

Morris Avenue Elementry School

District: LONG BRANCH CITY

County: MONMOUTH

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 252770080

# 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	Matthew Johnson	Yes	Yes	Yes		
Student Advisor/ESSA	Nicole Trainor	Yes	Yes	Yes		
Director of Early Childhood	Joy Daniels	Yes	Yes	Yes		
Special Education Teacher	Michael Gatta	Yes	Yes	Yes		
Special Education Teacher	Kim Douglas	Yes	Yes	Yes		
PIRT	Tracey Cistaro	Yes	Yes	Yes		
ESL/Classroom Teacher	Tessy Simoes	Yes	Yes	Yes		
Instructional Assistant	Sara Ortiz	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Parent	Nicole Cintron	Yes	Yes	Yes		

### ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
09/30/2019	Prior Year Evaluation	Yes	Yes
10/28/2019	Priority Performance Needs and Root Cause Analysis	Yes	Yes
11/25/2019	Priority Performance Needs and Root Cause Analysis	Yes	Yes
12/16/2019	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
01/27/2020	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
02/24/2020	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)
ELL Small Group Reading Instruction.	Small group pull-out reading instruction consisted of targeted ELL students who required additional reinforcement in phonemic awareness and decoding skills. Triumphs intervention materials were provided that	ELLs	Yes	Yes	Yes	<p>In September 2019, 0% (34/36) of ELL Kindergartners were reading on or above grade level (Score of minimal or negligible risk on the Dibels Assessment). 95% of the students scored in the at-risk range, and 5% of the students scored in the some risk range.</p> <p>January 2020 Dibels scores indicate 50% (20/41) of ELL Kindergartners were reading on or above grade level (Score of minimal or negligible risk DIBELS). 50% of the students scored in the at-risk range, and 26% of the students scored in the some risk category. This data showed a 44% decrease in the number of students at the at-risk range over half of the school year. There was a 24% increase in the number of students that entered the minimal or negligible risk on the assessment.</p> <p>September 2019, Scaffolded Writing Dynamic Assessment indicates 5% (2/36) of the ELL Kindergartners scored a 50 or greater on the assessment.</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>complemented the Treasures reading curriculum. Hands on manipulative materials and realia were utilized as well.</p>					<p>January 2020 Scaffolded Writing Dynamic assessment indicates 51% (21/41) of the ELL Kindergartners scored a 63 or greater on the assessment. This indicates a 46% increase over half of the school year.</p> <p>January 2020 DRA Assessment was administered and indicated that 63% (26/41) of ELL Kindergartners scored on grade level (2 or higher) on the Assessment. Due to the school closure, we were unable to perform the end of year assessment, thus being able to see a percent increase.</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)
Extended Day Tutoring Program	ELA and Writing - This before school program consisted of students meeting four times a week for 30 minutes. Sight words, rhyming words, writing, decoding and encoding skills were addressed.	Students that were below achieving on benchmark assessments	Yes	Yes	Yes	<p>September 2019 DIBELS assessment indicates 0% (0/12) students scored in the minimal/negligible risk level on the Assessment. 100% of the students (12/12) scored in the at-risk range, and 0% (0/12) scored in the some risk range. January 2020 DIBELS assessment indicates 17% (2/12) of students scored in the minimal/negligible risk on the Assessment. 50% (6/12) of the students remained in the at-risk category, and 33% (4/12) students moved into the some risk category. This indicates a 17% increase of students into the minimal/negligible risk range, and a decrease of 50% of the students in the at-risk range over half of the school year. 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>September 2019, Scaffolded Writing Dynamic Assessment indicates 0% (0/12) of the Before School Tutoring Students scored a 50 or greater on the assessment. January 2020 Scaffolded Writing Dynamic</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>assessment indicates 42% (5/12) of the Before School Tutoring Students scored a 63 or greater on the assessment. This indicates a 42% increase over half of the school year. 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>January 2020 DRA indicates 33% (4/12) of students were reading on or above grade level (Score of 2 or higher on the DRA Assessment). We are unable to see a percent increase due to the inability to readminister the end of year assessment. However, we were able to determine the number of students on grade level mid-year. 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>



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 Instruction	ELA	School wide	Yes	Yes	Yes	<p>September 2019 DIBELS assessment indicates 8% (8/99) students scored in the minimal or negligible risk level on the Assessment. 76% of the students (75/99) scored in the at-risk range, and 16% (17/99) scored in the some risk category. January 2020 DIBELS assessment indicates 39% (40/104) of students scored in the minimal or negligible risk on the Assessment. 47% (49/104) of the students remained in the at-risk category, and 14% (15/104) of the students scored in the some risk category. This indicates a 31% increase of students scoring in the minimal or negligible range and a decrease of 29% of the students scoring in the at-risk range over half of the school year. 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>September 2019, Scaffolded Writing Dynamic Assessment indicates 32% (31/102) of the Kindergarten Students scored a 50 or greater on the assessment. January 2020 Scaffolded Writing Dynamic</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>assessment indicates 63% (69/104) of the Kindergarten Students scored a 63 or greater on the assessment. This indicates a 31% increase over half of the school year. 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>January 2020 DRA indicates 73% (76/104) of students were reading on or above grade level (Score of 2 or higher on the DRA 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>

