

Long Branch High School

District: LONG BRANCH CITY

County: MONMOUTH

Team: NA

School Identification: Targeted Support

Targeted Subgroup: Students with Disabilities

CDS: 252770050

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
Building Principal	James Brown	Yes	Yes	Yes		
ELA Supervisor	Kristen Ferrara	Yes	Yes	Yes		
Math Supervisor	April Morgan	Yes	Yes	Yes		
ELA Teacher	Tara Okun	Yes	Yes	Yes		
Math Teacher	Robin Reinhold-Canneto	Yes	Yes	Yes		
Attendance Officer	Eric Peters	Yes	Yes	Yes		
Paraprofessional	Bruno Aquino	Yes	Yes	Yes		
Parent	Dawn Armour	No	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Parent	Sheri Bouldin	No	Yes	Yes		
SAC Counselor	Nicole Catalano	No	Yes	Yes		
SPED Supervisor	Jennifer Steffich	No	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
09/19/2019	Prior Year Evaluation	Yes	Yes
11/26/2019	Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis	Yes	Yes
12/02/2019	Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis	Yes	Yes
02/12/2020	Priority Performance Needs and Root Cause Analysis, Smart Goal Development	Yes	Yes
03/11/2020	Priority Performance Needs and Root Cause Analysis, Smart Goal Development	Yes	Yes
05/12/2020	Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis, Smart Goal Development	Yes	Yes
12/18/2019	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
12/11/2019	Prior Year Evaluation	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>After school Title I ESEA Mathematics Tutoring was offered twice a week from 2:30 - 3:30 at LBHS. Mathematics tutors worked with small groups of students to target areas of weakness. This year we utilized a variety of resources that focused on helping students achieve college and career readiness. Tutors offered guidance and support to students as areas of difficulty were addressed.</p>	<p>Math</p>	<p>Students enrolled in 11th grade that have not yet met the</p>	<p>Yes</p>	<p>Yes</p>	<p>No</p>	<p>Program attendance was an ongoing struggle. Due to COVID-19, all Long Branch Schools were closed effective March 13, 2020. This forced our tutoring program to end two weeks after it began. Therefore, there is not enough data to evaluate the efficacy of this tutoring program. We will be exploring alternative tutoring programs for the future.</p>

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<p>Mathematics Lab Courses were offered to further address the student weaknesses of those students enrolled in Algebra I. These classes provided students with data driven small group instruction and remediation lessons that addressed the prerequisite skills necessary for students to be successful in their core mathematics classes.</p>	<p>Math</p>	<p>Students that scored below minimum level of proficiency</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>The students enrolled in Algebra I Lab courses showed an improvement from an average score of 21% on Benchmark A to an average score of 30.5% on Benchmark B. Increased benchmark data supports the effectiveness of Algebra I lab courses. These courses doubled the instructional time that a student only enrolled in the core Algebra I course would receive.</p>

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<p>Financial Algebra/Math Seniors was offered to seniors that failed to meet the mathematics graduation requirement set forth by the State of New Jersey. This helped prepare students for alternative assessments as well as the appeals process. Students received feedback on all tasks. Student products were revised until a proficient score was earned as measured by a task specific rubric.</p>	<p>Math</p>	<p>Students in twelfth grade that failed to meet the mathematics</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>100% of the seniors enrolled in Financial Algebra/Math Seniors earned a score of a 3 on at least four of the seven tasks required for the NJDOE Mathematics Appeal.</p> <p>Overall, 26.9% of the seniors enrolled in Financial Algebra/Math Seniors successfully met the graduation requirement for mathematics by demonstrating proficiency through one of the alternate assessments accepted by the NJDOE. This reflects 45.6% of the general education students and 0% of the ELL students enrolled in Financial Algebra/Math Seniors. The students enrolled in Financial Algebra/Math Seniors have never demonstrated proficiency on a mathematics assessment during their high school career. Their being able to demonstrate proficiency on either the appeal performance tasks or through alternate assessments supports the effectiveness of the Financial Algebra/Math Seniors program.</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)
LBHS Attendance Initiative	All subjects	Chronically absent students	Yes	Yes	Yes	The chronic absenteeism rate was 16.8% in the 2018-2019 school year. The chronic absenteeism rate was 10% this school year (until March 13th) In essence, the school has seen a 6.8% decrease in chronic absenteeism.
The Student Advocacy Program (SAP) was offered daily from 1:50-2:25. This provided all students with time each day that all teachers were available for extra help.	All subjects	All students	Yes	Yes	Yes	<p>Throughout the 2019-20 school year (September 9-March 13) 1053 students attended SAP at least once. This represents approximately 70% of our student population.</p> <p>Marking period #1 interim reports showed 686 courses in which students were not passing. This improved to 384 as reported on marking period 1 report cards. Marking period #2 interim reports showed 1069 courses in which students were not passing. This improved to 443 as reported on marking period 2 report cards.</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)
Board approved curricula for Algebra I, Geometry and Algebra II	Math	All students	Yes	Yes	Yes	<p>2019-20 Benchmark Data Results: Algebra I - Form A Not Meeting - 8% Partially Meeting - 25% Approaching - 59% Bubble - 7% Meeting - 1% Exceeding - 0% Average Score - 26.4%</p> <p>SPED students enrolled in Algebra I - Benchmark A Total Number of SPED students - 57 Not Meeting - 12% Partially Meeting - 37% Approaching - 49% Bubble - 4% Meeting - 0% Exceeding - 0% Average Score - 20.9%</p> <p>Algebra I - Form B Not Meeting - 2% Partially Meeting - 42% Approaching - 49% Bubble - 6% Meeting - 1% Exceeding - 0%</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>Average Score - 34.2%</p> <p>SPED students enrolled in Algebra I - Benchmark B Total Number of SPED students - 56 Not Meeting - 2% Partially Meeting - 59% Approaching - 34% Bubble - 3% Meeting - 2% Exceeding - 0% Average Score - 29.2%</p> <p>Geometry - Form A Not Meeting - 3 % Partially Meeting - 52% Approaching - 41% Bubble - 3% Meeting - 0% Exceeding - 0% Average Score - 22.3%</p> <p>SPED students enrolled in Geometry - Benchmark AI Total Number of SPED students - 37 Not Meeting - 2% Partially Meeting - 25% Approaching - 11% Bubble - 0% Meeting - 0%</p>

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						<p>Exceeding - 0% Average Score - 17.9%</p> <p>Geometry - Form B Not Meeting - 1% Partially Meeting - 49% Approaching - 44% Bubble - 6% Meeting - 1% Exceeding - 0% Average Score - 29.7%</p> <p>SPED students enrolled in Geometry - Benchmark B Total Number of SPED students - 39 Not Meeting - 5% Partially Meeting - 77% Approaching - 18% Bubble - 0% Meeting - 0% Exceeding - 0% Average Score - 22.8%</p> <p>Algebra II - Form A Not Meeting - 25 % Partially Meeting - 35% Approaching - 30% Bubble - 5%</p>

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						<p>Meeting - 4% Exceeding - 1% Average Score - 21.6%</p> <p>SPED students enrolled in Algebra II - Benchmark A Total Number of SPED students - 19 Not Meeting - 42% Partially Meeting - 47 % Approaching - 11% Bubble - 0% Meeting - 0% Exceeding - 0 % Average Score - 14.4%</p> <p>Algebra II - Form B Not Meeting - 17% Partially Meeting - 36% Approaching - 29% Bubble - 15% Meeting - 3% Exceeding - 0% Average Score - 32%</p> <p>SPED students enrolled in Algebra II - Benchmark B Total Number of SPED students - 16 Not Meeting - 44% Partially Meeting - 50%</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)
						Approaching - 0% Bubble - 0% Meeting - 7% Exceeding - 0% Average Score - 21.5%
Read 180	ELA	Targeted students are those who are reading below grade	Yes	Yes	Yes	83% of the students enrolled in Read 180 increased their Scholastic Reading Inventory score when comparing September and April data. The average score for the pre-instruction administration is 538. The average score of the post instruction administration is 606. This demonstrates an average increase of 68 points.

