



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

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Annual School Plan Information

Hi Bridgette Burtt ▾

Plan Id	School	District	Team	County	CDS	Level of Support	Targeted Subgroup(s)	Create Date
11530	Joseph M. Ferraina Early Childhood Learning Center	LONG BRANCH CITY	NA	MONMOUTH	252770085	Level I	NA	19-Jan-18

Annual School Plan Builder Home

Pages	Components to consider for a well developed Annual School Plan	Status
ASP Team & Meetings (sipteam?&year=2018-2019)	*Principal, school leadership team, and district support representative/s work collaboratively on the needs assessment and intervention strategy with input from the Comprehensive Support and Improvement (CSI) Teams (for Level III schools), and multiple family and community members. *All meetings have agendas and minutes on file and uploaded into the ASPS. *Throughout the current school year, the school leadership team has met regularly to discuss the Comprehensive Needs Assessment (CNA) and Annual School Plan (ASP). For example, during Comprehensive Support Improvement (CSI) cycle reviews, faculty meetings and data team meetings when the ASP is discussed.	Complete
Comprehensive Data Analysis and Prior Year Interventions (dataanalysis?&year=2018-2019)	*The Data Analysis section is a critical component of your Needs Assessment. The data provided shows measurable outcomes for each given data source and specifically shows initial observations, emerging questions and trends. *There are identified strengths, challenges, and impact of services provided. *The effectiveness of the service is identified. The information is specific and includes multiple measurable outcomes. *The measurable outcomes for Prior Year Interventions are linked to the documentation of effectiveness. (For example, student performance on common assessments, cycle grades, attendance.)	Complete

Pages	Components to consider for a well developed Annual School Plan	Status
Comprehensive Needs Assessment Rubric (cna? &year=2018- 2019)	*The Overall Strengths and Area of Improvement Summaries are supported by data, observations and District/CSI assessments. *For Level III schools, school and CSI Team ratings are in agreement under all indicators of the CNA rubric. * The data listed specifically measures each indicator in the CNA rubric.	Complete
Root Cause Analysis (rootcause? &year=2018- 2019)	*Performance Challenges, Possible Root Causes and/or Strategies to Address specifically identify why the school is designated a categorized (Comprehensive or Targeted) school and the explanation clearly references data sources. *Strategies to address are directly linked to the Performance Challenge(s) and Possible Root Cause(s).	Complete
SMART Goals (sg-one? &year=2018- 2019)	*Each goal is SMART - specific, measurable, achievable, realistic and timely. *The goal is linked to performance challenge(s), possible root cause(s), targeted subgroups and/or CNA. *Interim goals are SMART and demonstrate progress toward goal attainment. *The SMART goal addresses the targeted subgroups. *The CNA, data analysis results, possible root cause and SMART goal are all aligned. *Action steps follow a logical and chronological progression to implement SMART and interim goals. Action steps are specific and measurable, embedding accountability and data generation into the project plan. *Deadlines are appropriate, ambitious, and achievable. *Person(s) assigned to the step(s) can be held accountable for implementing the action step. *All funding amounts are targeted appropriately and researched. *The funding source follows budgetary guidelines.	Complete
Budget Summary (budgetsummary? &year=2018- 2019)		
Confirmation (confirmation? &year=2018- 2019)		District Certified

ASP Summary PDF (aspSummaryPDF?sipld=11530)



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2018-2019

Joseph M. Ferraina Early Childhood Learning Center

District: LONG BRANCH CITY

County: MONMOUTH

Team: NA

Level of Support:
Targeted Subgroup
CDS:
252770085

Annual School Planning 2018-2019

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
ESSA Improvement Leader	Francine Van Brunt	Yes	Yes	Yes		
Administrator	Loretta Johnson	Yes	Yes	Yes		
PIRT Advisor	Kimberly Walker	Yes	Yes	Yes		
School Counselor	Betsy Callaghan	Yes	Yes	Yes		
Pre-School Teacher	Marguerite Chavez	Yes	Yes	Yes		
Special Education Teacher	Ryan Munson	Yes	Yes	Yes		
Pre-School Master Teacher	Ana Rugo	Yes	Yes	Yes		
Kindergarten Teacher	Elizabeth Reid	Yes	Yes	Yes		



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Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Pre-School Teacher	Tracy McMahon	Yes	Yes	Yes		
Parent Representative	Tracey Widdis	Yes	Yes	Yes		



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ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
09/28/2017	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
10/27/2017	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
12/15/2017	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
01/25/2018	Root Cause Analysis	Yes	Yes
03/29/2018	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/04/2018	Smart Goal Development	Yes	Yes



2018-2019

Data Analysis

PRIOR YEAR INTERVENTIONS

Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes (state the data that supports the continuation of this intervention?)	Evidence of Effectiveness (identify the artifacts that support this outcome)