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	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	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%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	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	September 2019 DIBELS assessment indicates 8% (8/99) students scored in the minimal or negligible risk level on the Assessment. 76% of the students (75/99) scored in the at-risk range, and 16% (17/99) scored in the some risk category. January 2020 DIBELS assessment indicates 39% (40/104) of students scored in the minimal or negligible risk on the Assessment. 47% (49/104) of the students remained in the at-risk category, and 14% (15/104) of the students scored in the some risk category. This indicates a 31% increase of students scoring in the minimal or negligible range and a decrease of 29% of the students scoring in the at-risk range over half of the school year. 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.	When analyzing the Kindergarten data - specifically the DIBELS phoneme segmentation assessment, there was a 31% increase from the baseline assessment to the mid year assessment of students scoring in the minimal to negligible range and a decrease of 29% of students scoring in the at-risk range. This shows that the interventions implemented led to student growth and should continue next year. Due to the school closure we only have baseline DRA data which shows 73% of the students are on grade level (score of 2 or higher) at this point of the year.  When analyzing the Writing Assessment, there was an increase of 31% from the baseline to the mid year
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	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>January 2020 DRA indicates 73% (76/104) of students were reading on or above grade level (Score of 2 or higher on the DRA 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>September 2019, Scaffolded Writing Dynamic Assessment indicates 32% (31/102) of the Kindergarten Students scored a 50 or greater on the assessment. January 2020 Scaffolded Writing Dynamic assessment indicates 63% (69/104) of the Kindergarten Students scored a 63 or greater on the assessment. This indicates a 31% increase over half of the school year. Due to COVID-19, all Long Branch Schools were closed effective March 13, 2020. The last</p>	<p>assessment. This shows that the Kindergarten students are still struggling somewhat with writing throughout the curriculum. Additional writing interventions need to be put into place next year to show larger increase in writing proficiency.</p>

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>	

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	September 2019 Beginning of the year Everyday Math assessment indicates 1% (1/101) of Kindergartners scored proficient (score of 70 or higher) on the Math Beginning of the Year Assessment. January 2020 Mid-Year Math assessment indicates 77% (80/104) scored proficient (score of 70 or higher) on the Everyday Math End of Year 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.  This indicates a 76% increase over the duration of the first half of the school year.  When analyzing the Assessment results from the Math Benchmark Assessment, there was a 76% increase in student proficiency. This shows that the guided math Everyday	When analyzing the Assessment results from the Math Benchmark Assessment, there was a 76% increase in student proficiency. This shows that the guided math Everyday Mathematics instruction is meeting the needs of the population at this school.  This is the first year of the implementation of a guided math framework where station rotation, small group targeted instruction is being implemented. The first year of any program implementation is always difficult as the teachers are learning the framework and nuances.
		K	0.9%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	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
				Mathematics instruction is meeting the needs of the population at this school.	
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	395	As of March 2020, 107 Kindergarten students are enrolled in our building. 102 students are Economically Disadvantaged and 42 students are English Language Learners.  The Morris Avenue School had 400 students enrolled as of March 13, 2020. School wide, 368 students are Economically Disadvantaged and 235 students are English Language Learners.	Student enrollment remains consistent and can fluctuate due to late enrollment. Our number of kindergarten students was similar to enrollment in the previous school year (104 students).
		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	93.43%	School wide numbers: Sept - 93.9% (93.6% K) Oct - 93.9% (95.9% K) Nov - 91.5% (95.2% K) Dec - 90.5% (93.1% K) Jan - 88.2% (90.9% K) Feb - 94.2% (95.4% K) Mar - 95.2% (96.4% K) Apr - N/A May - N/A Sept-May 2018-2019 - 92.1% Sept-Mar 2019-2020 - 94.4% (95.7% K)	Attendance remained steady for the most part throughout the year. December had several students extend the vacation break to visit relatives in another country so that attributed to a slight dip in December's attendance. In January, we had several student's out for extended periods of time due to the Flu, strep throat, and noncompliance with vaccinations.  We had 14 students have perfect attendance from Sept-Mar 13.  We had parents sign an attendance contract. We highlighted the importance of attendance at parent events (Orientation, Back to School Night, Conferences, etc.). We created a bulletin board to recognize students with perfect attendance. A classroom wide incentive
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				<p>program was implemented. Teachers documented their phone calls in a Google sheet. Letters were sent home for chronic students. The counselor and Principal held parent meetings targeting students with chronic attendance and tardiness.</p>



Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Chronic Absenteeism (Students)	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	0.00%	For the 2019-2020 school year, we had 130 out of 400 students meet the criteria for chronically absent (32%).	Principal held meetings with parents. I&RS Action Plans were created for children who struggled with chronic attendance. Parents signed an attendance action plan to try and correct the problem. We made home visits and partnered with the attendance officer to verify residency and convince the parent of the importance of good attendance. We had an attendance monitoring sub committee through the Intervention and Referral Team where we targeted teachers/classrooms with a high amount of chronic students and worked with the teacher to develop a plan.
		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	88.27%	School wide attendance rate for staff was 86.1% as of March 13.  Kindergarten Teachers had an 89.8% & Instructional Assistants had a 99% attendance rate for the school year.	There will be an increased focus next year on Kindergarten teacher attendance. One teacher was out on medical leave for several months and another went out on maternity leave.

