

Lenna W. Conrow Elementary School

District: LONG BRANCH CITY

County: MONMOUTH

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 252770120

# 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	Bonita Potter-Brown	Yes	Yes	Yes		
School Improvement	Jennifer Campbell	Yes	Yes	Yes		
Support Staff Representative	Siobhan Curry	Yes	Yes	Yes		
Kindergarten Teacher	Michelle Fiore	Yes	Yes	Yes		
Preschool Teacher Representative	Felicia Clark	Yes	Yes	Yes		
Bilingual Teacher Representative	Heidy Castillo	Yes	Yes	Yes		
Instructional Assistant	Debra Langel	Yes	Yes	Yes		
Parent Representative	Thomas Vincelli	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Parent Representative	Zakeema Fenter	Yes	Yes	Yes		
Early Childhood Supervisor	Joy Daniels	Yes	Yes	Yes		
Coordinator of Grants and	Bridgette Burt	Yes	Yes	Yes		

## ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
10/09/2019	Prior Year Evaluation	Yes	Yes
11/13/2019	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment	Yes	Yes
03/11/2020	Priority Performance Needs and Root Cause Analysis, Smart Goal Development	Yes	Yes
01/08/2020	Priority Performance Needs and Root Cause Analysis	Yes	Yes
02/12/2020	Priority Performance Needs and Root Cause Analysis, Smart Goal Development	Yes	Yes
05/07/2020	Priority Performance Needs and Root Cause Analysis, 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>Extended Day Learning Program - This before school tutoring program consisted of students meeting four times a week for 30 minutes.</p>	<p>ELA and Writing</p>	<p>Students scoring below proficient on the Dynamic</p>	<p>Yes</p>	<p>No</p>	<p>Yes</p>	<p>The Kindergarten DIBELS assessment data shows that as of October 2019 0% (0/18) of Before School Tutoring students scored in the Minimal/Negligible Risk category, 100% (18/18) of students fell in the At Risk category and 0% (0/18) scored in the Some Risk category. When the 2nd benchmark was administered in January 2020 the data showed that progress had been made with 67% (12/18) staying within the At Risk category, 33% (6/18) progressing to the Some Risk category and 0% (0/18) moving to the highest category of Minimal/Negligible Risk. This indicates that 33% of students did make progress to the next DIBELS band width by Mid Year. This extended day tutoring program began in January, 2 weeks prior to the administration of the second benchmark. Due to COVID-19, all Long Branch Schools were closed effective March 13, 2020. The last Benchmark was scheduled to be administered in May 2020 however, schools did not reopen and the last benchmark was</p>

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>not administered.</p> <p>The October Kindergarten Dynamic Writing Assessment data shows that 11% (2/18) of Before School Tutoring students scored proficient (50 or higher). At the second benchmark in January, 72% (13/18) met the proficiency level, scoring a 63 or higher. This indicates a 61% increase from October 2019 to January 2020. 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>Evidence of Effectiveness: In correlation to the measurable outcomes, you can see an increase in student writing levels and Phoneme Word Segmentation levels from assessments administered. The DRA-2, although due to Covid-19 was only administered as a baseline, the data results are consistent with the midyear results from the DIBELS and the Dynamic Writing Assessment. The assessments included the DRA-2, Dynamic Writing Assessment and the DIBELS.</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)