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Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes (state the data that supports the continuation of this intervention?)	Evidence of Effectiveness (identify the artifacts that support this outcome)
Extended Day Learning Program Before school Title I tutoring has been offered at JMF school for the last 3 years. The target population are students struggling in reading performing below grade level proficiency. The academic tutors work with a small group of students to reinforce problematic skills. The program runs four days a week from 8:00am-8:30am. Title I tutors worked in conjunction with homeroom teachers to track academic growth. The LinkIt! Benchmarks, and DRA, were measures use to track the progress of the students as they continued in the tutoring program. The focus areas were in reading and writing. The tutors utilized Moby Max online program as supplemental material to support students with low academic growth. The MobyMax program could be	Students that fall below proficiency on baseline assessments	Yes	<p>As of October 2017, 21/108 (19.4%) were proficient according to DRA2 baseline scores. 10/70 (14.2%) of the Economically Disadvantaged subgroup were proficient at baseline. 5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.</p> <p>As of June 2018, 68/109 were proficient according to the end of the year DRA2 reading assessment 52/86 (60.5%) of the Economically Disadvantaged subgroup were proficient according to the end of the year DRA2 reading assessment.</p> <p>As of October 2017, 31/107 (28.5%) were proficient according to baseline dynamic Writing Assessment.</p> <p>16/69 (23.1%) of the Economically Disadvantaged subgroup were proficient at baseline. 11/40 (27.5%) of the ELL subgroup</p>	Tutoring began in January 2018 and out of the 21 students who regularly attended the Extended Day Tutoring program, 19 (90.4%) of the students showed notable improvement in the DRA2 assessment by June 2018. Out of the 21 students who regularly attended the Extended Day Tutoring program, 6 (29%) of the students scored in the proficient or advanced proficient category by June 2018. From January 2018 to June 2018, 18/21 (86%) of the students who regularly attended the Extended Day Tutoring program showed notable improvement. 2/21 (9%) scored proficient according to grade level expectations.



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Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes (state the data that supports the continuation of this intervention)	Evidence of Effectiveness (identify the artifacts that support this outcome)
tailored to the needs of the students. Although we liked the idea of utilizing a computer based program as supplemental academic material, we would be open to exploring others that may have a similar purpose.			<p>were considered proficient at baseline. As of June 2018, 88/110 (80%)% were proficient according to the end of the year dynamic writing assessment.</p> <p>82/87 (94.3%) of the Economically Disadvantaged subgroup were proficient according to the end of the year dynamic writing assessment.</p> <p>38/41 (92.6%) of the ELL subgroup were proficient according to the end of the year dynamic writing assessment.</p>	<p>After analyzing results, there was notable improvement in the students' performance on school wide assessments. This data supports the idea that Title I Tutoring is an effective intervention for JMF students and will continue to assist others in the 2018-2019 school year.</p>



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Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes (state the data that supports the continuation of this intervention?)	Evidence of Effectiveness (identify the artifacts that support this outcome)



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Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes (state the data that supports the continuation of this intervention?)	Evidence of Effectiveness (Identify the artifacts that support this outcome)
DRA2 Word Analysis Assessment Tool The Developmental Reading Assessment-2 (DRA) is an individually administered test that provides teachers with a clear picture of the students reading ability. Based on the student's DRA2 score, the word analysis tool is administered to students who are falling below grade expectations. The DRA-2 provides teachers with expectations per grade level. It is suggested by the end of the school year (EOY) kindergarten students attain a score of 6 on the DRA2 assessment. This guideline helps teachers track student progress and assess low growth readers. The results of the DRA2 Word Analysis Assessment are used to group students based on strengths and weaknesses and allow the	All students	Yes	As of October 2017, 21/108 (19.4%) were proficient according to DRA2 baseline scores. 10/70 (14.2%) of the Economically Disadvantaged subgroup were proficient at baseline. 5/40 (12.5%) of the ELL subgroup were considered proficient at baseline. As of June 2018, 68/109 were proficient according to the end of the year DRA2 reading assessment 52/86 (60.5%) of the Economically Disadvantaged subgroup were proficient according to the end of the year DRA2 reading assessment. 22/41 (53.6%) of the ELL subgroup were proficient according to the end of the year DRA2 reading assessment	The Link-It platform was used to house data from the benchmarks assessments. According to Link-it data results, there has been a overall increase of 60.6% in the DRA2 reading assessment. The ELL subgroup has shown an overall increase of 80.1% in the DRA2 reading assessment and the Economically Disadvantaged subgroup has shown an overall increase of 80.1% n the DRA2 reading assessment. As of October 2017, 31/107 (34.5%) were proficient according to baseline dynamic Writing Assessment. 16/69 (23.1%) of the Economically Disadvantaged subgroup were proficient at baseline. 11/40 (27.5%) of the ELL subgroup



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Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes (state the data that supports the continuation of this intervention)	Evidence of Effectiveness (identify the artifacts that support this outcome)
teacher to develop goals and interventions for struggling students. The test is administered 3 times a year in October, January, and May.				