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
<p>Climate &amp; Culture Surveys</p>	<p>Results from surveys            *Identify staff satisfaction and support            *Identify perception of the environment            *Identify perceptions of students            *Identify perceptions of family</p>		<p>95% 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 reported that they were happy with the Morris Avenue School. 100% of parents responded that they felt their child was safe and felt safe at our school. 2% of parents marked that they would prefer to have more contact/interaction with their child's teacher.</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.</p> <p>Parents commented on their desire for additional security in the building, more supervision on the school buses, and that they would like to see if Brazilian food</p>	<p>The trend of the surveys were positive. Aside from the safety comments, there were only 2 other concerns that were addressed as well. The complaint/concern responses were fewer this year than last year, and the number of positive comments increased.</p> <p>As far as the staff climate survey, the majority of the responses were positive. 45.5% of the staff felt the Principal could use some improvement in recognizing his staff for all that they do. 100% of the respondents recorded that they were happy working at the Morris Avenue School.</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>choices could be added to the lunch menu.</p> <p>There were also 23 parents (22%) who wrote a beautiful thank you to their child's teacher and to the school for their support and help with their child. Some parents could not believe how much their child had learned in such a short time and were very grateful to the teacher.</p> <p>As far as the staff climate survey, 97.7% of the staff felt the principal treats them with respect/fairness. 84.1% of the staff feel comfortable addressing any issue/concern with the Principal. 86% of the staff feel like a valued and supported member of our school team. 90.9% of the staff is proud to tell others they work at Morris Avenue School.</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		
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific Islander				
		American Indian or Alaska Native				
		Two or More Races				
		Economically Disadvantaged Students				
		Students with Disabilities				
		English Learners				
		Homeless Students				
Students in Foster Care						

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

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data)	Observations / Trends
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	McRel	0% of teachers were on a CAP this school year.  As of March 13, 2020, 52 out of 60 (87%) 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.	Since zero teachers were on a CAP this school year's Professional Development has been tailored to Personalized Learning and Equity and we will continue these topics next year.
		Observation Waiver?	No		
		# Teachers to Evaluate	31		
		# Non-tenure teachers (years 1 & 2)	0		
		# Non-tenure teachers (years 3 & 4)	2		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	0		
		<b>Observations</b>	<b>Total</b>		
		# Scheduled	60		
		# Completed	33		
		# Highly Effective	2		
		# Effective	30		



Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data)	Observations / Trends
		Observations	Total		
		# Partially Effective	1		
		# 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	<p>We consistently share and model instructional strategies/models/activities and resources that contribute to successful student outcomes. Teachers are provided the opportunity to share best practices and they are given time to brainstorm collaboratively to find solutions to issues that are occurring. Administration and content area supervisors are frequent attendees at the PLCs to offer insight and collaboration on effective data analysis and instructional practices. We utilize all support staff and their areas of expertise (Special Education, ESL, PBIS, etc.) to train and share best practices and current research to keep the staff abreast. Staff may request training or support in specific content areas or programs utilized within the instructional day. Administration regularly provides these trainings either in house or from external resources when necessary. When necessary, educators are provided with support through intervention, support services and the child study team. Data analysis is conducted by all members of the school community and discussed on whole school, grade level, classroom and individual student needs. These needs are then used to formulate professional learning programs that drive instruction. The most effective instructional elements are embedded into our units of study.</p>	<p>Although we implement, revise, and reflect on SLOs as we deliver our units of study, and we assess students to determine their progress in meeting those SLOs, this information could be shared on a more collaborative nature instead of on a per classroom basis. We do discuss trends across the grade level, but more work needs to occur and more time set aside for discussion to say that this is occurring consistently. We will look for more opportunities to embed Career Ready skills into the units of study and SLOs.</p>
	2	A 3-Developing		
	3	A 4-Sustaining		
	4	A 4-Sustaining		
	5	A 3-Developing		
	Average	3.60		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Assessment	1	A	3-Developing	The teachers are using formative assessments daily in guided reading and math. Teachers are analyzing that data to group and personalize instruction and meet the educational needs of the students.	We need to unpack the summative assessments to ensure content and construct validity. We need to look into pre-assessments and how that data can provide valuable information about our student's zone of proximal development and their background/prior knowledge. Pre-assessments will allow for more opportunities for differentiation to occur.
	2	A	3-Developing		
	3	A	4-Sustaining		
	Average		3.33		
Professional Learning Community (PLC)	1	A	3-Developing	Our school PLCs are organized into collaborative teams that work interdependently on goals directly related to student learning and/or the development of a climate and culture conducive to learning. PLC topics revolve around idea sharing, data analysis, and brainstorming. The teachers are very supportive of one another and are often seen helping one another and sharing ideas or activities.	We have developed team norms, but those norms are not reviewed and discussed on a consistent basis. We have established an agreed upon method of resolving team conflicts, but do not consistently confront conflict and apply that method. We would like to create a schedule and provide more time for teachers to observe and visit their colleagues classrooms to help learn and grow.
	2	A	3-Developing		
	3	A	2-Emerging		
	4	A	3-Developing		
	Average		2.75		