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Board approved curricula for English 09, English 10, and English 11	ELA	All students	Yes	Yes	Yes	<p>2019-20 Benchmark Data Results: English 9 - Form A Not Meeting - 2% Partially Meeting - 28% Approaching - 35% Bubble - 12% Meeting - 16% Exceeding - 7% Average Score-39.2 %</p> <p>SPED students enrolled in English 9 - Benchmark A Total Number of SPED students: 46 Not Meeting - 0% Partially Meeting - 52% Approaching - 31% Bubble - 17% Meeting - 0% Exceeding - 0% Average Score - 27%</p> <p>English 9 - Form B Not Meeting -1% Partially Meeting - 26% Approaching -33% Bubble - 13% Meeting - 23% Exceeding - 4%</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>Average Score - 43.5%</p> <p>SPED students enrolled in English 9 - Benchmark B Total Number of SPED students: 47 Not Meeting - 0% Partially Meeting - 45% Approaching - 47 % Bubble - 8% Meeting - 0 % Exceeding - 0% Average Score - 28%</p> <p>English 10 - Form A Not Meeting - 1% Partially Meeting - 18% Approaching - 27% Bubble - 24% Meeting - 17% Exceeding - 13% Average Score - 38.5%</p> <p>SPED students enrolled in English 10 - Benchmark A Total Number of SPED students: 22 Not Meeting - 0% Partially Meeting - 14% Approaching - 68%</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>Bubble - 9% Meeting - 4.5% Exceeding - 4.5% Average Score - 30%</p> <p>English 10 - Form B Not Meeting - 5% Partially Meeting - 30% Approaching - 26% Bubble - 19% Meeting - 13% Exceeding - 7% Average Score - 40.5%</p> <p>SPED students enrolled in English 10 - Benchmark B Total Number of SPED students: 24 Not Meeting - 8% Partially Meeting - 50% Approaching - 34% Bubble - 4% Meeting - 0 % Exceeding - 4% Average Score - 33%</p> <p>English 11 - Form A Not Meeting - 0% Partially Meeting - 28%</p>

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						<p>Approaching - 46% Bubble - 14% Meeting - 11% Exceeding - 1% Average Score - 35%</p> <p>SPED students enrolled in English 11 - Benchmark A Total Number of SPED students: 19 Not Meeting - 0% Partially Meeting - 32% Approaching - 68% Bubble - 0% Meeting - 0% Exceeding - 0% Average Score - 27%</p> <p>English 11 - Form B Not Meeting - 3% Partially Meeting - 42% Approaching - 35% Bubble - 12% Meeting - 8% Exceeding - 0% Average Score - 40.5%</p> <p>SPED students enrolled in English 11 - Benchmark B</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)
						Total Number of SPED students: 26 Not Meeting - 4% Partially Meeting - 42% Approaching - 46% Bubble - 4% Meeting - 4% Exceeding - 0% Average Score - 33%

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)
Parent Involvement	All subjects	All students	Yes	Yes	Yes	<p>*Approximately 1066 parent-teacher meetings were held on Back to School Night.</p> <p>*16 parents attended Child Break Parent Presentation by Partnership for Drug Free NJ</p> <p>* 961 November Parent Teacher Conferences were held.</p> <p>*513 Parent Teacher Conferences were scheduled in February and 548 conferences were held</p> <p>*NHS Induction - 50 parents attended</p> <p>*Electronic Cigarettes/Vaping Devices by Partnership for Drug Free NJ - 40 parents attended</p> <p>*21st century health fair- dec 12 - 25 parents attended</p> <p>*Mci parent workshop - 30 parents</p> <p>Due to COVID-19, all Long Branch Schools were closed effective March 13, 2020. Therefore, parent involvement events were not held after March 13th.</p>

STUDENT ACHIEVEMENT

Data Source	Factors to Consider	Prepopulated Data						Your Data (Provide any additional data)	Observations / Trends
NJSLA Proficiency	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. <a 231="" 271"="" 347="" 444="" href="http://www.nj.gov/education/schools/achievement/target='_blank'>Link to website with access to reports. </td> <td data-bbox="> Student Group 	ELA	Math	Alg1	Alg2	Geo	2019 NJSLA Data Algebra I Overall Level 1 (Not Yet Meeting Expectations) - 14.1% Level 2 (Partially Meeting Expectations) - 48.4% Level 3 (Approaching Expectations) - 22.8% Level 4 (Meeting Expectations) - 14.7% Level 5 (Exceeding Expectations) - 0% Students with Disabilities Level 1 (Not Yet Meeting Expectations) - 21.4% Level 2 (Partially Meeting Expectations) - 61.9% Level 3 (Approaching Expectations) - 14.3% Level 4 (Meeting Expectations) - 2.4% Level 5 (Exceeding Expectations) - 0% Geometry Overall Level 1 (Not Yet Meeting Expectations) - 16.4% Level 2 (Partially Meeting Expectations) - 35.7%	Students enrolled in Algebra II had the greatest percentage of students meeting or exceeding expectations on the 2018-19 NJSLA (25.5%). Students enrolled in Algebra I had the lowest percentage of students meeting or exceeding expectations on the 2018-19 NJSLA (14.7%). Students with disabilities scored significantly below general education students on the 2018-19 NJSLA with 2.4% meeting or exceeding in Algebra I and 0% meeting or exceeding in both Geometry and Algebra II. Students enrolled in English 10 had the	
		Schoolwide	35.2 %	19.3%	15%	54%			17%
		White	47%	32%	28%	71%			26%
		Hispanic	32.1 %	16.9%	13%	39%			16%
		Black or African American	26.6 %	*	*	*			*
		Asian, Native Hawaiian, or Pacific Islander	*	*	*	*			*
		American Indian or Alaska Native							
		Two or More Races	*	*	*	*			*
		Female	44.4 %	19.5%	14%	61%			17%
		Male	26.8 %	19.1%	16%	45%			18%
		Economically Disadvantaged Students	31.5 %	17.2%	12%	50%			17%
		Non-Economically Disadvantaged Students	47%	26%	25%	63%			19%
		Students with Disabilities	*	*	*	*			*
		Students without Disabilities	*	*	*	*			*
		English Learners	*	10.4%	*				*
Non-English Learners	*	21.2%	*	54%	*				
Homeless Students	*	*	*		*				
Students in Foster Care	*	*	*						