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Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes (state the data that supports the continuation of this intervention)	Evidence of Effectiveness (identify the artifacts that support this outcome)
Small Group Reading Instruction Small group instruction provided students with a reduced student-teacher ratio. Students were grouped based on common areas of strengths and weaknesses. This gave the teacher the ability to work closely with each student on a specific learning objective or skill.	All	Yes	As of October 2017, 21/108 (19.4%) were proficient according to DRA2 baseline scores. 10/70 (14.2%) of the Economically Disadvantaged subgroup were proficient at baseline. 5/40 (12.5%) of the ELL subgroup were considered proficient at baseline. As of June 2018, 68/109 were proficient according to the end of the year DRA2 reading assessment 52/86 (60.5%) of the Economically Disadvantaged subgroup were proficient according to the end of the year DRA2 reading assessment. 22/41 (53.6%) of the ELL subgroup were proficient according to the end of the year DRA2 reading assessment As of October 2017, 31/107 (29.5%) were proficient according to baseline dynamic Writing Assessment. 16/69 (23.1%) of the Economically Disadvantaged subgroup were proficient at baseline. 11/40 (27.5%) of the ELL subgroup	The Link-It platform was used to house data from the benchmarks assessments. According to Link-it data results, there has been a overall increase of 60.6% in the DRA2 reading assessment. The ELL subgroup has shown an overall increase of 80.1% in the DRA2 reading assessment and the Economically Disadvantaged subgroup has shown an overall increase of 80.1% n the DRA2 reading assessment. According to Link-it data results, there has been a overall increase of 45.5% on the dynamic writing assessment. The ELL subgroup has shown an overall increase of 65.1% on the dynamic writing assessment. The Economically Disadvantaged subgroup has shown an overall increase of 71.3% on the dynamic writing assessment.



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Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes (state the data that supports the continuation of this intervention?)	Evidence of Effectiveness (identify the artifacts that support this outcome)
		were considered proficient at Baseline.	As of June 2018, 88/110 (80 %) scored proficient according to end of year dynamic writing assessment. 82/87 (94.3%) of the Economically Disadvantaged subgroup scored proficient according to end of year dynamic writing assessment. 38/41 (92.6%) of the ELL subgroup scored proficient according to end of year dynamic writing assessment.	



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Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes (state the data that supports the continuation of this intervention?)	Evidence of Effectiveness (identify the artifacts that support this outcome)
ELL Small Group Reading Support and 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 complemented the Treasures reading curriculum.	ELL/ LEP students identified through screening process	Yes	<p>At baseline assessment. DRA indicates 12.5% (5/40) of ELL Kindergartners were reading on or above grade level</p> <p>February 2018 DRA indicates 51.2% (21/41) of ELL Kindergartners were reading on or above grade level (Score of 2 or higher on the DRA Assessment). This indicates a 38.7% increase over half of the school year.</p> <p>September 2017, Scaffolded Writing Dynamic Assessment indicates 27.5% (11/40) of the ELL Kindergartners scored a 38% or greater on the assessment</p> <p>February 2018 Scaffolded Writing Dynamic assessment indicates 72.2% (26/36) of the ELL Kindergartners scored a 63 or greater on the assessment. This indicates a 44.7% increase over half of the school year.</p> <p>September 2017 DRA Word Analysis/Phonemic Awareness indicates 62% (5/15) of ELL Kindergartners scored in the control level on the Assessment.</p> <p>February 2018 DRA Word</p>	



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Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes (state the data that supports the continuation of this intervention?)	Evidence of Effectiveness (identify the artifacts that support this outcome)
			Analysis/Phonemic Awareness indicates 76% (37/59) of ELL Kindergartners scored in the control level on the Assessment. This indicates a 14% increase over half of the school year.	



2018-2019

STUDENT ACHIEVEMENT

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
PARCC	Consider comparing previous year's and current year's PARCC results in the noted subject areas.	N/A		N/A
Baseline Performance				



2018-2019

Data Source	Factors to Consider	Your Data (Prepopulated where possible)			Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math		
SGP	Student growth on state assessments. (Grades 4 - 8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level	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 English Learners Non-English Learners Homeless Students Students in Foster Care Military-Connected Students Migrant Students	N/A	N/A	N/A	N/A



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Data Source	Factors to Consider	Your Data (Prepopulated where possible)	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	N/A	N/A	N/A