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)
Small Group Reading Intervention	ELA and Writing	Students scoring below proficient on the Dynamic	Yes	Yes	Yes	<p>As of October 2019 the DIBELS baseline results indicated that 13% (14/111) of kindergarten students scored in the Minimal/Negligible Risk category, 68% (76/111) of kindergarten students scored in the At Risk category and 18% (20/111) of kindergarten students scored in the some risk category. The second administration of the DIBELS in January 2020 indicated that 28% (32/112) of kindergarten students scored in the Minimal/Negligible Risk category, 53% (59/112) of kindergarten students scored in the At Risk category and 20% (22/112) of kindergarten students scored in the Some risk category. This indicates a 35% decrease in students scoring in the At Risk category and 15% increase in students scoring in the Minimal/Negligible Risk category from October to January. 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>As of October 2019 the Baseline Scaffold Writing Assessment indicated that 31%</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>(34/111) of kindergarten students scored proficient with a score of 50 or higher. The second administration of this assessment was in February 2020 and results indicate that the proficiency rate grew to 87% with 98/111 of kindergarten students scoring a 63 or higher. This indicates a 56% increase from October to February. 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>As of January 2020 the DRA-2 assessment results indicated that 61% (61/100) of kindergarten students were reading on or above grade level with a score of 2 or higher. 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 style="text-align: right;">Evidence of</p> <p>Effectiveness: In correlation to the measurable outcomes,</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>you can see an increase in student writing levels and Phoneme Word Segmentation levels from assessments administered. The DRA-2, although due to Covid-19 was only administered as a baseline, the data results are consistent with the midyear results from the DIBELS and the Dynamic Writing Assessment. The assessments included the DRA-2, Dynamic Writing Assessment and the DIBELS.</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	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%		
		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	As of October 2019 the DIBELS baseline results indicated that 13% (14/111) of kindergarten students scored in the Minimal/Negligible Risk category, 68% (76/111) of kindergarten students scored in the At Risk category and 18% (20/111) of kindergarten students scored in the some risk category. The second administration of the DIBELS was administered in January 2020 and indicates that 28% (32/112) of kindergarten students scored in the Minimal/Negligible Risk category, 53% (59/112) of kindergarten students scored in the At Risk category and 20% (22/112) of kindergarten students scored in the Some Risk category. This indicates a 35% decrease in students scoring in the At Risk category and 15% increase in students scoring in the Minimal/Negligible Risk category from October to January. Due to COVID-19, all Long Branch Schools were closed effective March 13, 2020. The last	The data from the Kindergarten DIBELS assessments indicates that there was a 15% increase in students scoring in the Minimal/Negligible Risk category and a decrease of 35% of students scoring in the At Risk category from October to January. Data from the one administration of the DRA-2 assessment shows 61% of students were reading on or above grade level (scoring a 2 or higher) as of January 2020. The student expectation for the end of the year is a 6, however due to the school closure the DRA-2 assessment was unable to be administered at End of Year. The data from the Kindergarten Scaffold Writing Assessment indicates that there was a 56% increase in student writing
		K	12.6%	28.5%	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>Benchmark was scheduled to be administered in May 2020 however, schools did not reopen and the last benchmark was not administered.</p> <p>As of January 2020 the DRA-2 assessment results indicated that 61% (61/100) of kindergarten students were reading on or above grade level with a score of 2 or higher. 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>As of October 2019 the Baseline Scaffold Writing Assessment indicated that 31% (34/111) of kindergarten students scored proficient with a score of 50 or higher. The second administration of this assessment was in February 2020 and results indicate that the proficiency</p>	<p>proficiency from October to February. Interventions used led to the increase in proficiency and should be continued next year.</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>rate grew to 87% with 98/111 of kindergarten students scoring a 63 or higher. This indicates a 56% increase from October to February. 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>	

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	As of September 2019 14% (16/112) of kindergarten students scored as proficient on the Everyday Math Beginning of Year Assessment with a score of 70 or higher. The second administration of this assessment given in January showed that 67% (74/111) of kindergarten students scored as proficient with a score of 70 or higher. This shows a 53% increase in proficiency in kindergarten students from September to January. 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.	The data from the Everyday Math Kindergarten Assessment shows that there was a 53% increase in students that scored proficient (scoring 70 or higher) from September to January. This supports that the Everyday Math curriculum is being implemented with success and is meeting the needs of our students. This year we also began utilizing the Guided Math framework. During the Guided Math component, students receive targeted small group lessons which have also contributed to the increase in proficiency of kindergarten students between baseline and mid year. Because of this increase in proficiency, we plan to continue the implementation of this
		K	14.2%	66.6%	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
					framework.
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	356	As of March 13, 2020 there were 116 kindergarten students enrolled at the Lenna W. Conrow Early Childhood Learning Center. 42 of those students are English Language Learners and 45 are Economically Disadvantaged.	Last year we saw a decrease in whole school student enrollment, however due to the larger number of kindergarten students, an additional kindergarten classroom was opened.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0	At the same time, whole school data shows that there were 368 students enrolled. 172 of the students are English Language Learners and 146 are Economically Disadvantaged.	