Data Source	Factors to Consider	Prepopulated Data						Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math	Alg1	Alg2	Geo	Level 3 (Approaching Expectations) - 31.8% Level 4 (Meeting Expectations) - 15.9% Level 5 (Exceeding Expectations) - 0.3%	greatest percentage of students meeting or exceeding expectations on the 2018-19 NJSLA (58%).
		Military-Connected Students						Students with Disabilities Level 1 (Not Yet Meeting Expectations) - 51.5% Level 2 (Partially Meeting Expectations) - 42.4% Level 3 (Approaching Expectations) - 6.1% Level 4 (Meeting Expectations) - 0% Level 5 (Exceeding Expectations) - 0%	Students enrolled in English 11 had the lowest percentage of students meeting or exceeding expectations on the 2018-19 NJSLA (27.3%).
		Migrant Students						Algebra II Overall Level 1 (Not Yet Meeting Expectations) - 40.6% Level 2 (Partially Meeting Expectations) - 18.9% Level 3 (Approaching Expectations) - 15.1% Level 4 (Meeting Expectations) - 23.6% Level 5 (Exceeding Expectations) - 1.9%	Students with disabilities scored significantly below general education students on the 2018-19 NJSLA with 0% meeting or exceeding in English 9, English 10, or English 11.
								Students with Disabilities Level 1 (Not Yet Meeting Expectations) - 62.5% Level 2 (Partially Meeting	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>Expectations) - 37.5% Level 3 (Approaching Expectations) - 0% Level 4 (Meeting Expectations) - 0% Level 5 (Exceeding Expectations) - 0%</p> <p>Language Arts</p> <p>English 9</p> <p>Level 1 (Not Yet Meeting Expectations) - 11.7% Level 2 (Partially Meeting Expectations) - 11.9% Level 3 (Approaching Expectations) - 21% Level 4 (Meeting Expectations) - 36% Level 5 (Exceeding Expectations) - 19%</p> <p>Students with Disabilities</p> <p>Level 1 (Not Yet Meeting Expectations) - 73.7% Level 2 (Partially Meeting Expectations) - 10.5% Level 3 (Approaching Expectations) - 15.8% Level 4 (Meeting Expectations) - 0% Level 5 (Exceeding Expectations) - 0%</p>	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>English 10</p> <p>Level 1 (Not Yet Meeting Expectations) - 15%</p> <p>Level 2 (Partially Meeting Expectations) - 11.1%</p> <p>Level 3 (Approaching Expectations) - 15.9%</p> <p>Level 4 (Meeting Expectations) - 33%</p> <p>Level 5 (Exceeding Expectations) - 25%</p> <p>Students with Disabilities</p> <p>Level 1 (Not Yet Meeting Expectations) - 84.4%</p> <p>Level 2 (Partially Meeting Expectations) - 14%</p> <p>Level 3 (Approaching Expectations) - 4.7%</p> <p>Level 4 (Meeting Expectations) - 0%</p> <p>Level 5 (Exceeding Expectations) - 0%</p> <p>English 11</p> <p>Level 1 (Not Yet Meeting Expectations) - 24.9%</p> <p>Level 2 (Partially Meeting Expectations) - 20.6%</p> <p>Level 3 (Approaching Expectations) - 24.7%</p> <p>Level 4 (Meeting Expectations) - 24.2%</p> <p>Level 5 (Exceeding</p>	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>Expectations) - 5.7%</p> <p>Students with Disabilities Level 1 (Not Yet Meeting Expectations) - 80% Level 2 (Partially Meeting Expectations) - 0% Level 3 (Approaching Expectations) - 20% Level 4 (Meeting Expectations) - 0% Level 5 (Exceeding Expectations) - 0%</p>	

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
Science	NJSLA Science Homepage, https://measinc-nj-science.com/	NJSLA-S				Science Level 1 (Not Yet Meeting Expectations) - 70.6% Level 2 (Partially Meeting Expectations) - 20.1% Level 3 (Approaching Expectations) - 8.5% Level 4 (Meeting Expectations) - .9% SPED Level 1 (Not Yet Meeting Expectations) - 88.1% Level 2 (Partially Meeting Expectations) - 7.1% Level 3 (Approaching Expectations) - 2.4% Level 4 (Meeting Expectations) - 2.4%	Students with disabilities scored significantly below general education students on the 2018-19 NJSLA with 2.4% meeting or exceeding expectations.
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide			9%		
		White			13%		
		Hispanic			9%		
		Black or African			2%		
		Asian, Native					
		American Indian or					
		Two or More Races					
		Female			10%		
		Male			9%		
		Economical ly			9%		
		Non-Economical			9%		
		Students with			4%		

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
		Student Group	Grade 5	Grade 8	Grade 11		
		Students without			10%		
		English Learners					
		Non-English					
		Homeless Students					
		Students in Foster Care					
		Military-Connected			*		
		Migrant Students			*		

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
SGP	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.	Student Group	ELA	Math	NA	NA
		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					Percentage of Benchmark A assessment participation by grade level: English 09: 100% English 10: 81% English 11: 100%	English 10 Benchmark A participation did not meet the 95% participation rate due to the fluctuation of enrollment numbers at the start of the school year especially regarding the ELL population and enrollment at the Alternative Academy. ELL participation was also affected by a shortage of substitutes or personnel required to administer this benchmark within the first days of the school year. Benchmark B was also impacted by the holiday season in which there is limited time allotted for makeup exams before winter break. During the break, Benchmark B reports are finalized for preparations to be made for data analysis upon the school reopening in January of the new year. In	
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4			Percentage of Benchmark B assessment participation by grade level: English 09: 100% English 10: 90% English 11: 100%
		K	0%	0%	0%	0%			
		1	0%	0%	0%	0%			
		2	0%	0%	0%	0%			
		3	0%	0%	0%	0%	Percentage of Benchmark A assessment participation by grade level: Algebra I: 100% Geometry: 100% Algebra II: 100%		
		4	0%	0%	0%	0%			
		5	0%	0%	0%	0%			
		6	0%	0%	0%	0%			
		7	0%	0%	0%	0%	Percentage of Benchmark B assessment participation by grade level: Algebra I: 92% Geometry: 90% Algebra II: 89%		
		8	0%	0%	0%	0%			
		9	98.5%	100%	0%	0%			
		10	86%	90%	0%	0%			
11	91%	100%	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		<p>addition, Benchmark B was initially intended to be a checkpoint to monitor mid-year progress rather than measuring yearly student progress as a post-assessment indicator.</p> <p>Benchmark B was impacted by the holiday season in which there is limited time allotted for makeup exams before winter break. During the break, Benchmark B reports are finalized for preparations to be made for data analysis upon the school reopening in January of the new year. In addition, Benchmark B was initially intended to be a checkpoint to monitor mid-year progress rather than measuring yearly student progress as a post-assessment indicator.</p>
		12	0%	0%	0%	0%		
		Math						
		Grade	Cycle 1	Cycle 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	92.3%	92%	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		<p>For mathematics, Benchmark B was impacted by the holiday season in which there is limited time allotted for makeup exams before winter break. During the break, Benchmark B reports are finalized for preparations to be made for data analysis upon the school reopening in January of the new year. In addition, Benchmark B was initially intended to be a checkpoint to monitor mid-year progress rather than measuring yearly student progress as a post-assessment indicator.</p>
		10	92.4%	90%	0%	0%		
		11	96.1%	89%	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	2019-20 Benchmark Data Results: English 9 - Form A Not Meeting - 2% Partially Meeting - 28% Approaching - 35% Bubble - 12% Meeting - 16% Exceeding - 7% Average Score-39.2 % SPED students enrolled in English 9 - Benchmark A Total Number of SPED students: 46 Not Meeting - 0% Partially Meeting - 52% Approaching - 31% Bubble - 17% Meeting - 0% Exceeding - 0% Average Score - 27% English 9 - Form B Not Meeting -1% Partially Meeting - 26% Approaching -33% Bubble - 13% Meeting - 23% Exceeding - 4% Average Score - 43.5% SPED students enrolled in English 9 - Benchmark B Total Number of SPED students: 47	Students enrolled in English 9 had the greatest percentage of students meeting or exceeding expectations on Benchmark B (27%). Students enrolled in English 11 had the lowest percentage of students meeting or exceeding expectations on (8%). Students with disabilities scored significantly below general education students on the 2018-19 NJSLA with 0% meeting or exceeding in English 9 and 4% meeting or exceeding in both English 10 and English 11.
		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	23%	27%	0%	0%		
		10	30%	20%	0%	0%		
		11	12%	8%	0%	0%		
12	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>Not Meeting - 0% Partially Meeting - 45% Approaching - 47 % Bubble - 8% Meeting - 0 % Exceeding - 0% Average Score - 28%</p> <p>English 10 - Form A Not Meeting - 1% Partially Meeting - 18% Approaching - 27% Bubble - 24% Meeting - 17% Exceeding - 13% Average Score - 38.5%</p> <p>SPED students enrolled in English 10 - Benchmark A Total Number of SPED students: 22 Not Meeting - 0% Partially Meeting - 14% Approaching - 68% Bubble - 9% Meeting - 4.5% Exceeding - 4.5% Average Score - 30%</p> <p>English 10 - Form B Not Meeting - 5% Partially Meeting - 30% Approaching - 26% Bubble - 19% Meeting - 13% Exceeding - 7%</p>	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>Average Score - 40.5%</p> <p>SPED students enrolled in English 10 - Benchmark B Total Number of SPED students: 24 Not Meeting - 8% Partially Meeting - 50% Approaching - 34% Bubble - 4% Meeting - 0 % Exceeding - 4% Average Score - 33%</p> <p>English 11 - Form A Not Meeting - 0% Partially Meeting - 28% Approaching - 46% Bubble - 14% Meeting - 11% Exceeding - 1% Average Score - 35%</p> <p>SPED students enrolled in English 11 - Benchmark A Total Number of SPED students: 19 Not Meeting - 0% Partially Meeting - 32% Approaching - 68% Bubble - 0% Meeting - 0% Exceeding - 0% Average Score - 27%</p> <p>English 11 - Form B</p>	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>Not Meeting - 3% Partially Meeting - 42% Approaching - 35% Bubble - 12% Meeting - 8% Exceeding - 0% Average Score - 40.5%</p> <p>SPED students enrolled in English 11 - Benchmark B Total Number of SPED students: 26 Not Meeting - 4% Partially Meeting - 42% Approaching - 46% Bubble - 4% Meeting - 4% Exceeding - 0% Average Score - 33%</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	2019-20 Benchmark Data Results: Algebra I - Form A Not Meeting - 8% Partially Meeting - 25% Approaching - 59% Bubble - 7% Meeting - 1% Exceeding - 0% Average Score - 26.4% SPED students enrolled in Algebra I - Benchmark A Total Number of SPED students - 57 Not Meeting - 12% Partially Meeting - 37% Approaching - 49% Bubble - 4% Meeting - 0% Exceeding - 0% Average Score - 20.9% Algebra I - Form B Not Meeting 2% Partially Meeting - 42% Approaching - 49% Bubble - 6% Meeting - 1% Exceeding - 0% Average Score - 34.2% SPED students enrolled in Algebra I - Benchmark B Total Number of SPED students - 56	Students enrolled in Algebra II had the greatest percentage of students meeting or exceeding expectations on Benchmark B (3%). Students enrolled in Algebra I and Geometry had the lowest percentage of students meeting or exceeding expectations on Benchmark B (1%). Students with disabilities scored below general education students on the Geometry Benchmark with 0% meeting or exceeding expectations. Students with disabilities in Algebra I and Algebra II scored above the general education students with 2% and 7% respectively.
		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	1.1%	1%	0%	0%		
		10	0%	1%	0%	0%		
		11	5.1%	3%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>Not Meeting -2% Partially Meeting - 59% Approaching - 34% Bubble - 3% Meeting - 2% Exceeding - 0% Average Score - 29.2% Geometry - Form A Not Meeting -3 % Partially Meeting - 52% Approaching - 41% Bubble - 3% Meeting - 0% Exceeding - 0% Average Score - 22.3% SPED students enrolled in Geometry - Benchmark AI Total Number of SPED students - 37 Not Meeting - 2% Partially Meeting - 25% Approaching - 11% Bubble - 0% Meeting - 0% Exceeding - 0% Average Score - 17.9%</p> <p>Geometry - Form B Not Meeting - 1% Partially Meeting - 49% Approaching - 44% Bubble - 6% Meeting - 1% Exceeding - 0% Average Score - 29.7%</p>	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>SPED students enrolled in Geometry - Benchmark B Total Number of SPED students - 39 Not Meeting - 5% Partially Meeting - 77% Approaching - 18% Bubble - 0% Meeting - 0% Exceeding - 0% Average Score - 22.8%</p> <p>Algebra II - Form A Not Meeting -25 % Partially Meeting - 35% Approaching - 30% Bubble - 5% Meeting - 4% Exceeding - 1% Average Score - 21.6%</p> <p>SPED students enrolled in Algebra II - Benchmark A Total Number of SPED students - 19 Not Meeting - 42% Partially Meeting -47 % Approaching - 11% Bubble - 0% Meeting - 0% Exceeding -0 % Average Score - 14.4%</p> <p>Algebra II - Form B Not Meeting - 17% Partially Meeting - 36% Approaching - 29%</p>	

