers received an NE for their level of effectiveness.	Through the use of Professional Learning Communities (PLC) Professional Development (PD) opportunities, and classroom observations there has been a decrease in the number of staff members on a CAP
		Observation Waiver?	No		
		# Teachers to Evaluate	23		
		# Non-tenure teachers (years 1 & 2)	1		
		# Non-tenure teachers (years 3 & 4)	22		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	0		
		Observations	Total		
		# Scheduled	44		
		# Completed	32		
		# Highly Effective	0		
		# Effective	23		

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		

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< Other Indicators - NO DATA >

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## Process Questions and Growth and Reflection Tool

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	4-Sustaining	We consistently implement, revise, and reflect on SLOs as we deliver our units of study. We assess students to determine their progress in meeting those SLOs and use the data to drive changes in instruction and unit design. We have aligned all components of our units of study. We consistently use student data results to reflect on and revise all components to ensure tight alignment. We have identified the Career Ready Practices appropriate to each unit. We have developed clear, specific SLOs for our grade level/content based on these skills.
	2	A	3-Developing	
	3	A	3-Developing	
	4	A	4-Sustaining	
	5	A	1-Not Addressed	
	Average	3.00		
<p>Our PLC teams regularly address a set of guiding questions. Answers to the questions are reflected in our curriculum units of study. We have unpacked the standards into SLOs and have developed units of study that clearly communicate which SLOs will be taught and assessed in each unit. We have aligned all components of our units of study. We consistently share and model instructional strategies/models/activities and resources that contribute to successful student outcomes based on the ongoing collaborative analysis of formative and summative assessment data. The most effective instructional elements are embedded into our units of study. We have not identified the Career Ready Practices appropriate to our units.</p>				

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Assessment	1	A 3-Developing	We have developed common summative assessments for some units of study and we collaboratively analyze student summative data to determine student progress in mastering the SLOs for those units. We have developed common pre-assessments for some units of study and we collaboratively analyze student pre-assessment data to determine student mastery of requisite and prerequisite SLOs. We have developed common formative assessments to monitor the progress of each SLO in a unit. We collaboratively analyze the results of these assessments and plan next steps for instruction including differentiation and intervention. Students are provided targeted feedback, differentiated learning opportunities, and appropriate targeted interventions. We reassess to determine success of interventions. Successful differentiated activities and intervention strategies are embedded in units of study.	We have developed common summative assessments for all units of study. We collaboratively analyze student summative data to determine student mastery, to plan next steps in instruction, and to reflect on and revise unit instruction and/or assessments. We have developed common pre-assessments for all units of study. We collaboratively analyze student pre-assessment data to determine student mastery of requisite and prerequisite SLOs. We use this data to form flexible groups and develop differentiated learning opportunities.
	2	A 3-Developing		
	3	A 4-Sustaining		
	Average	3.33		

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Professional Learning Community (PLC)	1	A 3-Developing	We are organized into collaborative teams that work interdependently on goals directed related to student learning and/or the development of a climate and culture conducive to learning. We are provided at least one period a week of common planning times to focus on collaborative job-embedded professional learning. We have developed team norms and review the norms before each meeting. We periodically assess team adherence to the norms and consistently address violations of the norms to ensure that we are focused on student learning in an efficient and productive manner. We have established an agreed upon method of resolving team conflicts, but do not consistently confront conflict and apply that method.	We are organized into collaborative teams that focus their work on SMART goals directly related to student learning and/or the development of a climate and culture conducive to learning. The results of on-going analysis of assessment data drive the work of our collaborative teams in achieving those goals. We are provided common planning time at least three times a week for collaborative job-embedded professional learning. We also utilize available after-school meeting time and in-service days. Time is also provided within the school day to meet and/or observe colleagues as needed. We have established and consistently apply an agreed upon method of resolving team conflicts. We understand that conflict can be productive if handled openly and resolved with a focus on what is best for student learning.
	2	A 3-Developing		
	3	A 4-Sustaining		
	4	A 3-Developing		
	Average	3.25		