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	92.40%	Whole school attendance rate by month: September 2019: 93.4% October 2019: 92.5% November 2019: 91% December 2019: 92.2% January 2020: 90% February 2020: 89.4% March 1 - March 13, 2020: 95.4% April 2020: N/A May 2020: N/A June 2020: N/A  This represents a 1.3% increase in the attendance rate from the 2018-2019 school year between the months of September and March.	We saw drops in student attendance rates during the months of January and February due to the rise in the flu virus and other significant illnesses. Vaccine exclusions and family travel for holidays also played a significant role in the decrease.  There is no attendance data after March 13, 2020 due to the school closing because of COVID-19.
		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%	Between September 2019 and March 13, 2020, 27% (100 out of 368) of students met the criteria to be classified as chronically absent. Monthly data a shows the following percentage of students that met the criteria to be considered chronically absent:  September: 20.3% October: 26.9% November: 25.8% December: 56.5% January: 28.8% February: 28.8% March: 30.4%	Chronic absenteeism was more prevalent in the preschool student population. However chronic absenteeism has been an ongoing problem for the past several school years. Buy in from parents that think preschool attendance isn't important has been an ongoing struggle. We have been more proactive in educating parents on the importance of good attendance and how it directly correlates with academic and social success in later grades. We also hold parents accountable for their child's attendance by way of mandatory parent meetings through the INRS team. An attendance team has also been created to track student attendance by grade level.  Chronic absenteeism rose with each month of school and also showed a spike
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Attendance Rate (Staff)	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	90.40%	Our school wide attendance rate as of March was 90.4%.  Kindergarten staff, including teachers and instructional assistance had an attendance rate of 97.7% as of March 2020.	in December thanks to a rise in flu cases and other serious illnesses. Family travel for the holidays also contributed to this spike.  We had 2 teachers on maternity leave and 3 staff members that were on medical leave between September 2019 and March 2020. These instances impacted the school attendance rate.



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>A School Climate Survey for parents was distributed in December 2019. 78% of parents completed/returned the survey. Results from the surveys that were returned indicated the following:</p> <p>72% of parents returned the School Climate Survey in December 2019. 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. Results from the surveys that were returned indicated the following:</p> <p>100% of responses report that they felt welcomed and reported that they were happy with the Lenna W. Conrow School.</p> <p>96% of the responses indicated that parents felt their child felt safe at our school.</p> <p>22% of parents marked that they would prefer a new preschool report card and commented that the current</p>	<p>The last question in our survey is an open response question which allows for the parents to write comments or concerns they have that couldn't be shared in the yes/no format of the survey. Only 15% of survey responses included such a response. In most cases the responses were positive feedback about their child's teacher and progress.</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>one is too long not easy to understand.</p> <p>8% of parents reported that they would like to have more direct communication with their child's teacher.</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 Teacher Evaluation System	0% of teachers were placed on a CAP during the 2019-2020 school year. This was the same for the 2018-2019 school year.  As of March 13, 2020 16 out of 26 (61%) of teacher observations/evaluations were completed. Due to COVID-19 and the educational guidelines set forth, all teachers received an N/E for the level of effectiveness.	The use of Professional Learning Communities (PLC's), Professional Development opportunities and classroom observation feedback have all contributed to the lack of teachers placed on a CAP.
		Observation Waiver?	No		
		# Teachers to Evaluate	30		
		# Non-tenure teachers (years 1 & 2)	0		
		# Non-tenure teachers (years 3 & 4)	10		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	null		
		<b>Observations</b>	<b>Total</b>		
		# Scheduled	26		
		# Completed	16		
		# 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		