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
				Bubble - 15% Meeting - 3% Exceeding - 0% Average Score - 32% SPED students enrolled in Algebra II - Benchmark B Total Number of SPED students - 16 Not Meeting - 44% Partially Meeting - 50% Approaching - 0% Bubble - 0% Meeting - 7% Exceeding - 0% Average Score - 21.5%	
English Language Proficiency (ELP)	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	24.2%	Due to COVID-19, all Long Branch Schools were closed effective March 13, 2020. Therefore, we are unable to provide ELP data.	Due to COVID-19, all Long Branch Schools were closed effective March 13, 2020. Therefore, we are unable to provide ELP data.

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	1510	Total enrollment - 1501 Grade 9: 401 Students with disabilities 58 ELL: 77 White: 88 Black: 60 Hispanic: 240 Asian: 6 Multiple Categories Reported: 7 Grade 10: 376 Students with disabilities: 47 ELL: 69 White: 82 Black: 69 Hispanic: 221 Asian: 2 Multiple Categories Reported: 2 Grade 11: 353 Students with disabilities: 41 ELL: 41 White: 82 Black: 61 Hispanic: 194 Asian: 8 Multiple Categories Reported: 8 Grade 12: 371 Students with disabilities: 53	The most significant observation is that 55% of the students enrolled in Long Branch High School are Hispanic.
		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
			ELL: 47 White:102 Black: 77 Hispanic: 182 Asian: 4 Multiple Categories Reported: 4 American Indian or Alaska Native: 2	

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	95.67%	The average daily attendance rate for students during the 2019-20 school year is: September - 97% October - 96% November - 95% December - 95% January - 95% February - 94%	Back On Track Credit Recovery Program -The LBHS Back on Track is a comprehensive academic program that assists students who are behind in credit get back to the appropriate grade level in an efficient and timely manner, and graduate on time with their proper cohort. The program is available to any registered Long Branch High School student who has obtained a minimum of 25 credits and is off track for their cohort's graduation date. Hot List Homerooms (chronically absent students) - HLA homerooms are utilized to closely monitor students who are chronically absent. Reward systems are utilized to encourage positive attendance.
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Chronic Absenteeism (Students)	<p>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</p> <ul style="list-style-type: none"> *Identify patterns by grade *Identify patterns by teacher *Identify interventions 	Overall YTD Chronic Absenteeism	0.00%	<p>The percent of students with 10% or greater absences during the 2019-20 school year is:</p> <p>September - 7.8% October - 10% November - 22.7% December - 20.1% January - 23.2% February - 27.5%</p> <p>The chronic absenteeism rate was 16.8% in the 2018-2019 school year. The chronic absenteeism rate was 10% this school year (until March 13th) In essence, the school has seen a 6.8% decrease in chronic absenteeism.</p>	<p>The district employs an attendance officer that monitors the monthly, daily and period attendance for high school students. He meets weekly with each academy administrator and the appropriate guidance counselor to review attendance data.</p> <p>During the 2019-20 school year the following interventions were put in place in an effort to address chronic absenteeism:</p> <p>*Back On Track Credit Recovery Program -The LBHS Back on Track is a comprehensive academic program that assists students who are behind in credit get back to the appropriate grade level in an efficient and timely manner, and graduate on time with their proper cohort. The program is available to any registered Long Branch High School</p>
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
					<p>student who has obtained a minimum of 25 credits and is off track for their cohort's graduation date. *Hot List Homerooms (chronically absent students) - HLA homerooms are utilized to closely monitor students who are chronically absent. Reward systems are utilized to encourage positive attendance.</p>
Attendance Rate (Staff)	<p>The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism</p>	Staff Attendance YTD	92.48%	<p>The average daily attendance rate for staff is: September - 99% October - 93% November - 94% December - 95% January - 95% February - 94%</p>	<p>During the school year, staff attendance was at it's highest in September. The attendance rate remained steady from October to February.</p>