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Data Source	Factors to Consider	Your Data (Prepopulated where possible)				Your Data (Provide any additional data)				Observations / Trends	
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4
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	K	0%	0%	0%	0%	As of October 2017, 21/108 (19.4%) were proficient according to DRA2 baseline scores.	As of October 2017, 21/108 (19.4%) were proficient according to DRA2 baseline scores.	As of October 2017, 21/108 (19.4%) were proficient according to DRA2 baseline scores.	As of October 2017, 21/108 (19.4%) were proficient according to DRA2 baseline scores.	When analyzing the Kindergarten DRA 2 assessment including the word analysis and phonemic awareness, there was a 60.6% increase from the baseline assessment to the end of the year assessment. This shows that the interventions implemented led to student growth and should continue next year. Additional interventions will be put into place in order to achieve maximum students achievement.
		1	0%	0%	0%	0%	10/70 (14.2%) of the Economically Disadvantaged subgroup were proficient at baseline.	10/70 (14.2%) of the Economically Disadvantaged subgroup were proficient at baseline.	10/70 (14.2%) of the Economically Disadvantaged subgroup were proficient at baseline.	10/70 (14.2%) of the Economically Disadvantaged subgroup were proficient at baseline.	When analyzing the Writing Assessment, there was an overall increase of 45.5% increase from the baseline assessment to the end of the year assessment. This shows that the Kindergarten is still struggling with writing throughout the curriculum. Additional writing interventions
		2	0%	0%	0%	0%	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	As of June 2018, 68/109 (62.3%) were proficient according to the end of the year DRA2 reading assessment
		3	0%	0%	0%	0%	52/86 (60.5%) of the Economically Disadvantaged subgroup were proficient according to the end of the year DRA2 reading assessment	52/86 (60.5%) of the Economically Disadvantaged subgroup were proficient according to the end of the year DRA2 reading assessment	52/86 (60.5%) of the Economically Disadvantaged subgroup were proficient according to the end of the year DRA2 reading assessment	52/86 (60.5%) of the Economically Disadvantaged subgroup were proficient according to the end of the year DRA2 reading assessment	As of June 2018, 68/109 (62.3%) were proficient according to the end of the year DRA2 reading assessment
		4	0%	0%	0%	0%	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	As of October 2017, 31/107 (34.5%) were proficient according to baseline dynamic Writing
		5	0%	0%	0%	0%	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	As of October 2017, 31/107 (34.5%) were proficient according to baseline dynamic Writing
		6	0%	0%	0%	0%	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	As of October 2017, 31/107 (34.5%) were proficient according to baseline dynamic Writing
		7	0%	0%	0%	0%	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	As of October 2017, 31/107 (34.5%) were proficient according to baseline dynamic Writing
		8	0%	0%	0%	0%	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	As of October 2017, 31/107 (34.5%) were proficient according to baseline dynamic Writing
		9	0%	0%	0%	0%	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	As of October 2017, 31/107 (34.5%) were proficient according to baseline dynamic Writing
		10	0%	0%	0%	0%	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	As of October 2017, 31/107 (34.5%) were proficient according to baseline dynamic Writing
		11	0%	0%	0%	0%	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	As of October 2017, 31/107 (34.5%) were proficient according to baseline dynamic Writing
		12	0%	0%	0%	0%	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	5/40 (12.5%) of the ELL subgroup were considered proficient at baseline.	As of October 2017, 31/107 (34.5%) were proficient according to baseline dynamic Writing



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Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
		<p>Assessment.</p> <p>16/69 (23.1%) of the Economically Disadvantaged subgroup were proficient at baseline.</p> <p>11/40 (27.5%) of the ELL subgroup were considered proficient at baseline.</p>	<p>As of June 2018, 88/110 (80%) were proficient according to the end of the year dynamic writing assessment.</p> <p>82/87 (94.3%) of the Economically Disadvantaged subgroup were proficient according to the end of the year dynamic writing assessment.</p> <p>38/41 (92.6%) of the ELL subgroup were proficient according to the end of the year dynamic writing assessment.</p>	<p>need to be put into place next year to show larger increase in writing proficiency.</p>



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Data Source	Factors to Consider
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

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	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 K 1 2 3 Cycle 1 Cycle 2 Cycle 3 Cycle 4	As of October 2017, 4/107 (.04%) were proficient according to baseline math assessment. Economically Disadvantaged subgroup were proficient at baseline math assessment. 3/69 (.04%) of the ELL subgroup were considered proficient at baseline math assessment. As of June 2018, 105/110 (95.4%) were proficient based on the end of year math assessment. Economically Disadvantaged subgroup were proficient at the end of the year. 81/87 (93.1%) of the ELL subgroup were considered proficient at the end of the year. As of October 2017, 4/107 (.04%) were proficient according to baseline math assessment. Economically Disadvantaged subgroup showed a 90% increase. ELL showed a 90% increase.	When analyzing the Assessment results from the Everyday Math Assessment, there was an overall increase of 95.4% in student proficiency.