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Culture	1	A 4-Sustaining	<p>We have established clear expectations for student behavior that are part of a larger plan to address students' pro-social skills and character development. Teachers have collaboratively established consistent and grade-appropriate classroom rules that are aligned to school rules. We have identified SLOs for SEL and all professional staff is responsible for teaching related lessons, creating a common language related to SEL. SLOs are integrated into curriculum across grade levels and content areas in a purposeful way that ensures assessment of SEL objectives. Parents are trained in the lessons so they can be reinforced at home. Mutual respect is one of the core values and is an expectation that has clearly been communicated to all stakeholders. Members of the school community hold each other accountable to meet this expectation. Students have been taught social skills that help them successfully interact with both students and adults. Adults model these skills in their interactions with both students and adults. Students infrequently experience teasing, bullying or exclusion and have been taught what to do in situations of normal conflict and bullying. There is evidence that students apply these skills which are reinforced throughout the school year. Tolerance for diversity and differences is the focus of classroom and school-wide initiatives. Diversity and differences are viewed as strengths of the school community. There is a strong sense of community. All stakeholders feel a part of the school community.</p>	<p>Students are active partners in their learning. Teachers regularly differentiate instruction. Students are provided with appropriate and timely feedback to enhance their ability to achieve the learning objectives. Students feel ownership for their learning and often take initiative to ask questions and seek assistance as needed. Students support one another and have regular opportunities to peer and self-assess. Students regularly set their own learning goals based on these assessments. We have established PIA to address specific school climate goals. We communicate the purpose and connections between goals and PIA to all stakeholders to create a coherent approach to climate improvement. Leadership monitors the consistent implementation of any program or practice. During implementation, feedback in the form of formative student/climate data is used to modify PIA as necessary to ensure they meet specific needs. We assess the effectiveness of all initiatives and communicate the findings to all stakeholders. Leadership is shared. Every professional shares responsibility and accountability for student learning. There are numerous opportunities for teachers to demonstrate leadership. Practices and processes that drive higher levels of student learning can be sustained over time because they are not dependent upon a single or small group of leaders. We develop a school climate plan that includes specific measurable goals that are based on the analysis of school climate data.</p>
	2	A 4-Sustaining		
	3	A 4-Sustaining		
	4	A 4-Sustaining		
	5	A 4-Sustaining		
	6	A 3-Developing		
	7	A 3-Developing		
	8	A 4-Sustaining		
	9	A 4-Sustaining		
	10	A 4-Sustaining		
	11	A 3-Developing		
	12	A 4-Sustaining		
	13	A 4-Sustaining		
	14	A 3-Developing		
	Average	3.71		



Component	Indicator Descriptor Level	Overall Strengths Summary	Areas of Focus Summary
		<p>Celebrations are held throughout the year. Celebrations are purposeful and occur to send a bigger message that is related to school climate goals. Celebrations involve all stakeholders. Students have an opportunity to take on leadership roles in planning and implementing school climate initiatives. The majority of students are engaged in extra-curricular, service learning or community related activities. The school has a physical environment that is conducive to learning. Student work is displayed and there is an inviting feeling when parents and community members enter. School plans have been developed in collaboration with local police and clearly communicated to all staff. These plans are reviewed regularly and adjusted based on drill outcomes or other data. Parents and community members are aware that the school has plans and that they are consistently revised and updated to ensure the protection of all students. The local police have a positive relationship with students and staff and they participate in school community activities. School and classroom rules are clear and consistent with our core values and our SEL goals. All rules are communicated to all stakeholders. Consequences are clear and are given consistently. Emphasis is on discipline as a learning tool. Discipline related conversations reinforce SEL/CD goals. Students are frequently engaged in learning. Teachers frequently differentiate instruction based on formative assessment data. Students are provided with appropriate and timely feedback to enhance their ability to</p>	

Component	Indicator Descriptor Level	Overall Strengths Summary	Areas of Focus Summary
		<p>achieve learning objectives. There is a tiered intervention system in place. Students frequently work collaboratively and frequently engage in peer and self assessment. Students frequently set their own learning goals. We have established PIA to address specific school climate goals. We assess the effectiveness of all programs and initiatives. Our school community often understands why we are engaging in programs/practices. Sometimes programs are modified to ensure they meet the needs as reflected in the data. There is some on-going support for PIA but implementation is inconsistent. An evaluation of the program/ practice is sometimes conducted to determine effectiveness. We collect both formative and summative data related to school climate. We analyze the data throughout the year to drive school climate plan development, reflection and revision.</p>	