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary	
Culture	1	A	4-Sustaining	<p>Leadership is shared. Teachers play an active role in decision-making. Multiple opportunities are provided for teachers to assume leadership roles. Programs and ideas that teachers share (outdoor classrooms, science activities, spirit activities, etc.) are discussed and supported and the teachers are empowered with the resources and materials they need to see their vision through to fruition. Adult relationships are generally collegial. Staff members for the most part feel comfortable sharing problems and concerns with one another or administration. Classroom rules and expectations are clearly established and the students take an active role in the development and enforcement of those rules and procedures. All types of respect (staff-staff, staff-student, student-staff and student-student) are important and spoken about and reinforced daily. PBIS strategies are utilized and SEL topics are embedded throughout the lessons and classroom routines.</p>	<p>We develop a school climate plan, but need to work more collaboratively with the committees at the school to develop more cohesive action steps. The ESSA committee, SEL committee, School Climate &amp; Safety committee and Parent Involvement committee should have a meeting with its stakeholders to review all areas of school climate and formulate an interwoven plan. The district implements new plans or programs often and sometimes there is not enough follow through or support (training, modeling, materials). At times there are multiple programs and initiatives being introduced simultaneously. At times, new programs are not revisited or modified to meet the specific needs of our students. This can lead to not enough teacher buy-in and burnout.</p>
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	4-Sustaining		
	5	A	4-Sustaining		
	6	A	4-Sustaining		
	7	A	3-Developing		
	8	A	3-Developing		
	9	A	3-Developing		
	10	A	2-Emerging		
	11	A	4-Sustaining		
	12	A	2-Emerging		
	13	A	3-Developing		
	14	A	2-Emerging		
Average		3.29			

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Teacher and Principal Effectiveness	1	A 4-Sustaining	<p>The McRel evaluation framework is utilized to evaluate teachers and principals. 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 which helps drive instruction. Meaningful feedback is provided after all informal and formal observation. Professional improvement plans are linked to both individual needs identified through the evaluation process. Team collaboration is strong among the grade levels and that helps to improve practices and instruction.</p>	<p>Multiple measures of student growth could be explored further in aiding the effectiveness of the evaluation process. Collaborative teaming exists within grade levels, but time should be spent developing the opportunities to collaborate between grade levels to ensure a seamless transition for the students from one grade to the next. Skill development, grade level expectations, and strengths and weaknesses can be explored to assist in the student in his or her preparedness for the next level.</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	<p>September 2019 DIBELS assessment indicates 8% (8/99) students scored in the minimal or negligible risk level on the Assessment. 76% of the students (75/99) scored in the at-risk range, and 16% (17/99) scored in the some risk category. January 2020 DIBELS assessment indicates 39% (40/104) of students scored in the minimal or negligible risk on the Assessment. 47% (49/104) of the students remained in the at-risk category, and 14% (15/104) of the students scored in the some risk category. This indicates a 31% increase of students scoring in the minimal or negligible range and a decrease of 29% of the students scoring in the at-risk range over half of the school year. 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>January 2020 DRA indicates 73% (76/104) of students were reading on or above grade level (Score of 2 or higher on the DRA Assessment). Due to COVID-19, all Long Branch Schools were closed effective March 13, 2020. The last Benchmark was</p>	<p>ELL learners lack an understanding of the main language spoken in school (English) and they often have limited Oral Language Development due to a limited amount of exposure to language and vocabulary and schema building experiences. Economically Disadvantaged students have similar obstacles - such as a limited exposure to vocabulary and schema building experiences.</p> <p>Though teachers have participated in professional learning in regard to ELL and ESL students, there is still a need for continued professional learning experience addressing the needs of ELL and ESL students.</p> <p>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. There is a lack of consistency from classroom to classroom. Differentiation is not evident and consistent in all classrooms.</p> <p>Targeted PD is needed to gain a stronger grasp of concepts and basic reading instruction, differentiation, ELL strategies, and using the data to drive instruction.</p>	ALL	1	Ensure that the adopted and aligned curriculum is reinforced in the classrooms
				2	Continue to track and analyze Benchmark and assessment data to identify low performing content areas and student groups. Put plans in place to assist those struggling students.
				3	Provide PD for teachers to encourage new instructional strategies for low-growth and ELL students. Continue to provide feedback from classroom observations that can assist teachers with new instructional strategies.



Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
	<p>scheduled to be administered in May 2020 however, schools did not reopen and the last benchmark was not administered.</p> <p>In September 2019, 0% (34/36) of ELL Kindergartners were reading on or above grade level (Score of minimal or negligible risk on the Dibels Assessment). 95% of the student's scored in the at-risk range, and 5% of the students scored in the some risk range. January 2020 Dibels scores indicate 50% (20/41) of ELL Kindergartners were reading on or above grade level (Score of minimal or negligible risk DIBELS). 50% of the students scored in the at-risk range, and 26% of the students scored in the some risk category. This data showed a 44% decrease in the number of students at the at-risk range over half of the school year. There was a 24% increase in the number of students that entered the minimal or negligible risk on the assessment.</p> <p>January 2020 DRA Assessment was administered and indicated that 63% (26/41) of ELL Kindergartners scored on grade level (2 or higher) on the Assessment. Due to the school closure, we were unable to</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>perform the end of year assessment, thus being able to see a percent increase.</p> <p>The data represents a need for improvement in the area of Reading Instruction.</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>Curriculum and Standards</p>	<p>September 2019, Scaffolded Writing Dynamic Assessment indicates 32% (31/102) of the Kindergarten Students scored a 50 or greater on the assessment. January 2020 Scaffolded Writing Dynamic assessment indicates 63% (69/104) of the Kindergarten Students scored a 63 or greater on the assessment. This indicates a 31% increase over half of the school year. 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>September 2019, Scaffolded Writing Dynamic Assessment indicates 5% (2/36) of the ELL Kindergartners scored a 50 or greater on the assessment. January 2020 Scaffolded Writing Dynamic assessment indicates 51% (21/41) of the ELL Kindergartners scored a 63 or greater on the assessment. This indicates a 46% increase over half of the school year.</p> <p>The data represents a need for improvement in the area of Writing Instruction.</p>	<p>Teachers are in the fourth year of implementation of the Tools of the Mind Writing Program, and still working towards refinement. 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.</p> <p>ELL learners lack understanding of the main language (English) and lack Oral Language Development due to a limited amount of exposure. These students also experience difficulty in the mechanics of writing, a lack of fine motor skills, as well as expressing their ideas orally and in writing. Though teachers have participated in professional learning in regard to ELL and ESL students, there is still a need for continued professional learning experience addressing the needs of ELL and ESL students.</p> <p>Students need concrete realia, background building literature and photos to increase vocabulary,</p>	<p>ALL</p>	1	<p>Use student performance data to inform instructional practices and target students falling behind.</p>
				2	<p>Monitor teachers and provide coaching and professional development activities to support teachers in the use of a variety of instructional strategies to actively engage students in their learning.</p>
				3	<p>Provide realia, pictures, nonfiction texts, writing interventions and differentiated supports and strategies to help with writing fluency and comprehension.</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>understanding and writing ability.</p> <p>Students and teachers need a variety of different writing interventions and writing options for the students to be supported in the process.</p>			
<p>Climate and Culture, including Social and Emotional Learning</p>	<p>The average by parents for all evening and after school activities was 39%.</p> <p>34% of parents volunteered during Read Across America to participate in classroom literacy activities.</p> <p>21% of families attended Kindergarten Tools and Treasures Reading and Writing Days.</p> <p>35% of parents attended Kindergarten Literacy Night in the Fall.</p> <p>Due to Covid-19, the remainder of our Parent Involvement events and programs were cancelled.</p>	<p>Night time events have a greater participation rate than events held during the day due to parent's work schedules. Although we offer a variety of programs that pertain to parents supporting the developing writing, reading, and language skills in children at home, events such as curriculum visitation days are moderately attended by parents.</p> <p>Not all parents are literate. Some are unable to read the flyers even though they are sent home in 3 languages.</p> <p>Offering transportation during inclement weather could increase attendance for families that oftentimes walk.</p> <p>In addition, planning rain dates for events which occur during inclement weather.</p>	<p>ALL</p>	<p>1</p>	<p>Promote events using multiple media outlets (social media, autodialer, flyers in multiple languages, etc.)</p>
				<p>2</p>	<p>Utilize Parent Involvement committee to plan and review events as well as analyze survey data and trends.</p>
				<p>3</p>	<p>Have light refreshments and raffle prizes to increase enticement of curricular 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?)	
<p>Climate and Culture, including Social and Emotional Learning</p>	<p>According to the Kindergarten Report Card:</p> <p>In November 2019, 8% (9/101) of the total Kindergarten students had met the Social Emotional Learning standards of social problem solving and following directions/rules.</p> <p>In February 2020, 23% of the Kindergarten students had achieved the SEL standards.</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>Sharing, making friends, paying attention, expressing emotions, dealing with frustrations and challenges successfully are critical to lifelong learning, academic achievement, success, and happiness/good mental health. These skills are all part of social and emotional development, which begins with children's earliest relationships and experiences and has big impacts on later outcomes in life - not just for the children, but for their families and communities as well.</p>	<p>ALL</p>	1	<p>Implementation of Peek-a-Pak - an online social emotional learning program - weekly lessons, online gaming component, and parent support activities.</p>
				2	<p>Monitor teachers and provide coaching and professional development to support the teachers in their use of a variety of social and emotional strategies to actively engage students in their learning.</p>
				3	<p>Create a social and emotional resource library for teachers to use as a reference.</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

September 2019 DIBELS assessment indicates 8% (8/99) students scored in the minimal or negligible risk level on the Assessment. 76% of the students (75/99) scored in the at-risk range, and 16% (17/99) scored in the some risk category. January 2020 DIBELS assessment indicates 39% (40/104) of students scored in the minimal or negligible risk on the Assessment. 47% (49/104) of the students remained in the at-risk category, and 14% (15/104) of the students scored in the some risk category. This indicates a 31% increase of students scoring in the minimal or negligible range and a decrease of 29% of the students scoring in the at-risk range over half of the school year. 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.

January 2020 DRA indicates 73% (76/104) of students were reading on or above grade level (Score of 2 or higher on the DRA 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.

In September 2019, 0% (34/36) of ELL Kindergartners were reading on or above grade level (Score of minimal or negligible risk on the Dibels Assessment). 95% of the student's scored in the at-risk range, and 5% of the students scored in the some risk range. January 2020 Dibels scores indicate 50% (20/41) of ELL Kindergartners were reading on or above grade level (Score of minimal or negligible risk DIBELS). 50% of the students scored in the at-risk range, and 26% of the students scored in the some risk category. This data showed a 44% decrease in the number of students at the at-risk range over half of the school year. There was a 24% increase in the number of students that entered the minimal or negligible risk on the assessment.

January 2020 DRA Assessment was administered and indicated that 63% (26/41) of ELL Kindergartners scored on grade level (2 or higher) on the Assessment. Due to the school closure, we were unable to perform the end of year assessment, thus being able to see a percent increase.

The data represents a need for improvement in the area of Reading Instruction.