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Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
ACCESS for ELL's	Student performance of English Language Learners. (Grades K-12) * Identify patterns by grade level	N/A	N/A	N/A



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CLIMATE & CULTURE			
Data Source	Factors to Consider	Your Data (Prepopulated where possible)	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 Subgroup 1 YTD Student Enrollment Average Subgroup 2 YTD Student Enrollment Average	As of May 2018, 110 Kindergarten students are enrolled in our building. 74 students are Economically Disadvantaged 41 students are English Language Learners Student enrollment remains consistent and can fluctuate due to late enrollment. This number was similar to enrollment in the previous school year.



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Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
Attendance Rate (Students)	<p>The average daily attendance for students in your building *Identify patterns by grade *Identify interventions</p>	<p>Overall YTD Student Attendance Average 0.00%</p> <p>Subgroup 1 YTD Student 0.00%</p> <p>Subgroup 2 YTD Student Attendance Average 0.00%</p>	<p>Monthly Attendance: September: 94.3% October 94.8% November: 93.7% December: 92.9% January: 91% February: 92% March: 92.9% April: 92.4% May: 98.8%</p>	<p>Daily attendance remains consistent throughout the year, averaging at 94.3%, which is a 1.7% increase from the 2016-2017 school year. No trends in attendance have been observed. Attendance rates decreased in January due to a high level of flu cases. Attendance initiatives were started and implemented. All parents signed an attendance contract in September and then we started implementing policies and procedures.</p>



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Data Source	Factors to Consider	Your Data (Prepopulated where possible)	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	<table border="1"><thead><tr><th>Overall YTD Chronic Absenteeism</th><th>0.00%</th></tr></thead><tbody><tr><td>Subgroup 1 YTD Chronic</td><td>0.00%</td></tr><tr><td>Subgroup 2 YTD Chronic Absenteeism</td><td>0.00%</td></tr></tbody></table>	Overall YTD Chronic Absenteeism	0.00%	Subgroup 1 YTD Chronic	0.00%	Subgroup 2 YTD Chronic Absenteeism	0.00%	17.2% of students were absent 10% or more of the days between the start of the school year and May 10, 2018.	All parents signed an attendance contract in September and then we started implementing policies and procedures. Attendance initiatives were started and implemented. I&RS action planning meetings were held with all families and goals were set to improve and increase attendance rates. Letters were handed out to parents of chronically absent students to explain the importance of attendance. Chronically absent students are contacted by school counselors and in-person meetings. Counselors and teachers work together to troubleshoot reasons for chronic absenteeism case by-case.
Overall YTD Chronic Absenteeism	0.00%									
Subgroup 1 YTD Chronic	0.00%									
Subgroup 2 YTD Chronic Absenteeism	0.00%									



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Data Source	Factors to Consider	Your Data (Prepopulated where possible)	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 0.00%	Average Daily Attendance: 90% Of the days taken: Dock/Unpaid: 28 Exchange Day: 14 Other: 33 Floating Holiday: 2 Sick: 523	523 of the staff absences were due to illnesses. Due to the severity of the flu this year, this has been slightly higher from previous years. JMF has used 118 days for maternity leave.



2018-2019

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	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 Student Suspension YTD Average - In School for Subgroup 1 Student Suspension YTD Average - In School for Subgroup 2 Student Suspension YTD Average - Out of School	0.00% 0.00% 0.00% 0.00%	N/A N/A N/A N/A



2018-2019

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
Climate & Culture Surveys	<ul style="list-style-type: none">Results from surveys<ul style="list-style-type: none">*Identify staff satisfaction and support*Identify perception of the environment*Identify perceptions of students*Identify perceptions of family			



2018-2019

COLLEGE & CAREER READINESS

Data Source	Factors to Consider	Your Data (Prepopulated where possible)			Your Data (Provide any additional data)	Observations / Trends
Graduation Cohort (HS ONLY)	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)	Student Group	5 Year Rate	4 Year Rate	N/A	N/A
	Schoolwide					
	White					
	Hispanic					
	Black or African American					
	Asian, Native Hawaiian, or Pacific Islander					
	American Indian or Alaska Native					
	Two or More Races					
	Economically Disadvantaged Students					
	Students with Disabilities					
	English Learners					
	Homeless Students					
	Students in Foster Care					



2018-2019

Data Source **Factors to Consider** **Your Data (Prepopulated where possible)** **Your Data (Provide any additional data Trends)** **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		N/A	N/A
Algebra	Previous year's data provided. Please provide current year's data if possible.		N/A	N/A



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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	We currently have no staff members on a CAP.	We currently have no staff members on a CAP.	Through the use of Professional Learning Communities (PLC), Professional Development (PD) opportunities, and classroom observations there has been a decrease in the number of staff members on a CAP.