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Teacher and Principal Effectiveness	1	A 4-Sustaining	<p>Aligned research-based evaluation frameworks are utilized to evaluate teachers and principals. The components of our curriculum units and the elements of our evaluation frameworks have created a common language and context for effective teaching and leading. All teachers and leaders have received sufficient training in the evaluation frameworks. Student growth objectives (SGOs) are directly connected to SLOs and thus provide meaningful data on areas of student growth and drive ongoing revision of instruction and assessment. Multiple measures of student growth are utilized in the evaluation process. Meaningful feedback is provided after all informal and formal observation. Professional improvement plans are linked to both individual needs identified through the evaluation process and PLC team goals. Units of study provide the context for applying the elements of effective practice. Team collaboration strengthens the professional practice of all members.</p>	<p>To continue to align research-based evaluation frameworks are utilized to evaluate teachers and principals. The components of our curriculum units and the elements of our evaluation frameworks have created a common language and context for effective teaching and leading. All teachers and leaders have received sufficient training in the evaluation frameworks. Student growth objectives (SGOs) are directly connected to SLOs and thus provide meaningful data on areas of student growth and drive ongoing revision of instruction and assessment. Multiple measures of student growth are utilized in the evaluation process. Meaningful feedback is provided after all informal and formal observation. Professional improvement plans are linked to both individual needs identified through the evaluation process and PLC team goals. Units of study provide the context for applying the elements of effective practice. Team collaboration strengthens the professional practice of all members.</p>
	Average	4.00		

## Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
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Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Effective Instruction	As of January 2020, 30/111 (27%) of students were at risk on the Dibels assessment. As of January 2020, 21/105 (20%) of students were reading below grade level on the DRA2 reading assessment. As of January 2020, 25% of students were below proficient according to the scaffolded writing dynamic assessment. 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.	Teachers received ongoing professional development, however, teachers are continuing to learn and refine components of the program and how to effectively use assessments and data to guide and drive instruction. Though teachers received professional development and support to incorporate weak curriculum areas, there is still lack of consistency from classroom to classroom. Differentiation is not evident and consistent in all classrooms. Targeted PD is needed to gain a stronger grasp of concepts and basic reading knowledge; stronger ability to differentiate instruction to tailor student's needs. Writing: Teachers are in the fourth year of implementation of the Tools of the Mind Writing Program. Teachers are continuing to learn the components of the program and how to effectively use assessments and TOM benchmark data to guide instruction. Teachers are continuing to work towards refining the implementation of the program. Teachers received professional development and are using PLC's for inter-rater reliability exposure using the TOM Assessment. There is more consistency and collaboration among the Kindergarten classes. They are using Jack and Annie Magic Treehouse Series as a writing prompt in all Kindergarten classes and as part of the program. Due to the fact it is the 4th	All	1	Ensure that the adopted and aligned curriculum is reinforced in classrooms.
				2	Use performance data to inform instructional practices.
				3	Monitor teachers and provide coaching and professional development activities to support teachers in the use of instructional strategies to actively engage students in learning.

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>year of implementation and although it is much stronger, we are still working towards refinement. Midyear data revealed that 25% of the students are below grade level.</p>		