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Discipline	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders	Student Suspension YTD Average - In School	3.10%	During the 2019-20 school year there were: 337 unduplicated students suspended in school 299 suspension occurrences in school 108 unduplicated students suspended out of school 113 students suspended out of school	During the 2019-20 school year the types of discipline incidents were: *Cutting class *Cutting teacher detention *Fighting/ assault/ harassment/ threatening *Horseplay *Insolence, insubordination, and disrespect *Leaving school grounds *Profanity, vulgarity *Smoking *Use and or possession of drugs and or weapons
		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	1.03%		
		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"> *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family 		<p>The New Jersey School Climate Survey was administered to all staff members this year in an effort to assist in reinforcing positive conditions and addressing vulnerabilities for learning at the high school. Based on a 100 point scale where 100 represents completely satisfied, the survey results are as follows:</p> <ul style="list-style-type: none"> Physical Environment - 62.7% Teaching & Learning - 57.2% Morale in the School Community - 52.4% Relationships - 62.6% Parental Support & Engagement - 53.9% Safety - 76.5% Emotional Environment - 54.7% Administrative Support - 62.4% <p>The New Jersey School Climate Survey was administered to all students this year in an effort to assist in reinforcing positive conditions and addressing vulnerabilities for learning at the high school.</p>	<p>The school opted to use Google Forms to administer the surveys. The student survey was administered to all students during homeroom. Staff Members took the survey during a scheduled professional development session. The survey was placed online and offered to parents in English, Spanish, and Portuguese. Parents were informed of the survey via email and the auto dialer.</p> <p>Despite multiple efforts to obtain survey responses the response rate was low for parent and community members. 121 staff members (a significant increase from 2018-19 where only 41 responded) 1039 students (a significant increase from 2018-19 where only 91 students responded) 105 parents and community members (a</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>Based on a 100 point scale where 100 represents completely satisfied, the survey results are as follows:</p> <p>Physical Environment - 49.6%</p> <p>Teaching & Learning - 56.7%</p> <p>Morale in the School Community - 50.3%</p> <p>Student Relationships - 51.5%</p> <p>Parental Support - 77.3%</p> <p>Safety - 63.3%</p> <p>Emotional Environment - 47.2%</p> <p>The New Jersey School Climate Survey was made available to all parents and members of the community this year in an effort to assist in reinforcing positive conditions and addressing vulnerabilities for learning at the high school. Based on a 100 point scale where 100 represents completely satisfied, the survey results are as follows:</p> <p>Physical Environment - 77.0%</p> <p>Teaching & Learning - 71.9%</p> <p>Morale in the School Community - 63.0%</p> <p>Relationships - 71.1%</p>	<p>significant increase from 2018-19 where only 58 parents and community members responded) to the survey.</p> <p>These numbers poorly represent our parents and community members and further supports the need for improvement in the area of parent and community involvement.</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			Parental Support & Engagement - 73.5% Safety-Emotional Environment - 69.6%	

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	*Back On Track Credit Recovery Program -The LBHS Back on Track is a comprehensive academic program that assists students who are behind in credit get back to the appropriate grade level in an efficient and timely manner, and graduate on time with their proper cohort. The program is available to any registered Long Branch High School student who has obtained a minimum of 25 credits and is off track for their cohort's graduation date. *Hot List Homerooms (chronically absent students) - HLA homerooms are utilized to closely monitor students who are chronically absent. Reward systems are utilized to encourage positive attendance.	The chronic absenteeism rate was 16.8% in the 2018-2019 school year. The chronic absenteeism rate was 10% this school year (until March 13th) In essence, the school has seen a 6.8% decrease in chronic absenteeism.
		Schoolwide	93.3%	89.1%		
		White	96.2%	91.7%		
		Hispanic	93.1%	87.7%		
		Black or African American	90.3%	89%		
		Asian, Native Hawaiian, or Pacific Islander	*	*		
		American Indian or Alaska Native	*			
		Two or More Races		*		
		Economically Disadvantaged Students	94.1%	88.8%		
		Students with Disabilities	90%	69.2%		
		English Learners	89.5%	88.2%		
		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.	Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution		N/A
		Statewide	65.9	62.7	37.3	85.6	14.4	87.6	12.4		
		White	68.4	55.8	44.2	88.5	11.5	92.3	7.7		
		Hispanic	63.9	73.6	26.4	88.7	11.3	91.5	8.5		
		Black or African American	*	*	*	*	*	*	*		
		Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*		
		American Indian or Alaska Native									

Data Source	Factors to Consider	Prepopulated Data						Your Data (Provide any additional data)	Observations / Trends	
		Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution	
		Two or More Races								
		Economically Disadvantaged Students	62.4	69.6	30.4	87.7	12.3	92.8	7.2	
		Students with Disabilities	36.1	84.6	15.4	92.3	7.7	84.6	15.4	
		English Learners	32	75	25	75	25	75	25	

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
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	Test	% of Students in School	Long Branch High School arranged for PSAT and SAT's to be administered during the school day. All 11th grade students were administered the PSAT in October. The SAT was scheduled to be administered to all 11th grade students in April however due to COVID-19 all schools were closed effective March 13, 2020. All students enrolled in grade 10 took the PSAT in March. These tests were offered at no cost to the students.	N/A
		Participating in PSAT	89.8		
		Participating in SAT	98.9		
		Participating in ACT	7.4		
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	436	Due to COVID-19 all schools were closed effective March 13, 2020 therefore NJSLA was not administered during the 2019-20 school year.	N/A
		% of students with a C or better			
		Count of students who took the Algebra section of PARCC	376		
		% of students who scored 4 or 5 on the PARCC assessment	15%		

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	Total number of teachers to evaluate - 125	As per the state of NJ, all tenured teachers, principals, APs, VPs and other certificated staff in good standing (defined as those whose previous year's rating was Highly Effective or Effective) will be marked Not Evaluated (NE) for their summative rating, for local and state reporting purposes. Nontenured educators must receive a summative rating and that rating must be recorded locally. Nontenured educators will earn a summative rating based only on observations completed by the date of each school district's March 2020 closure and scored using the appropriate educator practice instrument. Pursuant to Executive Order 117, issued on April 7, 2020, no measures of student achievement will
		Observation Waiver?	No	Total number of non-tenure teachers (years 1 & 2) - 23	
		# Teachers to Evaluate	125	Total number of non-tenure teachers (years 3 & 4) - 18	
		# Non-tenure teachers (years 1 & 2)	23	Total number of teachers on CAP - 1	
		# Non-tenure teachers (years 3 & 4)	18	Percent of teachers on CAP - 3%	
		# Teachers on CAP	1	Number of observations scheduled - 324	
		# Teachers receiving mSGP	null	Number of observations completed - 239	
				Number of non-tenured observations rated highly effective (3.5 - 4.0) - 0	
		Number of non-tenured observations rated effective (2.65 - 3.4) - 74			
		Number of non-tenured observations rated partially effective (1.85 - 2.64) - 0			
		Number of non-tenured			

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends
			<p>observations rated ineffective (1.0 - 1.84) - 0</p>	<p>be included in the summative rating.</p> <p>Teachers in the math department have worked to incorporate the use of formative assessment data into each lesson. During the 2019-2020 school year, the math department piloted the Big Ideas math program. This program allowed for teachers to assign problems and collect data in real time throughout the lesson. This data was utilized to drive instruction during future lessons. Teachers are in the beginning stages of utilizing this data to pull for small group instruction during each lesson. This is an area where we will continue to grow.</p>

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends
				<p>Students are below average as writers as measured by NJSLA data and writing portfolios. Analysis determined that students struggle with written expression and in mechanics and usage for their idea. Students are accustomed to responding to literature, not often expressing or forming their own ideas through writing. Additionally, our students continue to struggle with writing as measured by our standardized tests and after recent discussions with our local community college, we discovered that over 29.5% of our students that attend Brookdale needed to take remedial courses for writing during their first year. Additionally, it was determined that students are not provided enough targeted instruction and formative feedback in writing to improve their</p>