2018-2019

< Other Indicators - NO DATA >



NJ School Needs Assessment

2018-2019

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Component	Indicator Descriptor Level	Overall Strengths Summary						Areas of Focus Summary
		1	2	3	4	5	6	
School-Based Activities in Support of Instruction and Program	A 3-Developed	In an ever developing digital society, professional development has followed suite within our school community. Educators, content area specialists, support staff and administration are provided a solid foundation to create professional development content and share their practices and knowledge with the school and district staff. This digital library allows for 24 hour access to an array of content, all of which is aimed at increasing the overall educational experience for our student body. Additionally, administration allows time for grade level PLC's. Administration and content area supervisors are a frequent attendee at these PLC's to offer insight and collaboration on effective data analysis and instructional practices. Staff may request training or support in specific content areas or programs utilized within the instructional day. Administration regularly provides these services either in house or from external resources when necessary. Educators are also provided with financial support in the pursuit of advanced degrees in their field of practice.	B 4-Well Developed	C 3-Developed	D 3-Developed	E 3-Developed	F 3-Developed	Teachers in the school effectively use curriculum materials to support student learning. Students are still struggling with making connections to real world experiences and applying lesson content outside of the classroom environment. Also the transferring of learned skills from lesson to lesson and content to content is an area that teachers have expressed concern with. Teachers have requested additional professional development in order to implement strategies in the classroom during instructional time.
	B 3-Developed	A 3-Developed	B 3-Developed	C 3-Developed	D 3-Developed			
	C 3-Developed	A 3-Developed	B 4-Well Developed	C 3-Developed				
	Average	3.15						



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Component	Indicator Descriptor Level	Overall Strengths Summary	Areas of Focus Summary
School-based Activities in Support of Fiscal	1 A B C Average	Budget planning is conducted every year for the following year between building administration, the business office, Coordinator of Grants & Innovative Programs and the superintendent of schools. Plans are developed and resources are allocated appropriately to fund all manners of educational life for students and staff. Administration takes into account the needs of students, staff and the community as a whole.	For the upcoming school year we will work on ordering the materials in a more timely fashion so that the students have access to curriculum enhancing/differentiating activities earlier on in the year to ensure greater student success.
School-based Activities in Support of Governance	1 A 3-Developed B 3-Developed C 2 A 3-Developed B 3-Developed 3 A 3-Developed B 3-Developed C 3-Developed D 4-Well Developed Average	The school engages parents by encouraging them give input into the procedures that are established within the district parent involvement policy by inviting parents to take part on the Title I committee. In addition, parents will be given surveys or questionnaires that will provide valuable input in regards to the district's parent involvement policy. School achievement data is reported to the public via the school report card, Parent Involvement Activities, Board Meetings and notifications sent home.	Family engagement is identified as an area in need of improvement. To increase parental involvement in the school and to strengthen the home-school connection, parental involvement activities in reading and writing will be implemented. It is imperative that parents are informed about the importance of education and student attendance as it relates to student success. With the increased use of technology, we will continue to maintain web pages, school Twitter accounts and District Facebook accounts in order remain in daily contact with all families. We will continue to research best practices to provide a link between school and community. Incentives and rewards will be provided to families in attendance, and students with great attendance will be recognized.



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Component	Indicator Descriptor Level	Overall Strengths Summary				Areas of Focus Summary
		1	2	3	4	
School-based Activities in Support of Operations	1 A 3-Developed B 4-Well Developed	Teachers use multiple methods including small group instruction, one-on-one instruction and additional resources to address the individual needs of struggling students. In mathematics, Everyday mathematics identified specific areas of needs for students so the teachers could provide individualized small group instruction and whole group differentiated activities to help reinforce weak concepts and skills in mathematics. Teachers were also encouraged to use the differentiated/readiness activities to address the individual needs of struggling student populations. Teachers use multiple measures to assess students and drive instruction.	2 A 4-Well Developed B 4-Well Developed	C 3-Developed		Both ELA and Math core programs are supported with teacher technology components as well as student components. Both ELA and Math student technology components were available for student use from home. Teachers were able to instruct using SMARTBOARD airhiners. Student technology use was minimal due to the fact that classrooms are not equipped with student computers.
	3 A 3-Developed B 3-Developed		4 A 3-Developed B 3-Developed		Average 3.33	
School-based Activities in Support of Personnel	1 A 3-Developed B 4-Well Developed	The Joseph M. Ferraina Early Childhood Learning Center offers a variety of in-district and out of district workshop opportunities. For non-tenure teacher, a comprehensive mentoring program has been in place that pairs them with a mentor for support and development. Staff is regularly given meaningful feedback from building and district level administration through observations and data analysis. This is then discussed through individual or grade level PLC meetings. Time is allocated throughout the week for content area and grade level professional learning. This ensures consistency among the classrooms.	2 A 3-Developed B 3-Developed	C 4-Well Developed D 4-Well Developed	Average 3.50	Professional development will be ongoing and readily available for all staff.