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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	3-Developing	Based on our grade level we have not planned a career readiness practices. However we plan to take closer look at our data to drive changes in instruction and unit design. We will make sure that these changes are in high alignment with the student learning objectives and that the most effective instructional elements are embedded into our units of study.
	2	A	3-Developing	
	3	A	3-Developing	
	4	A	3-Developing	
	5	A	1-Not Addressed	
	Average		2.60	
Assessment	1	A	3-Developing	Based on our grade level, have not developed common pre-assessments and all assessments are used by teachers to drive next steps of instruction.
	2	A	1-Not Addressed	
	3	A	3-Developing	
	Average		2.33	
Professional Learning Community (PLC)	1	A	3-Developing	We have not developed team norms. Moving forward we will establish an agreed upon method of resolving team conflicts.
	2	A	3-Developing	
	3	A	1-Not Addressed	
	4	A	2-Emerging	
	Average		2.25	

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Culture	1	A 2-Emerging	We have established clear expectations for student behavior. - We have identified SLOs for social and emotional learning. All staff has been trained and a majority of professional staff are responsible for teaching related lessons. - The majority of interactions among students and adults are marked by respect. Students have been taught social skills that help them successfully interact with both students and adults. - The school has a physical environment that is conducive to learning. - Formal leaders provide opportunities for teachers to demonstrate leadership. - we collect data in regards to school climate and use that data to change and refine current plans and implement new ones for the following school year.	We will work forward to establishing clear expectations for student behavior that are part of a larger plan to address students' pro-social skills and character development. Teachers will be expected to establish consistent and grade-appropriate classroom rules that are aligned to school rules. We will also formulate a strict schedule for SEL lessons and hope to create a formalized assessment that can be used to analyze student growth. We plan to establish PIA to address specific school climate goals and collectively create a school mission.
	2	A 3-Developing		
	3	A 3-Developing		
	4	A 3-Developing		
	5	A 2-Emerging		
	6	A 3-Developing		
	7	A 2-Emerging		
	8	A 2-Emerging		
	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	2.71	Research-based evaluation frameworks are utilized to evaluate teachers and principals. All teachers and leaders have received training in the evaluation model. Meaningful feedback is provided after formal and informal observations.	Professional improvement plans should be linked to both individual needs identified through the evaluation process and PLC team goals.	
Teacher and Principal Effectiveness	1			A 3-Developing
	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?)	
Effective Instruction	<p>October 2019 DIBELS assessment indicates 13% (14/111) students scored in the minimal or negligible risk level on the Assessment. 68% of the students (76/111) scored in the at-risk range, and 18% (20/111) scored in the some risk category. January 2020 DIBELS assessment indicates 28% (32/112) of students scored in the minimal or negligible risk on the Assessment. 53% (59/112) of the students remained in the at-risk category, and 20% (22/112) of the students scored in the some risk category.</p> <p>As of January 2020 the DRA-2 assessment results indicated that 61% (61/100) of kindergarten students were reading on or above grade level with a score of 2 or higher. 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>The ELL and Economically Disadvantaged subgroups face obstacles in reaching proficiency in ELA due to varying factors. ELL students may be only introduced to the English language once they start school. Both subgroups may both lack exposure to the language and may begin school with limited oral language development.</p> <p>Teachers received ongoing professional development however, 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 a 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 students' needs.</p>	ALL	1	Ensure that the adopted and aligned curriculum is implemented with fidelity.
				2	Use student performance data to inform instructional practices, identify struggling students and create plans to support them.
				3	Monitor teachers and provide coaching and professional development in ELA.

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	27% of students (100/368) were absent 10% or more of the days between the start of the school year and March 13, 2020.	Lack of transportation, vaccine exclusions, chronic illnesses, the Flu and lack of parental knowledge regarding the research behind the importance of attending school regularly have directly impacted our student attendance rates. Due to Covid-19 and our last day in school being 3/13/2020, we are unable to determine how this data would have changed from March through June.	ALL	1	Develop partnerships with families, community and staff in support of consistent students attendance.
				2	A school attendance team will be appointed to collect monthly data and to develop an action plan to promote student attendance.
				3	Collect monthly data to provide support to students and families to promote consistent student attendance.