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
<p>Climate and Culture, including Social and Emotional Learning</p>	<p>There is a low percentage of parental involvement for during and after school programs, including programs that pertain to parents supporting their child in the areas of ELA, Writing, Math and SEL. On average, 41% of kindergarten parents attended bi-monthly "Dive into Daily 5" ELA events. On average, 40% of parents attended the school SEL programs. On average, 63% of the families attend school activities that pertain to holiday celebrations. 95% of parents attended parent teacher conferences. 87% of parents attended Back to School Night. Events with student performances are highly attended venues. Events such as curriculum visitation days are moderately attended by parents. Events which include light refreshments with a school event may increase parental involvement and encourage family time. Offering transportation during inclement weather could increase attendance for families that oftentimes walk or have to pay a fee for a taxi. The use of the district's auto-dialer for reminders of events in three languages may yield a higher turnout rate for events.</p>	<p>Lack of transportation, language barrier, weather, working hours, time the events are held.</p>	<p>All</p>	<p>1</p>	<p>Promote monthly family visitation days such as:            *Dive into Daily 5            *Book Club            *Program component take home activities            *Scholastic Family Literacy Program            *Literacy incentives Series in collaboration with Long Branch Public Library            *Promote Literacy and Laundry events</p>
				<p>2</p>	<p>Bi-Monthly Curriculum nights, in-person and virtual, to reinforce ELA strategies to use and include light refreshments and participation incentives when holding events. This incentive may increase parental involvement and encourage family time.</p>
				<p>3</p>	<p>Rewards and incentives be provided for families who attend Family Engagement Events.</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?)	
Climate and Culture, including Social and Emotional Learning	21% of students were absent 10% or more of the days between the start of school and March 13, 2020. Due to COVID-19, all Long Branch Schools were closed effective March 13, 2020.	Lack of transportation, weather, lack of parental knowledge regarding the research behind the importance of attending school regularly.	All	1	Develop partnerships with families, community and staff in support of consistent student attendance.
				2	Collect monthly data to develop an action plan to promote students attendance.
				3	Collect monthly data to provide support to students and families to ensure consistent student attendance.
Curriculum and Standards	75% of the kindergarten students will meet or exceed the Social and Emotional Learning Competencies of self management and relationship skills as evidence by the district report card.	According to the Kindergarten report card: 39% of the total Kindergarten population are below or approaching the Social and Emotional Development standard of social problem solving and following directions and rules.	All	1	Implementation of Peek-a Pak: and online social and emotional learning program.
				2	Monitor teachers and provide coaching and professional development activities to support teachers in the use of variety of social and emotional strategies to actively engage in their learning.
				3	Create opportunities for in-person and virtual Social and Emotional learning for parents.



## SMART Goal 1

By June 2021, 80% of the Kindergarten students will show growth in the areas of reading proficiency as measured by the DIBELS and DRA-2 assessments.

Subgroup A: Students who scored at-risk in the Fall will show growth to a some risk level

Subgroup B: Students who scored some risk in the Fall will show growth to a minimal/negligible level.

Subgroup C: Students whose beginning DRA-2 level was a below A or A in the winter will show growth to a level 4.

Subgroup D: Students whose beginning DRA-2 level was a 1/2 in the winter will show growth to a level 6 or beyond.

### Priority Performance

As of January 2020, 30/111 (27%) of students were at risk on the Dibels assessment. As of January 2020, 21/105 (20%) of students were reading below grade level on the DRA2 reading assessment. As of January 2020, 25% of students were below proficient according to the scaffolded writing dynamic assessment. 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.

### Strategy 1:

Ensure that the adopted and aligned curriculum is reinforced in classrooms.

### Strategy 2:

Use performance data to inform instructional practices.

### Strategy 3:

Monitor teachers and provide coaching and professional development activities to support teachers in the use of instructional strategies to actively engage students in learning.

### Target Population:

All

## Interim Goals

### SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of Cycle 1, baseline Dibels will be administered and the assessments will be analyzed to identify current levels of proficiency among students. Students will be identified to attend tutoring program.	Baseline Link-it Data Collection and Analysis from Dibels and baseline Tools of the Mind Dynamic Writing Assessment Form A
Feb 15	By the end of Cycle 2, 64% of students in kindergarten will follow subgroup A or B trajectories as listed above on the Dibels assessment and the DRA2 assessment (DRA2 or above).	Mid-Year Link-it Data Collection and Analysis from Dibels, DRA2 and Tools of the Mind Dynamic Writing Assessment Form B
Apr 15	By the end of Cycle 3, 70% of students in kindergarten will follow subgroup A through D trajectories as listed above on the Dibels assessment and the DRA2 assessment. This will represent a 6% increase from the prior cycle. By the end of Cycle 3, 85% of the students will score proficient on the Tools of the Mind Dynamic Writing Assessment. This will represent a 2% increase from the prior cycle.	End of the Year Link-it Data Collection and Analysis from Dibels, DRA2 and Tools of the Mind Dynamic Writing Assessment Form C
Jul 1	<p>By June 2021, 80% of the Kindergarten students will show growth in the areas of reading proficiency as measured by the DIBELS and DRA-2 assessments.</p> <p>Subgroup A: Students who scored at-risk in the Fall will show growth to a some risk level</p> <p>Subgroup B: Students who scored some risk in the Fall will show growth to a minimal/negligible level.</p> <p>Subgroup C: Students whose beginning DRA-2 level was a below A or A in the winter will show growth to a level 4.</p> <p>Subgroup D: Students whose beginning DRA-2 level was a 1/2 in the winter will show growth to a level 6 or beyond.</p>	Review and reflect on end of the year Link-it Data Collection and analysis from Dibels, DRA2 and Tools of the Mind Dynamic Writing Assessment Form C.