Root Cause Analysis

Area of Focus for SMART Goals	Performance Challenge	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?)

2018-2019



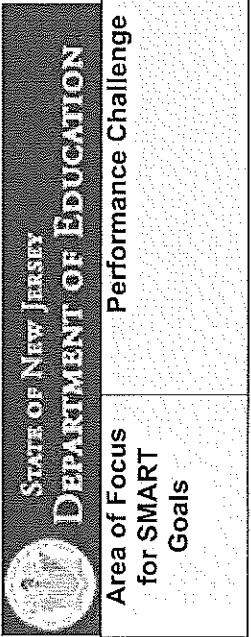
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**Area of Focus
for SMART
Goals**

Performance Challenge

Area of Focus & Program ELA	Performance Challenge As of June 2018, 41/109 (37.6%) were below proficient on DRA-2 As of June 2018, 22/109 (20%) were below proficient according to mid-year dynamic writing assessment data. Based in the DRA2 mid-year word analysis results, students are experiencing difficulty in the following areas: * Rhyming * Alliteration * Segmenting * Sight Word Recognition * Letter/ Sound Recognition	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	Targeted Subgroup (s) All	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
		<p>ELA:</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. Though teachers received professional development and support to incorporate weak curriculum areas, there is still lack of consistency from classroom to classroom. Differentiation is not evident and consistent in all classrooms.</p> <p>Targeted PD is needed to gain a stronger grasp of concepts and basic reading knowledge; stronger ability to differentiate instruction to tailor students needs.</p> <p>Writing:</p> <p>Teachers are in the third year of implementation of the Tools of the Mind Writing Program. Teachers are continuing to learn the components of the program and how to effectively use assessments and TOM benchmark data to guide instruction. Teachers are continuing to work towards refining the implementation of the program.</p> <p>Teachers received professional development and are using PLC's for inter-rater reliability exposure using the TOM Assessment. There is more consistency and collaboration among the Kindergarten classes. They are</p>	<p>1 Ensure that the adopted and aligned curriculum is reinforced in the classrooms</p> <p>2 Use students performance data to inform instructional practices</p> <p>3 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>	



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Area of Focus for SMART Goals	Performance Challenge	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?)
		using Jack and Annie Magic Treehouse Series as a writing prompt in all Kindergarten classes and as part of the program. Due to the fact it is the 3rd year of implementation and although it is much stronger , we are still working towards refinement. End of the year data revealed that 20% of the students still fell below grade level.		



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Area of Focus for SMART Goals	Performance Challenge	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?)
Operations - Climate & Culture	There is a low percentage of parental involvement for during and after school programs, including programs that pertain to parents supporting their child in the areas of ELA, Writing and Math.	Lack of transportation, language barrier, weather, working hours, times events are held	All	1 Promote monthly family visitation days such as: *Dive into Daily 5 *Book Club *Program component take home activities *Scholastic Family Literacy Program *Literacy Incentive Series in collaboration with Long Branch Public Library



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**STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION****Area of Focus
for SMART
Goals****Performance Challenge****Possible Root Causes****Strategies to Address Challenge
(What does the root cause imply
for next steps in improvement
planning?)**

Operations - Climate & Culture	17.2% of students were absent 10% or more of the days between the start of the school year and May 10, 2018.	Lack of transportation, weather, lack of parental knowledge regarding the research behind the importance of attending school regularly.	All	<p>1 Develop partnerships with families, community and staff in support of consistent student attendance (April 2015)</p> <p>2 Collect monthly data to develop an action plan to promote student attendance</p> <p>3 Collect monthly data to provide support to provide supports to students and families to promote consistent student attendance</p>
English Language Learners (ELL)				<p>1</p> <p>2</p> <p>3</p>



2018-2019

SMART Goal 1

All students will show demonstrate growth in the areas of reading accuracy and fluency as measured by DRA2 assessment by June, 2019

Subgroup (A)

Students who score between levels below A-1 in the fall, will show growth to level 4

Subgroup (B) Students who score between levels 2-3 in the fall, will show growth to level 6

Subgroup (C) Students who score between levels 4 and above in the fall, will show growth to level 8 or above

By January, 2019, 85% of the students will score proficient on the Tools of the Mind Dynamic Writing Assessment. This will represent a 5% increase from January 2018.

Performance

As of June 2018, 41/109 (37.6%) were below proficient on DRA-2

As of June 2018, 22/109 (20%) were below proficient according to mid-year dynamic writing assessment data.