- Strategy 1: Ensure that the adopted and aligned curriculum is reinforced in the classrooms
- Strategy 2: Continue to track and analyze Benchmark and assessment data to identify low performing content areas and student groups. Put plans in place to assist those struggling students.
- Strategy 3: Provide PD for teachers to encourage new instructional strategies for low-growth and ELL students. Continue to provide feedback from classroom observations that can assist teachers with new instructional strategies.
- Target Population: 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 reading readiness proficiency among students. Students will be identified to attending tutoring program.	DIBELS
Feb 15	By the end of Cycle 2, 60% of students in kindergarten will follow the subgroup A or B trajectory listed above. Baseline DRA-2 assessments will be administered	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

End of Cycle	Interim Goal	Source(s) of Evidence
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                      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.</p>	DIBELS, DRA-2

## 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 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	11/13/20	
2	2	Identify students reading below grade level and make referrals to the landRS team. Baseline Link-It Data Collection will be analyzed for DIBELS results. 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	11/13/20	
3	1	Intervention programs will be established for students reading below grade level through landRS and differentiated instruction will be a part of lesson planning. All programs will be reviewed for alignment to ESSA, NJSL and individual needs of the students.	9/3/20	11/13/20	



Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
4	3	Classroom instruction will be monitored for effective reading strategies that are aligned to the NJSLs. Feedback and coaching will be provided.	9/3/20	11/13/20	
5	1	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 from DRA-2 and DIBELS assessments.	11/17/20	2/12/21	
6	1	Data driven, differentiated supports will be provided to the students based on evidence and best practices.	11/17/20	2/12/21	
7	3	Classroom instruction will be monitored for effective reading strategies that are aligned to the NJSLs. Feedback and coaching will be provided.	11/17/20	2/12/21	
8	2	Continue to track and identify students reading below grade level and make referrals to landRS team. A review of the midyear benchmark data (Jan DIBELS and DRA baseline) will occur to look for outliers and trends.	11/17/20	2/12/21	
9	2	PLC, Department and grade level meetings will be used to analyze data and create action plans/steps.	11/17/20	2/12/21	
10	2	Intervention programs will be monitored to determine the programs effectiveness. Data will be analyzed and reorganized based on the progress of the students, grade level assessments, anecdotal records, and intervention data.	2/16/21	6/11/21	
11	3	Classroom instruction will be monitored for effective reading strategies that are aligned to the NJSLs. Feedback and coaching will be provided.	2/16/21	6/11/21	
12	2	PLC, Department and grade level meetings will be used to analyze data and create action plans/steps based on trends.	2/16/21	6/11/21	

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
13	3	Provide on-going professional development in the areas of reading instruction, differentiation, meeting the needs of ELL students, and whatever topics are deemed pertinent based on building and student needs.	9/3/20	6/11/21	

## Budget Items

### SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Homeless Reserve	INSTRUCTION - Supplies & Materials / 100-600	\$469	Federal Title I (Intervention Reserve)
1	Homeless Reserve	SUPPORT SERVICES - Supplies & Materials / 200-600	\$469	Federal Title I (Intervention Reserve)
1	Total Schoolwide Blended Amount for Morris Ave	SCHOOLWIDE - Schoolwide Blended / 520-930	\$109,586	Federal Title I (School Allocation)

## SMART Goal 2

By May of 2021, 80% of the students will score an 80 or greater on the assessment.

### Priority Performance

September 2019, Scaffolded Writing Dynamic Assessment indicates 32% (31/102) of the Kindergarten Students scored a 50 or greater on the assessment. January 2020 Scaffolded Writing Dynamic assessment indicates 63% (69/104) of the Kindergarten Students scored a 63 or greater on the assessment. This indicates a 31% increase over half of the school year. 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.

September 2019, Scaffolded Writing Dynamic Assessment indicates 5% (2/36) of the ELL Kindergartners scored a 50 or greater on the assessment.

January 2020 Scaffolded Writing Dynamic assessment indicates 51% (21/41) of the ELL Kindergartners scored a 63 or greater on the assessment.

This indicates a 46% increase over half of the school year.

The data represents a need for improvement in the area of Writing Instruction.

Strategy 1: Use student performance data to inform instructional practices and target students falling behind.

Strategy 2: Monitor teachers and provide coaching and professional development activities to support teachers in the use of a variety of instructional strategies to actively engage students in their learning.

Strategy 3: Provide realia, pictures, nonfiction texts, writing interventions and differentiated supports and strategies to help with writing fluency and comprehension.

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, baseline writing assessments will be administered and the assessments will be analyzed to identify current levels of proficiency among students. Students will be identified to attending tutoring program. 60% of the students will score a 50% or higher on the baseline assessment.	Writing Benchmark Assessment, recording sheets, data from monthly no-scaffold days.
Feb 15	By the end of Cycle 2, 60% of students in kindergarten will score proficient (score of 63%) on the Scaffolded Writing Dynamic Assessment.	Writing Benchmark Assessment, recording sheets, data from monthly no-scaffold days.
Apr 15	By the end of Cycle 3, 60% of students in kindergarten will score proficient (80% or higher) on the Scaffolded Writing Dynamic Assessment.	Recording sheets, data from monthly no-scaffold days.
Jul 1	By May of 2021, 80% of the students will score an 80 or greater on the assessment.	Writing Benchmark Assessment, recording sheets, data from monthly no-scaffold days.