## Action Steps

### SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Using Link-it data to assess students baseline reading levels, Dibels assessment will be given to target problems and guide instruction. Anecdotal records will be created and kept to monitor the students reading proficiency throughout the year.	9/3/20	10/30/20	teacher, support staff and administration
2	3	Identify students reading below grade level and make recommendations to I and RS. Baseline Link-It Data Collection will be analyzed from DRA2 form A, Dibels assessment and Tools of the Mind Dynamic Writing Assessment Form A. Teachers will collect and keep a anecdotal record binder to house all student data for the year which can be easily accessible.	9/3/20	10/30/20	teacher, support staff and administration
3	3	Intervention programs will be established for students reading below grade level through I and RS team and differentiated instruction will be a part of lesson planning. All programs will be reviewed for alignment to ESSA, the NJSLs, and individual needs of the students	9/3/20	10/30/20	teacher, support staff and administration
4	1	Data will be analyzed from data walks and provide meaningful and differentiated feedback for support	9/3/20	10/30/20	teacher, support staff and administration
5	1	Data from Dibels assessment, DRA2 assessment and Tools of the Mind Dynamic Writing assessment will be thoroughly analyzed through Link-it and classroom records to provide support for students.	9/3/20	10/30/20	teacher, support staff and administration
6	1	Formal classroom observations will be conducted and analyzed using the McRel evaluation system.	9/3/20	10/30/20	teacher, support staff and administration
7	3	Continue to identify students reading below grade level and make recommendations to I and RS team. Baseline Link-It Data Collection will be analyzed from DRA2 form A, Dibels assessment and Tools of the Mind Dynamic Writing Assessment Form B. Teachers will collect and keep a anecdotal record binder to house all student data for the year which can be is easily accessible.	9/3/20	10/30/20	teacher, support staff and administration

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
8	3	Intervention programs will monitored to determine the program effectiveness. Data will be analyzed and reorganized based on the progress of the students, classroom level assessments, anecdotal records from the Dibels assessment, DRA2 form B and the Tool of the Mind Dynamic Writing Assessment form B.	11/2/20	2/26/21	teacher, support staff and administration
9	1	Data from Dibels assessment, DRA2 assessment and Tools of the Mind Dynamic Writing assessment will be thoroughly analyzed through Link-it to provide support for students specific supports and interventions.	11/2/20	2/26/21	teacher, support staff and administration
10	1	Data Driven, differentiated supports will be provided to the students based on evidence and best practices.	11/2/20	2/26/21	teacher, support staff and administration
11	1	Classroom instruction will be monitored for effectiveness reading strategies that are aligned to the NJSLs.	11/2/20	2/26/21	teacher, support staff and administration
12	2	PLC, department and grade level meetings will be used to analyze data and create action steps.	11/2/20	2/26/21	teacher, support staff and administration
13	1	Formal classroom observations will be conducted and analyzed using the McRel evaluation system.	11/2/20	2/26/21	teacher, support staff and administration
14	1	Continue to identify students reading below grade level and make recommendations to IR&S team. Mid Year Link-It Data Collection will be analyzed from DRA2 form C, Dibels assessment and Tools of the Mind Dynamic Writing Assessment Form C. Teachers will collect and keep a anecdotal record binder to house all student data for the year which can be is easily accessible.	11/2/20	2/26/21	teacher, support staff and administration
15	3	Intervention programs will be monitored to determine the program's effectiveness. Data will be analyzed and reorganized based on the progress of the students, classroom level assessments, anecdotal records, the DRA2 form C, Dibels assessment and Tools of the Mind Dynamic Writing Assessment Form C.	11/2/20	2/26/21	teacher, support staff and administration