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	There is a low percentage of parental involvement for programs that are offered both before, during and after school hours. This includes programs that pertain to parents supporting their child in the areas of ELA, Writing and Math. On average there was a 43% parent participation rate at these events between September and March 13, 2020.	Lack of transportation, the language barrier, weather, working hours, and the times of events are held all seemed to effect the percentage of parent participation. Due to Covid-19 and our last day in school being 3/13/2020, we are unable to determine how this data would have changed from March through June.	ALL	1	Promote monthly family visitation via social media and monthly newsletters in English, Spanish and Portuguese.
				2	Bi-Monthly Curriculum nights to reinforce ELA strategies to use at and include light refreshments with school events. This incentive may Provide rewards and incentives to families who attend events related to curriculum, instruction and important school information .
				3	Create a Parent Involvement Committee to come up with new ideas to get parents involved.

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>November data from the Kindergarten report card shows that less than 1% (1/111) of the total kindergarten students had met the Social Emotional Learning standards of social problem solving and 4% (5/111) of the total Kindergarten students had met the Social Emotional Learning standards for following directions/rules.</p> <p>In February 2020, 23% (26/111) of the Kindergarten students had achieved the SEL standard for Social problem solving and 35% (38/111) had met the SEL standard for following directions/rules.</p> <p>Due to school's closing in March due to Covid-19, we are unable to determine the growth for the third and fourth marking periods to measure success and growth.</p>	<p>Due to Covid-19 and our last day in school being 3/13/2020, we are unable to determine the growth for the third and fourth marking periods.</p>	<p>All</p>	1	<p>Classroom use of the Peekapak SEL curriculum by teachers and counselors.</p>
				2	<p>Provide professional development and PLC dedicated to the Peekapak curriculum and other Social/Emotional resources. Teachers should also be monitored to make sure that SEL lessons are taking place daily.</p>
				3	<p>Identify students in need of additional social emotional support through both formal and informal assessment as well as teacher reporting.</p> <p>Work towards developing benchmark assessments to track student growth in social emotional development.</p>

## SMART Goal 1

By June 2021, 80% of the Kindergarten students will show growth in the areas of reading accuracy and fluency 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

October 2019 DIBELS assessment indicates 13% (14/111) students scored in the minimal or negligible risk level on the Assessment. 68% of the students (76/111) scored in the at-risk range, and 18% (20/111) scored in the some risk category. January 2020 DIBELS assessment indicates 28% (32/112) of students scored in the minimal or negligible risk on the Assessment. 53% (59/112) of the students remained in the at-risk category, and 20% (22/112) of the students scored in the some risk category.

As of January 2020 the DRA-2 assessment results indicated that 61% (61/100) of kindergarten students were reading on or above grade level with a score of 2 or higher. 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 implemented with fidelity.

Strategy 2: Use student performance data to inform instructional practices, identify struggling students and create plans to support them.

Strategy 3: Monitor teachers and provide coaching and professional development in ELA.

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, the baseline DIBELS assessment will be administered and results will analyzed to identify current levels of reading proficiency for kindergarten students. Using this and other ELA data, students will be selected as candidates for the Before School Tutoring Program.	DIBELS
Feb 15	By the end of Cycle 2, 60% of students will follow the subgroup A or B as in the trajectory listed above. Baseline DRA-2 assessments will also be administered. This data will also be used to drive small group ELA instruction.	DIBELS, DRA-2
Apr 15	By the end of Cycle 3, 70% of kindergarten students will follow the subgroup A-D trajectories listed above.	DIBELS, DRA-2
Jul 1	<p>By June 2021, 80% of the Kindergarten students will show growth in the areas of reading accuracy and fluency 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>	DIBELS, DRA-2