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends
				<p>deficiencies, and teachers are spending a disproportionate amount of instructional time reading literature. Often work is assigned and graded with feedback and goals are set, however, teachers continue to struggle with those students who are demonstrating deficiencies in writing.</p> <p>One of the goals for a student centered classroom is to increase student discussion and collaboration in the math classroom. Teachers are working toward this goal. Students in the math classroom are provided with opportunities to engage in cooperative learning and peer discussion. As we observe and evaluate teachers we</p>

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends
				<p>continue to make recommendations for how to structure cooperative learning so that all students are held accountable. We also continue to make recommendations with regards to questioning that will elicit rich student discussion.</p> <p>In addition to reading literature through novels, students have been using Newsela and CommonLit to address grade-level standards and skills. Teachers also have been working with Rutgers Center for Literacy Development and curricular modules from EngageNY to focus on the writing process using a</p>

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends
				<p>writer's workshop model and creating mini-lessons as opportunities to address deficiencies. This year teachers have provided in-depth instruction on types of writing: argument, informative, and narrative. In each unit, students are introduced to the skills, practices, and routines of one of three types of writing. Students work collaboratively with their peers to examine model texts, plan for their writing, and gather evidence. Students independently practice writing and revising and engage in peer review to revise their work.</p>

< Other Indicators - NO DATA >

Process Questions and Growth and Reflection Tool

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary	
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	4-Sustaining	We consistently share and model instructional strategies/models/activities and resources that contribute to successful student outcomes based on the ongoing collaborative analysis of formative and summative assessment data.	We have identified the Career Ready Practices appropriate to each unit. We have developed clear, specific SLOs for our grade level/content based on these skills.
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	4-Sustaining		
	5	A	4-Sustaining		
	Average		4.00		
Assessment	1	A	4-Sustaining	We have developed common summative assessments for all units of study. We collaboratively analyze student summative data to determine student mastery, to plan next steps in instruction, and to reflect on and revise unit instruction and/or assessments.	We have begun to develop common pre-assessments for specific units of study.
	2	A	3-Developing		
	3	A	4-Sustaining		
	Average		3.67		
Professional Learning Community (PLC)	1	A	3-Developing	We are provided common planning time at least three times a week for collaborative job-embedded professional learning. We also utilize available after-school meeting time and in-service days. Time is also provided within the school day to meet and/or observe colleagues as needed.	We have developed team norms.
	2	A	4-Sustaining		
	3	A	3-Developing		
	4	A	4-Sustaining		
	Average		3.50		

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Culture	1	A 4-Sustaining	<p>The school has a physical environment that is conducive to learning. Student work is displayed and there is an inviting feeling when parents and community members enter. School plans have been developed in collaboration with local police and clearly communicated to all staff. These plans are reviewed regularly and adjusted based on drill outcomes or other data. Parents and community members are aware that the school has plans and that they are consistently revised and updated to ensure the protection of all students. The local police have a positive relationship with students and staff and they participate in school community activities.</p>	<p>We have several PIA to support school climate goals. Initiatives seem somewhat connected and purposeful. Leadership sometimes communicates the importance of embracing new practices and/or programs. There is little on-going support for new programs. Programs are not modified to meet specific needs. Buy-in is weak</p>
	2	A 3-Developing		
	3	A 3-Developing		
	4	A 4-Sustaining		
	5	A 3-Developing		
	6	A 3-Developing		
	7	A 3-Developing		
	8	A 3-Developing		
	9	A 4-Sustaining		
	10	A 4-Sustaining		
	11	A 4-Sustaining		
	12	A 3-Developing		
	13	A 4-Sustaining		
	14	A 3-Developing		
Average	3.43			

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Teacher and Principal Effectiveness	1	A 4-Sustaining	<p>Aligned research-based evaluation frameworks are utilized to evaluate teachers and principals. The components of our curriculum units and the elements of our evaluation frameworks have created a common language and context for effective teaching and leading. All teachers and leaders have received sufficient training in the evaluation frameworks. Student growth objectives (SGOs) are directly connected to SLOs and thus provide meaningful data on areas of student growth and drive ongoing revision of instruction and assessment. Multiple measures of student growth are utilized in the evaluation process. Meaningful feedback is provided after all informal and formal observations. Professional improvement plans are linked to both individual needs identified through the evaluation process and PLC team goals. Units of study provide the context for applying the elements of effective practice. Team collaboration strengthens the professional practice of all members.</p>	<p>Research-based evaluation frameworks are utilized to evaluate teachers and principals. The evaluation frameworks for teachers and leaders are aligned and we have created a common language about teaching and leading. All teachers and leaders have received sufficient training in the evaluation model. Student growth objectives (SGOs) are developed but are not tightly aligned to unit SLOs. Multiple measures of student growth are utilized in the evaluation process. Meaningful feedback is provided after most formal and informal observations. Professional improvement plans are linked to individual needs identified through the evaluation process.</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?)	
<p>Assessment/Data Analysis</p>	<p>Instruction and Program -English and Mathematics</p> <p>According to NJ ESSA School Accountability Indicators growth is weighted more in terms of school accountability than proficiency. Creating a goal around assessment and data analysis will allow the school to focus on student outcomes and have collaborative conversations regarding student performance. Teachers can examine their practice considering student performance and discuss which instructional strategies/models/activities and resources contributed to successful student outcomes.</p> <p>Research indicates use of formative assessments can help to accelerate student growth with a .75 effect size almost doubling the rate of learning if teachers provide timely and specific feedback to students. We would like to develop using formative assessment techniques to monitor student progress, recording formative assessment data, and providing specific feedback to students.</p>	<p>Students enter high school reading more than two years below grade level. This results in an increasing academic gap as the students continue through high school. This negatively impacts the students not only in ELA, but in all academic content areas.</p> <p>Students enter high school without command of foundational mathematical skills. These prerequisite skills are necessary to be successful in high school level mathematics courses.</p>	<p>All students</p> <p>Students with disabilities</p>	1	<p>Teachers will incorporate and analyze a variety of formative assessment techniques.</p>
				2	<p>Teachers will create action plans based on benchmark data to target specific students and their specific needs to ensure student growth in areas of difficulty.</p>
				3	<p>An intervention program will offered during the 2020-21 school year in an effort to target deficiencies and raise Math and ELA proficiency.</p>

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
<p>Effective Instruction</p>	<p>Instruction and Program - English and Math</p> <p>Students will need to grow from their current level of performance to be able to obtain mastery of grade level standards. End of unit assessments are aligned to the standards. We will utilize formative assessments aligned to unit SLOs to monitor student progress.</p> <p>The goal is a growth goal that is tiered to meet the needs of students at all levels and ensure all students continue to grow. Students that are not meeting expectations (scoring 6% or below), meeting expectations (scoring 70%-89%) and exceeding expectations (scoring 90%-100%) are given a projected growth goal to narrow gaps in student performance. We used unit assessment data from the 2019-2020 school year to establish the baseline.</p> <p>Students who enter 9th grade often exhibit learning loss as they transition from middle school to high school.</p>	<p>Students enter high school reading more than two years below grade level. This results in an increasing academic gap as the students continue through high school. This negatively impacts the students not only in ELA, but in all academic content areas.</p>	<p>All students</p> <p>Students with disabilities</p>	1	<p>Teachers will incorporate and analyze a variety of formative assessment techniques.</p>
				2	<p>Teachers will create action plans based on benchmark data to target specific students and their specific needs to ensure student growth in areas of difficulty.</p>
				3	<p>An intervention program will be offered during the 2020-21 school year in an effort to target deficiencies and raise Math and ELA proficiency.</p>

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Climate and Culture, including Social and Emotional Learning	Parent/Community Involvement Parent and community involvement has increased but still does not meet expectations. Efforts to encourage attendance at school events will remain a focus.	Maintaining consistent parent contact proves difficult due to failed communication initiatives and language barriers. Parent and community attendance at school events continues to be low.	All families Members of the community	1	Notification of events will be posted on social media, sent through the parent portal, posted to the LBHS website and made through the auto dialer. Notifications will be offered in multiple languages.
				2	Translators will be available for all events.
				3	Events will be scheduled at various times of the day in an effort to improve attendance.
No option for the fourth SMART Goal was selected on the Root Cause page.				1	
				2	
				3	

SMART Goal 1

75% of students in ELA and Math will achieve typical growth or high growth on the LINK IT Form C benchmark assessments as reflected on the LINK IT Navigator LGP report by June of 2021.