## Action Steps

### SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Identify students writing below grade level and make recommendations to landRS team. Baseline Data Collection will be analyzed from the Tools of the Mind Dynamic Writing Assessment Form A. 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	11/13/20	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	3	Intervention programs will be established for students reading below grade level through landRS 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	11/13/20	
3	2	Data will be analyzed from daily writing samples and data walks to provide meaningful and differentiated feedback for support.	9/3/20	11/13/20	
4	1	Data from the Tools of the Mind Dynamic Writing assessment will be thoroughly analyzed through Link-it and classroom records to provide support and interventions and modifications for students.	9/3/20	11/13/20	
5	1	Continue to identify students writing below grade level and make recommendations to landRS team. Midyear Data Collection will be analyzed from the Tools of the Mind Dynamic Writing Assessment Form B. Teachers will collect and keep an anecdotal record binder to house all student data for the year which can be easily accessible.	11/17/20	2/12/21	
6	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 and Tools of the Mind Dynamic Writing Assessment Form B	11/17/20	2/12/21	
7	2	Classroom instruction will be monitored for effective writing strategies that are aligned to the NJSLs. Modeling and coaching will be provided when needed.	11/17/20	2/12/21	
8	2	PLC, department, and grade level meetings will be used to analyze data, brainstorm ideas/interventions, and create action steps.	11/17/20	2/12/21	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
9	1	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 Tools of the Mind Dynamic Writing Assessment Form C.	2/16/21	6/11/21	
10	3	Data driven, differentiated supports and modifications will be provided to the students based on evidence and best practices.	2/16/21	6/11/21	
11	2	Classroom instruction will be monitored for effective writing strategies that are aligned to the NJSLS. Modeling and coaching will be provided when needed.	2/16/21	6/11/21	
12	2	PLC, department, and grade level meetings will be used to analyze data, brainstorm ideas/interventions, and create action steps.	2/16/21	6/11/21	
13	3	Data driven, differentiated supports and modifications will be provided to the students based on evidence and best practices.	2/16/21	6/11/21	
14	2	Provide ongoing professional development in the areas of writing instruction, differentiation, meeting the needs of ELL students, and whatever topics are deemed pertinent based on building and student needs.	9/3/20	6/11/21	

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< SMART Goal 2 - Budget Items: NO DATA >

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## SMART Goal 3

Attendance at Parent Involvement Events for curricular activities such as ELA (Literacy and Writing) during the 2020-2021 school year will reach 40% attendance of families at the activities.

### Priority Performance

The average by parents for all evening and after school activities was 39%.

34% of parents volunteered during Read Across America to participate in classroom literacy activities.

21% of families attended Kindergarten Tools and Treasures Reading and Writing Days.

35% of parents attended Kindergarten Literacy Night in the Fall.

Due to Covid-19, the remainder of our Parent Involvement events and programs were cancelled.

### Strategy 1:

Promote events using multiple media outlets (social media, autodialer, flyers in multiple languages, etc.)

### Strategy 2:

Utilize Parent Involvement committee to plan and review events as well as analyze survey data and trends.

### Strategy 3:

Have light refreshments and raffle prizes to increase enticement of curricular events.

### Target Population:

ALL

## Interim Goals

### SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
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End of Cycle	Interim Goal	Source(s) of Evidence
Nov 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 a fundraiser in order to provide refreshments at all family involvement events. Auto-dialer system will be used as a reminder for all events.	Parent sign in sheets
Feb 15	Parent surveys and feedback will be analyzed and measure to gauge parent interest to drive planning and implementation for family involvement events.	Parent sign in sheets, parent surveys, feedback forms
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, parent surveys, feedback forms
Jul 1	Attendance at Parent Involvement Events for curricular activities such as ELA (Literacy and Writing) during the 2020-2021 school year will reach 40% attendance of families at the activities.	Parent sign in sheets, parent surveys, feedback forms

## 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.	9/3/20	11/13/20	
2	1	Collaborate with the Long Branch Public Library and Early Childhood Advisory Council members to plan and coordinate events and involve resources.	9/3/20	11/13/20	
3	2	Coordinate a parent involvement committee to help plan future events and devise a parent incentive program.	9/3/20	11/13/20	
4	3	Provide refreshments and prizes at Parent Involvement events.	9/3/20	11/13/20	



Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
5	2	Provide a survey to parents to determine their interests and needs for future family events.	11/17/20	2/12/21	
6	1	Continue to promote family involvement events through flyers, social media and autodialer (in 3 languages)	11/17/20	2/12/21	
7	2	Collaborate with community businesses in an effort to request donations that will be utilized as parent involvement incentives.	11/17/20	2/12/21	
8	2	Provide feedback surveys to families to determine interest and needs for future family events.	2/15/21	6/11/21	
9	2	Hold meetings with family involvement committee to plan future events and analyze parent involvement data.	2/15/21	6/11/21	
10	1	Ensure all of the flyers and announcements go home in the 3 languages (English, Spanish, Portuguese). Have translators or translation system available to translate for the families	2/15/21	6/11/21	
11	3	Provide refreshments for all parent events	9/3/20	6/11/21	
12	2	Plan activities so that virtual parent involvement activities may be able to be utilized in the event of virtual learning or as an enhancement to previously scheduled programs.	11/10/20	6/11/21	

## 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)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
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 the Kindergarten students will meet or exceed the Social and Emotional Learning competencies of self-management and relationship skills as evidenced by attaining a score of 3 or 4 on the district kindergarten report card.

### Priority Performance

According to the Kindergarten Report Card:

In November 2019, 8% (9/101) of the total Kindergarten students had met the Social Emotional Learning standards of social problem solving and following directions/rules.