## Action Steps

### SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Formal classroom observations will be conducted and analyzed using the McRel evaluation system.	9/3/20	11/14/20	
2	2	Data from the DIBELS baseline assessment will be analyzed through Link-it and will be used to group and provide support for students.	9/3/20	11/14/20	
3	2	Identify students reading below grade level and make recommendations to INRS team. Baseline Link-It data collection will be analyzed from the baseline DIBELS and the Tools of the Mind Dynamic Writing Assessment. Teachers will collect and keep an anecdotal record binder to house all student data for the year which can be easily accessible.	9/3/20	11/14/20	
4	3	Data will be analyzed from data walks and provide meaningful and differentiated feedback for support.	9/3/20	11/14/20	
5	2	Intervention programs will be established for students reading below grade level through the INRS team and differentiated instruction will be a part of lesson planning. All programs will be reviewed for alignment to ESEA, the NJSL, and individual needs of the students.	11/17/20	2/12/21	
6	2	Data driven differentiated supports will be provided to the students based on data and best practices.	11/17/20	2/12/21	
7	2	Data from the DIBLES, DRA-2 and Tools of the Mind Dynamic Writing assessments will be thoroughly analyzed through Link-it to provide specific supports and interventions for students.	11/17/20	2/12/21	
8	1	Classroom instruction will be monitored for effectiveness in reading strategies that are aligned to the NJSL.	11/17/20	2/12/21	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
9	3	PLC, department and grade level meetings will be used to analyze data and create action steps.	11/17/20	2/12/21	
10	2	Continue to identify students reading below grade level and make recommendations to the INRS team. Mid Year Link-It data collection will be analyzed from DIBELS, DRA2 and Tools of the Mind Dynamic Writing Assessment. Teachers will collect and keep an anecdotal record binder to house all student data for the year which shall be easily accessible.	2/16/21	6/11/21	
11	2	Intervention Programs will be monitored for program effectiveness.	2/16/21	6/11/21	
12	1	Classroom instruction will be monitored for effectiveness reading strategies that are aligned to the NJSLS.	2/16/21	6/11/21	
12	3	Department and grade level meetings will be used to analyze data and create action steps.	2/16/21	6/11/21	
13	3	Provide on-going professional development in the area of ELA based on data collected from formal and informal observations.	9/3/20	6/11/21	

## 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 Schoolwide Blended Amount for LWC	SCHOOLWIDE - Schoolwide Blended / 520-930	\$104,866	Federal Title I (School Allocation)

## SMART Goal 2

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

Priority Performance                      27% of students (100/368) were absent 10% or more of the days between the start of the school year and March 13, 2020.

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

Strategy 2:                      A school attendance team will be appointed to collect monthly data and to develop an action plan to promote student attendance.

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

Target Population:              ALL

### Interim Goals

#### SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of Cycle 1, no more than 30% of students will be identified as chronically absent according to the Genesis database attendance report.	District Attendance Policy, School Initiatives, Sign in Sheets, Copies of I&RS attendance action plans, Attendance data from the Genesis platform, Attendance Team meetings, Evidence of parent contact with flyers, social media, monthly newsletters and auto calls.

End of Cycle	Interim Goal	Source(s) of Evidence
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.	District Attendance Policy, School Initiatives, Sign in Sheets, Copies of I&RS attendance action plans, Attendance data from the Genesis platform, Attendance Team meetings, Evidence of parent contact with flyers, social media, monthly newsletters and auto calls.
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.	District Attendance Policy, School Initiatives, Sign in Sheets, Copies of I&RS attendance action plans, Attendance data from the Genesis platform, Attendance Team meetings, Evidence of parent contact with flyers, social media, monthly newsletters and auto calls.
Jul 1	By June 2021, less than 10% of the kindergarten students will be identified as chronically absent according to the Genesis database attendance report.	District Attendance Policy, School Initiatives, Sign in Sheets, Copies of I&RS attendance action plans, Attendance data from the Genesis platform, Attendance Team meetings, Evidence of parent contact with flyers, social media, monthly newsletters and auto calls.

## Action Steps

### SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	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.	9/4/20	6/11/21	
2	1	Hold family events to educate parents about the importance of good attendance.	9/4/20	11/9/20	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
3	1	Students and families will be rewarded with monthly attendance incentives and publicized on the schools social media pages and website.	9/4/20	6/11/21	
4	2	Monthly review of attendance data focusing on chronically absent students. Support staff/Attendance Team captains will provide follow-up to staff regarding latest data and trends while also developing new strategies based on findings.	9/4/20	6/11/21	
5	2	Classroom observations to ensure that attendance action plans are in place, implemented and reinforced (follow steps on district action plan).	9/4/20	6/11/21	
6	1	Host a luncheon for students and families that have been absent 5 days or less during the school year.	2/16/21	6/11/21	
7	3	A Climate Survey will be given to students, parents and staff that will include questions regarding attendance.	2/16/21	6/11/21	

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< SMART Goal 2 - Budget Items: NO DATA >

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## SMART Goal 3

Parent involvement will increase by 5% at events that focus on curricular activities such as ELA, Math and Writing, as well as, parent workshops during the 2020-2021 school year. Due to COVID-19 and the uncertainty of the upcoming school year, we plan to use virtual resources to highlight such activities if necessary.