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
16	1	Data from Dibels assessment, DRA2 assessment and Tools of the Mind Dynamic Writing assessment will be thoroughly analyzed through Link-it to provide support for students specific supports and interventions.	11/2/20	2/26/21	teacher, support staff and administration
17	1	Data driven, differentiated supports will be provided to the students based on evidence and best practices.	3/1/21	6/30/21	teacher, support staff and administration
18	1	Classroom instruction will be monitored for effectiveness reading strategies that are aligned to the NJSLs.	3/1/21	6/30/21	teacher, support staff and administration
19	1	Data will be analyzed from data walks and provide meaningful and differentiated feedback for support	3/1/21	6/30/21	teacher, support staff and administration
20	2	PLC, department and grade level meetings will be used to analyze data and create action steps.	3/1/21	6/30/21	teacher, support staff and administration
21	1	Formal classroom observations will be conducted and analyzed using the McRel evaluation system.	3/1/21	6/30/21	teacher, support staff and administration

## Budget Items

### SMART Goal 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Homeless Reserve	INSTRUCTION - Supplies & Materials / 100-600	\$469	Federal Title I (Intervention Reserve)
1	Homeless Reserve	SUPPORT SERVICES - Supplies & Materials / 200-600	\$469	Federal Title I (Intervention Reserve)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Total Schoowide Blended Amount for JMF	SCHOOLWIDE - Schoolwide Blended / 520-930	\$82,611	Federal Title I (School Allocation)

## SMART Goal 2

Parent involvement will increase by 5% at events that highlight curricular activities such as ELA, literacy and writing during the 2020-2021 school year.

### Priority Performance

There is a low percentage of parental involvement for during and after school programs, including programs that pertain to parents supporting their child in the areas of ELA, Writing, Math and SEL. On average, 41% of kindergarten parents attended bi-monthly "Dive into Daily 5" ELA events. On average, 40% of parents attended the school SEL programs. On average, 63% of the families attend school activities that pertain to holiday celebrations. 95% of parents attended parent teacher conferences. 87% of parents attended Back to School Night. Events with student performances are highly attended venues. Events such as curriculum visitation days are moderately attended by parents. Events which include light refreshments with a school event may increase parental involvement and encourage family time. Offering transportation during inclement weather could increase attendance for families that oftentimes walk or have to pay a fee for a taxi. The use of the district's auto-dialer for reminders of events in three languages may yield a higher turnout rate for events.

### Strategy 1:

Promote monthly family visitation days such as:  
\*Dive into Daily 5  
\*Book Club  
\*Program component take home activities  
\*Scholastic Family Literacy Program  
\*Literacy incentives Series in collaboration with Long Branch Public Library  
\*Promote Literacy and Laundry events

### Strategy 2:

Bi-Monthly Curriculum nights, in-person and virtual, to reinforce ELA strategies to use and include light refreshments and participation incentives when holding events. This incentive may increase parental involvement and encourage family time.

### Strategy 3:

Rewards and incentives be provided for families who attend Family Engagement Events.

### Target Population:

All

## Interim Goals

### SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	At the end of cycle 1, parent surveys and feedback will be analyzed and measured to gauge parent interest to drive planning and implementation for family involvement events. Auto-dialer system will be used as a reminder for all events.	Data from parent surveys and level of participation in family involvement events.
Feb 15	A family involvement incentive program will be implemented to reward families for participation at curricular events. In collaboration with the PTO, we will hold fundraiser to in order to provide refreshments at all family involvement events.	Data from parent surveys and level of participation in family involvement events.
Apr 15	Families that have participated and attended various activities throughout the year will be invited to a luncheon/dinner to celebrate their dedication to their child's success.	Data from parent surveys and level of participation in family involvement events.
Jul 1	Parent involvement will increase by 5% at events that highlight curricular activities such as ELA, literacy and writing during the 2020-2021 school year.	Data from parent surveys and level of participation in family involvement events.