In February 2020, 23% of the Kindergarten students had achieved the SEL standards.

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: Implementation of Peek-a-Pak - an online social emotional learning program - weekly lessons, online gaming component, and parent support activities.

Strategy 2: Monitor teachers and provide coaching and professional development to support the teachers in their use of a variety of social and emotional strategies to actively engage students in their learning.

Strategy 3: Create a social and emotional resource library for teachers to use as a reference.

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 the social problem solving and following directions and rules standards.	District report cards

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	By the end of Cycle 2, 40% of students will meet or exceed the grade level expectations of the social problem solving and following directions and rules standards.	District report cards, completed student surveys
Apr 15	By the end of Cycle 3, 60% of students will meet or exceed the grade level expectations of the social problem solving and following directions and rules standards.	District report cards
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 attaining a score of 3 or 4 on the district kindergarten report card.	District report cards

## 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-Pak lessons.	9/3/20	11/13/20	
2	2	Provide professional development for teachers on social and emotional learning competencies	9/3/20	11/13/20	
3	2	Provide professional development for teachers on Peek-a-Pak program	9/3/20	11/13/20	
4	1	Provide all students with a log in for Peek-a-ville (online SEL program)	9/3/20	11/13/20	
5	3	Establish a SEL lending library/Resource Center	11/17/20	2/12/21	
6	2	Students will complete a SEL Self-assessment to determine areas of focus	11/17/20	2/12/21	
7	2	Continued professional development on social and emotional learning competencies	11/17/20	2/12/21	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
8	2	Analyze 1st quarter report card data on SEL standards.	11/17/20	2/12/21	
9	2	Continued professional development on social and emotional learning competencies	2/15/21	6/11/21	
10	2	Analyze 2-4 quarters of report card data on SEL standards.	2/15/21	6/11/21	
11	3	Develop supplemental activities to enhance SEL competencies and focus areas.	9/3/20	6/11/21	
12	1	Implementation of biweekly SEL lessons by the classroom teacher.	9/3/20	6/11/21	
13	3	Hold monthly meetings of a School-wide SEL committee to provide resources and activities for students, teachers, and parents.	9/3/20	6/11/21	
14	1	Identify students in need of tiered remediation (with a focus on SEL) based on teacher or Intervention and Referral Services data, and after the completion of student surveys and first marking period data results.	9/3/20	6/11/21	
15	2	Develop a Multi Tiered System of supports for the students (academic and social/emotional) to ensure proper targeted interventions are in place to help the students recoup academic losses due to Covid-19 as well as differentiation social emotional supports to help the students work through the trauma that is associated with Covid-19 as well as compounding traumas and other behavioral/emotional needs the students already have.	9/3/20	6/11/21	

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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. Trainor	INSTRUCTION - Supplies & Materials / 100-600	\$4,500.00	Federal Title I (Reallocated)
Materials for Calm Down Corners with materials for children to help them cope	11/12/20	5/28/21	N. Trainor	INSTRUCTION - Supplies & Materials / 100-600	\$4,248.00	Federal Title I (Reallocated)
Nonfiction Books/Resources for Teacher Resource Center	11/12/20	5/28/21	N. Trainor	INSTRUCTION - Supplies & Materials / 100-600	\$1,296.00	Federal Title I (Reallocated)
Books for Book Study/PLC	11/12/20	5/28/21	N. Trainor	INSTRUCTION - Supplies & Materials / 100-600	\$300.00	Federal Title I (Reallocated)
Nonpublic Allocation-SJ	11/12/20	5/28/21	Funded Grants Office	INSTRUCTION - Supplies & Materials / 100-600	\$352.00	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
FACILITIES	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Schoolwide Blended	520-930	\$0	\$0	\$109,586	\$0	\$0	\$0	\$0	\$0	\$109,586
SCHOOLWIDE	Sub-total		\$0	\$0	\$109,586	\$0	\$0	\$0	\$0	\$0	\$109,586
Total Cost			\$0	\$3,014	\$0	\$0	\$0	\$0	\$0	\$0	\$112,600
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	\$1,050	\$0	\$0	\$0	\$0	\$0	\$0	\$1,050
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$1,050	\$0	\$0	\$0	\$0	\$0	\$0	\$1,050
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$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	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$1,000	\$0	\$0	\$0	\$0	\$0	\$0	\$1,000
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
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	\$964	\$0	\$0	\$0	\$0	\$0	\$0	\$964
SUPPORT SERVICES	Other Objects	200-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Indirect Costs	200-860	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Sub-total		\$0	\$1,964	\$0	\$0	\$0	\$0	\$0	\$0	\$1,964
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



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
FACILITIES	Noninstructional Equipment	400-732	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

## Overview of Total Title 1 Expenditures

	Federal Title 1 (Priority/Focus Interventions)	Federal Title 1 (School Allocation) Total	Federal Title 1 (Reallocated Funds)	TOTAL
Included in SMART Goal Pages	\$3,014	\$0	\$0	\$3,014
Other Title 1 Expenditures	\$0	\$0	\$10,696	\$10,696
Total	\$3,014	\$0	\$10,696	\$13,710

## School Level Certification Page

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

Completed By: Matthew E Johnson

Title: Principal

Date: 06/30/2020

## District Business Administrator or District Federal Programs Administrator Certification

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

For Comprehensive Support and Targeted Support schools only:

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

Title: SBA

Date: 06/30/2020

## ASP District CSA Certification and Approval Page

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

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