**Priority Performance**                      There is a low percentage of parental involvement for programs that are offered both before, during and after school hours. This includes programs that pertain to parents supporting their child in the areas of ELA, Writing and Math. On average there was a 43% parent participation rate at these events between September and March 13, 2020.

**Strategy 1:**                              Promote monthly family visitation via social media and monthly newsletters in English, Spanish and Portuguese.

**Strategy 2:**                              Bi-Monthly Curriculum nights to reinforce ELA strategies to use at and include light refreshments with school events. This incentive may Provide rewards and incentives to families who attend events related to curriculum, instruction and important school information .

**Strategy 3:**                              Create a Parent Involvement Committee to come up with new ideas to get parents involved.

**Target Population:**                  ALL

### Interim Goals

#### SMART Goal 3

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 measure to gauge parent interest to drive planning and implementation for family involvement events. Flyers, social media posts and the auto-dialer system will be used as a reminder for all events.	Parent sign in sheets, Parent surveys and feedback forms

End of Cycle	Interim Goal	Source(s) of Evidence
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 fundraisers in order to provide refreshments at all family involvement events.	Parent sign in sheets
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.	Parent sign in sheets
Jul 1	Parent involvement will increase by 5% at events that focus on curricular activities such as ELA, Math and Writing, as well as, parent workshops during the 2020-2021 school year. Due to COVID-19 and the uncertainty of the upcoming school year, we plan to use virtual resources to highlight such activities if necessary.	Reflect and review data to assess goal-Parent Sign In Sheets

## Action Steps

### SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Work with TDLA to set up auto-dialer and social media to promote all family involvement events.	9/4/20	6/11/21	J. Campbell
2	3	Collaborate with Long Branch Public Library and Early Childhood Advisory Council members to plan and coordinate events.	9/4/20	11/13/20	J. Campbell
3	3	Coordinate a parent involvement committee to help plan future events and devise a parent incentive program.	9/4/20	11/13/20	J. Campbell
4	2	Collaborate with PTO to set up fundraisers to provide refreshments for all parent events.	9/4/20	6/11/21	J. Campbell
5	2	Provide feedback surveys to families to determine interest and needs for future family events in English, Spanish and Portuguese.	9/4/20	6/11/21	J. Campbell
6	2	Host a Parent Involvement Luncheon to thank parents that attended all events that took place during the school year.	2/16/21	6/11/21	J. Campbell



Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
7	2	Have translators available at all school events.	9/4/20	6/11/21	J. Campbell
8	1	Make sure that all parent communication are dissmentated in English, Spanish and Portuguese.	9/4/20	6/11/21	J. Campbell

## Budget Items

### SMART Goal 3

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)
1	Parent Involvement Reserve	SUPPORT SERVICES - Supplies & Materials / 200-600	\$495	Federal Title I (Intervention Reserve)

## SMART Goal 4

75% of kindergarten students will meet or exceed the Social Emotional proficiency rate (scoring a 3 or higher) as determined by the LBPS Kindergarten Report Card in the areas of self management and relationship skills. These scores will be housed in the Genesis database.

### Priority Performance

November data from the Kindergarten report card shows that less than 1% (1/111) of the total kindergarten students had met the Social Emotional Learning standards of social problem solving and 4% (5/111) of the total Kindergarten students had met the Social Emotional Learning standards for following directions/rules.

In February 2020, 23% (26/111) of the Kindergarten students had achieved the SEL standard for Social problem solving and 35% (38/111) had met the SEL standard for following directions/rules.

Due to school's closing in March due to Covid-19, we are unable to determine the growth for the third and fourth marking periods to measure success and growth.

### Strategy 1:

Classroom use of the Peekapak SEL curriculum by teachers and counselors.

### Strategy 2:

Provide professional development and PLC dedicated to the Peekapak curriculum and other Social/Emotional resources. Teachers should also be monitored to make sure that SEL lessons are taking place daily.