## Action Steps

### SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Provide survey to families to determine interest and needs for future family events.	9/3/20	10/30/20	School Counselor
2	1	Work with TDLA to set up auto-dialer and social media to promote all family involvement events.	9/3/20	10/30/20	
3	1	Collaborate with Long Branch Public Library and Early Childhood Advisory Council members to plan and coordinate events.	9/3/20	10/30/20	



Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
4	2	Collaborate with PTO to set up fundraisers to provide refreshments for all parent events.	9/3/20	10/30/20	
5	3	Coordinate a parent involvement committee to help plan future events and devise a parent incentive program.	9/3/20	10/30/20	
6	1	Provide feedback surveys to families to determine interest and needs for future family events.	11/2/20	2/26/21	
7	1	Continue to promote family involvement events through flyers, social media and auto-dialer.	11/2/20	2/26/21	
8	3	Collaborate with community businesses in an effort to request donations that will be utilized as parent involvement incentives.	11/2/20	2/26/21	
9	1	Provide feedback surveys to families to determine interest and needs for future family events	3/1/21	6/30/21	
10	3	Hold meetings with family involvement committee to plan future events and analyze parent attendance at prior events	3/1/21	6/30/21	

## Budget Items

### SMART Goal 2

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	Parent Involvement Reserve	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$1,000	Federal Title I (Intervention Reserve)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Parent Involvement Reserve	SUPPORT SERVICES - Supplies & Materials / 200-600	\$495	Federal Title I (Intervention Reserve)

## SMART Goal 3

By June 2020, less than 10% of the kindergarten students will be identified as chronically absent according to the Genesis database attendance report.

**Priority Performance**                      21% of students were absent 10% or more of the days between the start of school and March 13, 2020. Due to COVID-19, all Long Branch Schools were closed effective March 13, 2020.

**Strategy 1:**                      Develop partnerships with families, community and staff in support of consistent student attendance.

**Strategy 2:**                      Collect monthly data to develop an action plan to promote students attendance.

**Strategy 3:**                      Collect monthly data to provide support to students and families to ensure consistent student attendance.

**Target Population:**              All

### Interim Goals

#### SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of Cycle 1, no more than 30% of students will be identified as chronically absent according to the Genesis database attendance report.	Attendance reports
Feb 15	By the end of Cycle 2, no more than 20% of students will be identified as chronically absent according to the Genesis database attendance report.	Attendance reports

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15	By the end of Cycle 3, no more than 15% of students will be identified as chronically absent according to the Genesis database attendance report.	Attendance reports
Jul 1	By June 2020, less than 10% of the kindergarten students will be identified as chronically absent according to the Genesis database attendance report.	Attendance reports

## 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 Genesis database. Parents and Guardians will be contacted and supports will be provided.	9/3/20	10/30/20	
2	3	Weekly review of chronically absentee student data. Advisors will provide follow-up to staff regarding latest data and develop strategies accordingly based on findings.	9/3/20	10/30/20	
3	3	Students will be rewarded with monthly attendance incentives	9/3/20	10/30/20	
4	2	PLC, Department and Grade Level meetings, monitoring of teachers, and analysis of data action steps.	9/3/20	10/30/20	
5	1	Hold family events to support and educate parents in positive, social and academic behaviors	9/3/20	10/30/20	
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	
7	1	Chronically absent students will be identified at weekly meetings and monitored through Genesis database. Parents and Guardians will be contacted and supports will be provided.	11/2/20	2/26/21	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
8	3	Weekly review of chronically absentee student data. Advisors will provide follow-up to staff regarding latest data and develop strategies accordingly based on findings.	11/2/20	2/26/21	
9	3	Students will be rewarded with monthly attendance incentives	11/2/20	2/26/21	
10	2	PLC, Department and Grade Level meetings, monitoring of teachers, and analysis of data action steps.	11/2/20	2/26/21	
11	1	Hold family events to support and educate parents in positive, social and academic behaviors	11/2/20	2/26/21	
12	2	Classroom observations to ensure action plans are in place, implemented and reinforced (follow steps on district action plan)	11/2/20	2/26/21	
13	1	Chronically absent students will be identified at weekly meetings and monitored through Genesis database. Parents and Guardians will be contacted and supports will be provided.	3/1/21	6/30/21	
14	3	Weekly review of chronically absentee student data. Advisors will provide follow-up to staff regarding latest data and develop strategies accordingly based on findings.	3/1/21	6/30/21	
15	3	Students will be rewarded with monthly attendance incentives	3/1/21	6/30/21	
16	2	PLC, Department and Grade Level meetings, monitoring of teachers, and analysis of data action steps.	3/1/21	6/30/21	
17	1	Hold family events to support and educate parents in positive, social and academic behaviors	3/1/21	6/30/21	
18	2	Classroom observations to ensure action plans are in place, implemented and reinforced (follow steps on district action plan)	3/1/21	6/30/21	

< SMART Goal 3 - Budget Items: NO DATA >

## SMART Goal 4

75% of the Kindergarten students will meet or exceed the Social and Emotional Learning Competencies of self management and relationship skills as evidenced by the district report card.