Priority Performance

Instruction and Program -English and Mathematics

According to NJ ESSA School Accountability Indicators growth is weighted more in terms of school accountability than proficiency. Creating a goal around assessment and data analysis will allow the school to focus on student outcomes and have collaborative conversations regarding student performance. Teachers can examine their practice considering student performance and discuss which instructional strategies/models/activities and resources contributed to successful student outcomes. Research indicates use of formative assessments can help to accelerate student growth with a .75 effect size almost doubling the rate of learning if teachers provide timely and specific feedback to students. We would like to develop using formative assessment techniques to monitor student progress, recording formative assessment data, and providing specific feedback to students.

Strategy 1: Teachers will incorporate and analyze a variety of formative assessment techniques.

Strategy 2: Teachers will create action plans based on benchmark data to target specific students and their specific needs to ensure student growth in areas of difficulty.

Strategy 3: An intervention program will offered during the 2020-21 school year in an effort to target deficiencies and raise Math and ELA proficiency.

Target Population: All students

Students with disabilities

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	<p>In September, all students will complete the course appropriate Benchmark A assessment. These data will serve as a baseline.</p> <p>Benchmark data will be analyzed in conjunction with formative and summative classroom assessments to identify the proficiency levels of each student. Teachers will use this information to create action plans.</p>	LinkIt! Benchmark A assessment data, formative and summative classroom assessments and teacher action plans.
Feb 15	<p>In December, all students will complete the course appropriate Benchmark B assessment.</p> <p>Benchmark data will be analyzed in conjunction with formative and summative classroom assessments to identify the proficiency levels of each student. Teachers will use this information to create action plans that address the “bucket” of each student. Each teacher will create individual action plans for the students they have targeted to move to the next “bucket”.</p>	LinkIt! Benchmark B assessment data, formative and summative classroom assessments and teacher action plans.
Apr 15	<p>In April, all students will complete the course appropriate Benchmark C assessment.</p> <p>Benchmark data will be analyzed in conjunction with formative and summative classroom assessments to identify the proficiency levels of each student. Teachers will reflect on their data and submit their reflection to the appropriate administrator.</p> <p>When Benchmark C data are compared to Benchmark A, Algebra I will show a minimum of 20% growth, Geometry will show a minimum of 20% growth and Algebra II will show a minimum of 20% growth.</p>	LinkIt! Benchmark A and C assessment data, formative and summative classroom assessments and teacher benchmark reflections.
Jul 1	75% of students in ELA and Math will achieve typical growth or high growth on the LINK IT Form C benchmark assessments as reflected on the LINK IT Navigator LGP report by June of 2021.	Review of all data measures to assess growth throughout the school year.

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Administer Linkit Benchmark A assessment	9/8/20	9/30/20	Teachers, academy administrators and supervisors
2	1	Analyze Linkit Benchmark A data to assess student baseline proficiency	9/8/20	9/30/20	Teachers, academy administrators and supervisors
3	3	Identify students in need of tiered remediation (with a potential focus on SEL) based on benchmark A data, teacher and counselor data and marking period #1 interim data.	9/8/20	10/30/20	Teachers, academy administrators and supervisors
4	1	Action plans will be created for each class by the appropriate teacher based on benchmark data	9/18/20	9/30/20	Teachers, academy administrators and supervisors
5	1	Monitor the progress of targeted students providing remediation as necessary	9/8/20	11/13/20	Teachers, academy administrators and supervisors
6	2	Administer Linkit Benchmark B assessment	12/4/20	12/18/20	Teachers, academy administrators and supervisors
7	1	Analyze Linkit Benchmark B data to assess student proficiency	12/4/20	12/18/20	Teachers, academy administrators and supervisors
8	3	Identify students scoring below proficiency in grade level reading standards and overall weaknesses	12/4/20	12/18/20	Teachers, academy administrators and supervisors
9	1	Action plans will be created for each class by the appropriate teacher based on analysis of benchmark data	12/4/20	12/18/20	Teachers, academy administrators and supervisors
10	1	Monitor the progress of targeted students providing remediation as necessary	12/4/20	2/19/21	Teachers, academy administrators and supervisors

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
11	2	Administer Linkit Benchmark C assessment	4/5/21	4/30/21	Teachers, academy administrators and supervisors
12	1	Analyze Linkit Benchmark C data to assess student proficiency	4/5/21	4/15/21	Teachers, academy administrators and supervisors
13	3	Identify students scoring below proficiency and overall weaknesses	4/5/21	4/15/21	Teachers, academy administrators and supervisors
14	1	Reflection on overall growth and areas of strength and weakness	4/5/21	4/30/21	Teachers, academy administrators and supervisors
15	1	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 the compounding traumas and other behavioral/emotional needs the students already have.	9/8/20	4/30/21	Teachers, academy administrators, supervisors and counselors

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Staff for intervention program	INSTRUCTION - Personnel Services - Salaries / 100-100	\$4,702	SIA
3	Purchase materials and resources for intervention program	INSTRUCTION - Supplies & Materials / 100-600	\$3,298	SIA

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Homeless Reserve	INSTRUCTION - Supplies & Materials / 100-600	\$468	Federal Title I (Intervention Reserve)
3	Provide student incentives for intervention program	SUPPORT SERVICES - Supplies & Materials / 200-600	\$2,000	SIA
1	Homeless Reserve	SUPPORT SERVICES - Supplies & Materials / 200-600	\$468	Federal Title I (Intervention Reserve)
1	Total Schoolwide Blended for Long Branch High School	SCHOOLWIDE - Schoolwide Blended / 520-930	\$389,115	Federal Title I (School Allocation)

SMART Goal 2

75% of students will demonstrate growth on end of unit assessments in ELA and Mathematics from the beginning of the year to the end of the year. Students who are not meeting expectations at the beginning of the year will demonstrate at least a 15% gain, students who are meeting expectations will demonstrate at least a 10% gain, students that are exceeding expectations will demonstrate at least a 5 % gain by the end of the year.

Priority Performance

Instruction and Program - English and Math

Students will need to grow from their current level of performance to be able to obtain mastery of grade level standards. End of unit assessments are aligned to the standards. We will utilize formative assessments aligned to unit SLOs to monitor student progress. The goal is a growth goal that is tiered to meet the needs of students at all levels and ensure all students continue to grow. Students that are not meeting expectations (scoring 6% or below), meeting expectations (scoring 70%-89%) and exceeding expectations (scoring 90%-100%) are given a projected growth goal to narrow gaps in student performance. We used unit assessment data from the 2019-2020 school year to establish the baseline. Students who enter 9th grade often exhibit learning loss as they transition from middle school to high school.