### Strategy 3:

Identify students in need of additional social emotional support through both formal and informal assessment as well as teacher reporting.

track student growth in social emotional development.

Work towards developing benchmark assessments to

### 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 kindergarten students will meet or exceed the grade level expectations for the standards of social problem solving and following rules/directions.	LBPS District Report Cards, SEL Benchmark Assessment
Feb 15	By the end of Cycle 2, 40% of kindergarten students will meet or exceed the grade level expectations for the standards of social problem solving and following rules/directions.	LBPS District Report Cards, SEL Benchmark Assessment
Apr 15	By the end of Cycle 3, 60% of kindergarten students will meet or exceed the grade level expectations for the standards of social problem solving and following rules/directions.	LBPS District Report Cards, SEL Benchmark Assessment
Jul 1	75% of kindergarten students will meet or exceed the Social Emotional proficiency rate (scoring a 3 or higher) as determined by the LBPS Kindergarten Report Card in the areas of self management and relationship skills. These scores will be housed in the Genesis database.	LBPS District Report Cards, SEL Benchmark Assessment

## Action Steps

### SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Provide professional development for staff on the social emotional learning competencies.	9/4/20	11/13/20	
2	2	Provide professional development for staff on the Peekapak program.	9/4/20	11/13/20	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
3	1	Provide all students with access to Peekapak at school and in their home.	9/4/20	11/13/20	
4	2	Create a SEL Resource Center for teachers.	9/4/20	11/13/20	
5	3	Analyze 1st marking period data in regards to the above SEL standards.	9/4/20	11/13/20	
6	3	Analyze 2nd marking period data in regards to the above SEL standards.	11/17/20	2/12/21	
7	3	Analyze 3rd marking period data in regards to the above SEL standards.	2/12/21	4/16/21	
8	1	Biweekly SEL lessons by the classroom teacher	9/4/20	6/11/21	
9	2	School-wide SEL committee monthly meetings	9/4/20	6/11/21	
10	3	Identify students in need of tiered remediation and form small groups for targeted lessons based on need.	9/4/20	11/13/20	
11	3	Monthly incentive program for students that are SEL leaders in their classroom.	9/4/20	6/11/21	
12	3	Develop a multiple tiered system of support.	9/4/20	11/13/20	

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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 create SEL classroom libraries in each of the 7 kindergarten classrooms	11/12/20	5/28/21	J. Gervase	INSTRUCTION - Supplies & Materials / 100-600	\$4,489.00	Federal Title I (Reallocated)
SEL materials to support coping skills within the classroom	11/12/20	5/28/21	J. Gervase	INSTRUCTION - Supplies & Materials / 100-600	\$4,240.00	Federal Title I (Reallocated)
SEL Teacher Resources for Staff Resource Center to be housed in the Support Staff Office	11/12/20	5/28/21	J. Gervase	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 SEL Teacher Book Study	11/12/20	5/28/21	J. Gervase	SUPPORT SERVICES - Supplies & Materials / 200-600	\$300.00	Federal Title I (Reallocated)

## Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Supplies & Materials	100-600	\$0	\$1	\$1	\$0	\$0	\$0	\$0	\$0	\$2
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$1	\$1	\$0	\$0	\$0	\$0	\$0	\$2
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$1	\$1	\$0	\$0	\$0	\$0	\$0	\$2
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	\$3	\$0	\$0	\$0	\$0	\$0	\$0	\$3
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	\$4	\$1	\$0	\$0	\$0	\$0	\$0	\$5
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	\$1	\$0	\$0	\$0	\$0	\$0	\$1
SCHOOLWIDE	Sub-total		\$0	\$0	\$1	\$0	\$0	\$0	\$0	\$0	\$1

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	\$5	\$2	\$0	\$0	\$0	\$0	\$0	\$8



## 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	\$5	\$2	\$0	\$7
Other Title 1 Expenditures	\$0	\$0	\$8,002	\$8,002
Total	\$5	\$2	\$8,002	\$8,009

## 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		Climate and Culture, including Social and Emotional Learning
	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: Bonita Potter-Brown

Title: Lenna W. Conrow Building 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