Priority Performance

75% of the kindergarten students will meet or exceed the Social and Emotional Learning Competencies of self management and relationship skills as evidence by the district report card.

Strategy 1:

Implementation of Peek-a Pak: and online social and emotional learning program.

Strategy 2:

Monitor teachers and provide coaching and professional development activities to support teachers in the use of variety of social and emotional strategies to actively engage in their learning.

Strategy 3:

Create opportunities for in-person and virtual Social and Emotional learning for parents.

Target Population:

All

## Interim Goals

### SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of cycle 1, 20% of students will meet or exceed the grade level expectations of social problem solving and following directions and rules standard	report cards, student survey
Feb 15	By the end of cycle 1, 40% of students will meet or exceed the grade level expectations of social problem solving and following directions and rules standard	report cards, student survey
Apr 15	By the end of cycle 1, 60% of students will meet or exceed the grade level expectations of social problem solving and following directions and rules standard	report cards, student survey
Jul 1	75% of the Kindergarten students will meet or exceed the Social and Emotional Learning Competencies of self management and relationship skills as evidenced by the district report card.	report cards, student survey

## Action Steps

### SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Create a theme calendar/pacing guide for the implementation of the peek-a-pack lessons	9/3/20	10/30/20	
2	2	Provide PD for teachers on social and emotional learning competicies	9/3/20	10/30/20	
3	2	Provide professional development for teachers on Peek-a-pack program	9/3/20	10/30/20	
4	1	Provide students will log in for program	9/3/20	10/30/20	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
5	3	Establish of the SEL lending library/ resource center	11/2/20	1/29/21	
6	2	Students will complete a SEL self-assessment to determine areas of focus	11/2/20	1/29/21	
7	2	Continue PD on social and emotional learning competiicies	11/2/20	1/29/21	
8	2	Analyze 1st quarter data on report cards	11/2/20	1/29/21	
9	3	Form a SEL committee to provide resources for teachers for teachers and students	11/2/20	1/29/21	
10	2	Analyze 2nd quarter data on report cards	2/1/21	3/31/21	
11	2	Continue PD on social and emotional learning competencies	2/1/21	3/31/21	
12	1	Implementation of SEL lessons by classroom teacher	2/1/21	3/31/21	
13	3	Development of supplemental activities to enhance SEL competencies and focus areas	2/1/21	3/31/21	

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< SMART Goal 4 - Budget Items: NO DATA >

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## Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
Books to purchase for individual Social Emotional Learning Classroom libraries for teachers to utilize to teach targeted SEL skills, in small group/individualized basis, based on classroom need to assist with tiered remediation with a focus on SEL	11/12/20	5/28/21	N. Douglas	INSTRUCTION - Supplies & Materials / 100-600	\$3,351.00	Federal Title I (Reallocated)
Materials for Calm Down Corners with materials for children's coping skills	11/12/20	5/28/21	N. Douglas	INSTRUCTION - Supplies & Materials / 100-600	\$3,640.00	Federal Title I (Reallocated)
Nonfiction Books/Resources for Teacher Resource Center	11/12/20	5/28/21	N. Douglas	INSTRUCTION - Supplies & Materials / 100-600	\$1,200.00	Federal Title I (Reallocated)
Nonpublic Allocation-YKT	11/12/20	5/28/21	Funded Grants Office	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$360.00	Federal Title I (Reallocated)
Books for Book Study/PLC	11/12/20	5/28/21	N. Douglas	SUPPORT SERVICES - Supplies & Materials / 200-600	\$300.00	Federal Title I (Reallocated)

## Budget Summary

< NO DATA >

## Overview of Total Title 1 Expenditures

< NO DATA >

## 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		Climate and Culture, including Social and Emotional Learning
x		Climate and Culture, including Social and Emotional Learning
x		Curriculum and Standards
	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: Linda Alston-Morgan

Title: JMF 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