- Strategy 1: Teachers will incorporate and analyze a variety of formative assessment techniques.
- Strategy 2: Teachers will create action plans based on benchmark data to target specific students and their specific needs to ensure student growth in areas of difficulty.
- Strategy 3: An intervention program will be offered during the 2020-21 school year in an effort to target deficiencies and raise Math and ELA proficiency.
- Target Population: All students
- Students with disabilities

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	<p>By November, all students will complete the first course appropriate unit assessment. These data will serve as a baseline.</p> <p>Unit Assessments will be analyzed in conjunction with formative and summative classroom assessments to identify the proficiency levels of each student. Teachers will use this information to create action plans.</p>	<p>End of unit assessment data, formative and summative classroom assessments.</p>
Feb 15	<p>By February 15th, teachers will review and analyze all unit assessments. These data will serve to monitor student progress.</p> <p>Unit Assessments will be analyzed in conjunction with formative and summative classroom assessments to identify the proficiency levels of each student. Teachers will use this information to target and address deficiencies and increase proficiency levels.</p>	<p>End of unit assessment data, formative and summative classroom assessments.</p>
Apr 15	<p>In April, all students will complete the course appropriate end of unit assessment. This information will serve as a post instruction, end of year data.</p> <p>Unit Assessments will be analyzed in conjunction with formative and summative classroom assessments to identify the proficiency levels of each student. Teachers will reflect on their data and compare results to November's unit assessment as well as compare growth.</p> <p>September's end of unit data will be compared to November's end of unit data to analyze and record growth.</p>	<p>End of unit assessment data, formative and summative classroom assessments and teacher reflections.</p>
Jul 1	<p>75% of students will demonstrate growth on end of unit assessments in ELA and Mathematics from the beginning of the year to the end of the year. Students who are not meeting expectations at the beginning of the year will demonstrate at least a 15% gain, students who are meeting expectations will demonstrate at least a 10% gain, students that are exceeding expectations will demonstrate at least a 5 % gain by the end of the year.</p>	<p>End of unit assessment data, formative and summative classroom assessments and teacher reflections.</p>

Action Steps

SMART Goal 2

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Coordinate weekly grade level and content specific PLCs.	9/7/20	5/28/21	Teachers, Academy Administrators and Supervisors
2	1	Develop plan of action for creating common formative assessments	9/7/20	9/30/20	Teachers, Academy Administrators and Supervisors
3	3	Identify students scoring below proficiency in grade level standards and overall weaknesses. Map and prioritize standards and essential questions as part of daily classroom formative assessment protocol.	9/7/20	5/28/21	Teachers, Academy Administrators and Supervisors
4	1	Develop anecdotal record tracker for daily classroom checks for understanding.	9/7/20	5/28/21	Teachers, Academy Administrators and Supervisors
5	1	Provide ongoing professional development in PLCs on creating common standards-based, high level task items.	9/7/20	5/28/21	Teachers, Academy Administrators and Supervisors
6	2	Review and analyze free, unembargoed, or subscription- based item banks for integration into daily questioning and formative assessments.	9/7/20	5/28/21	Teachers, Academy Administrators and Supervisors
7	1	Provide ongoing professional development on providing feedback and formative assessments throughout a lesson.	9/7/20	5/28/21	Teachers, Academy Administrators and Supervisors
8	1	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 the compounding traumas and other behavioral/emotional needs the students already have.	9/8/20	4/30/21	Teachers, Academy administrators, Supervisors and Counselors

< SMART Goal 2 - Budget Items: NO DATA >

SMART Goal 3

By June 2021 parent and community involvement will show an increase when compared to data collected during the 2019-20 school year.

Priority Performance

Parent/Community Involvement

Parent and community involvement has increased but still does not meet expectations. Efforts to encourage attendance at school events will remain a focus.

Strategy 1:

Notification of events will be posted on social media, sent through the parent portal, posted to the LBHS website and made through the auto dialer. Notifications will be offered in multiple languages.

Strategy 2:

Translators will be available for all events.

Strategy 3:

Events will be scheduled at various times of the day in an effort to improve attendance.

Target Population:

All families

Members of the community

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Attendance at back to school night will increase when compared to data collected during the prior school year. Our goal is to have 15% of our student population represented at back to school night which is approximately a 5% improvement.	Attendance data from 2019-20 and 2020-21 back to school nights
Feb 15	Attendance at fall and winter parent conferences will increase when compared to data collected during the prior school year. Our goal is to have 15% of our student population represented at conferences which is approximately a 5% improvement.	Attendance data from 2019-20 and 2020-21 parent teacher conferences

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15	Completion of the school climate survey by parents and community members will increase when compared to data collected during the prior school year. Our goal is to increase parent participation by at least 25%.	Data collected from the school climate survey from 2019-20 and 2020-2021
Jul 1	By June 2021 parent and community involvement will show an increase when compared to data collected during the 2019-20 school year.	Analyze and reflect on the following measures: attendance data, parent teacher conferences attendance, and school climate survey data.

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Notification of events through various modes of communication in multiple languages	9/7/20	6/30/21	Administrators and event coordinators
2	1	Translators will be available for all school events	9/7/20	6/30/21	Administrators and event coordinators

Budget Items

SMART Goal 3

Correspondin g 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

Priority Performance

Strategy 1:

Strategy 2:

Strategy 3:

Target Population:

Interim Goals

SMART Goal 4

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

< SMART Goal 4 - Action Steps: NO DATA >

< SMART Goal 4 - Budget Items: NO DATA >

Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
Instructional resources/supplies focused on SEL and student achievement	10/1/20	5/29/21	Principals, Improvement Leaders and Counselors	INSTRUCTION - Supplies & Materials / 100-600	\$10,085.00	Federal Title I (Reallocated)
Consultant(s) to provide professional development and student programs for transitioning back to school	10/1/20	5/28/21	Principals , Improvement Leaders and Counselors	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$15,000.00	Federal Title I (Reallocated)
Non-Public Allocation-YKT	10/1/20	5/29/21	Funded Grants	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$400.00	Federal Title I (Reallocated)
Materials to create an SEL Room/Safe Space for Staff	10/1/20	5/29/21	Principals, Improvement Leaders and Counselors	SUPPORT SERVICES - Supplies & Materials / 200-600	\$15,000.00	Federal Title I (Reallocated)

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	\$0	\$0	\$0	\$0	\$0	\$0	\$4,702	\$0	\$4,702
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	\$468	\$0	\$0	\$0	\$0	\$3,298	\$0	\$3,766
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$468	\$0	\$0	\$0	\$0	\$8,000	\$0	\$8,468
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	\$1,000	\$0	\$0	\$0	\$0	\$0	\$0	\$1,000
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

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	\$963	\$0	\$0	\$0	\$0	\$2,000	\$0	\$2,963
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	\$1,963	\$0	\$0	\$0	\$0	\$2,000	\$0	\$3,963
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	\$389,115	\$0	\$0	\$0	\$0	\$0	\$389,115
SCHOOLWIDE	Sub-total		\$0	\$0	\$389,115	\$0	\$0	\$0	\$0	\$0	\$389,115

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
Total Cost			\$0	\$2,431	\$0	\$0	\$0	\$0	\$10,000	\$0	\$401,546

Overview of Total Title 1 Expenditures

	Federal Title 1 (Priority/Focus Interventions)	Federal Title 1 (School Allocation) Total	Federal Title 1 (Reallocated Funds)	TOTAL
Included in SMART Goal Pages	\$2,431	\$0	\$0	\$2,431
Other Title 1 Expenditures	\$0	\$0	\$40,485	\$40,485
Total	\$2,431	\$0	\$40,485	\$42,916

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	Assessment/Data Analysis
x	Effective Instruction
x	Climate and Culture, including Social and Emotional Learning
x	No option for the fourth SMART Goal was selected on the Root Cause page.
x	For Comprehensive Support and Targeted Support schools, the Annual School Plan includes evidence-based interventions to improve academic achievement for all students who are not yet performing on grade level, and all SIA funds will be used for evidence-based interventions that meet the requirements set forth in the Every Student Succeeds Act (ESSA).
x	The Budget Summary includes all planned expenditures, as identified within the 'Budget Items' section of the SMART goal pages.
x	This plan has been submitted for final review and approval by the District Business Administrator, Federal Programs Administrator, Chief School Administrator, and any other district personnel with responsibility for expenditures of federal funds to ensure all purchases and uses of funds (SIA, other Title I, other federal, and state/local) are reviewed and approved.

Completed By: James Brown
 Title: 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:

x	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: 06/29/2020

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