Based in the DRA2 mid-year word analysis results, students are experiencing difficulty in the following areas:

- * Rhyming
- * Alliteration
- * Segmenting
- * Sight Word Recognition
- * Letter/ Sound Recognition

Target Population: All



2018-2019

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of Cycle 1, baseline DRA2 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.	Baseline Link-It Data Collection and Analysis from DRA2, DRA2 word analysis tool and the baseline Tools of the Mind Dynamic Writing Assessment
Feb 15	By the end of Cycle 2, 64% of students in Kindergarten will score proficient on the DRA2 assessment (DRA2 or above). By the end of Cycle 2, 83% of the students will score proficient on the mid-year Tools of the Mind Dynamic Writing Assessment.	Mid-Year Link-It Data Collection and Analysis from DRA2 , DRA2 word analysis tool and Tools of the Mind Dynamic Writing Assessment Form B
Apr 15:	By the end of Cycle 3, 70% of students in Kindergarten will score proficient on the DRA2 assessment. This will represent a 6% increase from the prior cycle. By the end of Cycle 3, 85% of the students will score proficient on the Tools of the Mind Dynamic Writing Assessment. This will represent a 2% increase from the prior cycle.	End of the Year Link-It Data Collection and Analysis from DRA2 form C, DRA2 word analysis tool and Tools of the Mind Dynamic Writing Assessment Form C
Jul 1	All students will show demonstrate growth in the areas of reading accuracy and fluency as measured by DRA2 assessment by June, 2019 Subgroup (A) Students who score between levels below A-1 in the fall, will show growth to level 4 Students (B) Students who score between levels 2-3 in the fall, will show growth to level 6 Subgroup (C) Students who score between levels 4 and above in the fall, will show growth to level 8 or above By January, 2019, 85% of the students will score proficient on the Tools of the Mind Dynamic Writing Assessment. This will represent a 5% increase from January 2018.	



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Action Steps

SMART Goal 1

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Using Link-it data to assess students baseline reading levels, DRA2 word analysis 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.	9/4/18	10/31/18	teacher, support staff and administration
2	3	Identify students reading below grade level and make recommendations to IR&S. Baseline Link-It Data Collection will be analyzed from DRA2 form A, DRA2 word analysis tool and Tools of the Mind Dynamic Writing Assessment Form A. Teachers will collect and keep a anecdotal record binder to house all student data for the year which can be easily accessible.	9/4/18	10/31/18	teacher, support staff and administration
3	3	Intervention programs will be established for students reading below grade level through IR&S team and differentiated instruction will be a part of lesson planning. All programs will be reviewed for alignment to ESSA, the NJSLs, and individual needs of the students.	9/4/18	10/31/18	teacher, support staff and administration
4	1	Data will be analyzed from data walks and provide meaningful and differentiated feedback for support	9/4/18	10/31/18	teacher, support staff and administration
5	1	Data from DRA2 assessment and Tools of the Mind Dynamic Writing assessment will be thoroughly analyzed through Link-it and classroom records to provide support for students.	9/4/18	10/31/18	teacher, support staff and administration
6	1	Formal classroom observations will be conducted and analyzed using the McRel evaluation system.	9/4/18	10/31/18	teacher, support staff and administration
7	3	Continue to identify students reading below grade level and make recommendations to IR&S team. Baseline Link-It Data Collection will be analyzed from DRA2 form A, DRA2 word analysis tool and Tools of the Mind Dynamic Writing Assessment Form B. Teachers will collect and keep a anecdotal record binder to house all student data for the year which can be easily accessible.	11/1/18	2/28/19	teacher, support staff and administration



2018-2019

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
8	3	Intervention programs will be monitored to determine the programs effectiveness. Data will be analyzed and reorganized based on the progress of the students, classroom level assessments, anecdotal records, the from DRA2 form B, DRA2 word analysis tool and Tools of the Mind Dynamic Writing Assessment Form B.	11/1/18	2/28/19	teacher, support staff and administration
9	1	Data from DRA2 assessment and Tools of the Mind Dynamic Writing assessment will be thoroughly analyzed through Link-it to provide support for students specific supports and interventions.	11/1/18	2/28/19	teacher, support staff and administration
10	1	Data driven, differentiated supports will be provided to the students based on evidence and best practices.	11/1/18	2/28/19	teacher, support staff and administration
11	1	Classroom instruction will be monitored for effectiveness reading strategies that are aligned to the NJSLs.	11/1/18	2/28/19	teacher, support staff and administration
12	2	PLC, department and grade level meetings will be used to analyze data and create action steps.	11/1/18	2/28/19	teacher, support staff and administration
13	1	Formal classroom observations will be conducted and analyzed using the McRel evaluation system.	11/1/18	2/28/19	teacher, support staff and administration
14	1	Continue to identify students reading below grade level and make recommendations to IR&S team. Mid Year Link-It Data Collection will be analyzed from DRA2 form C, DRA2 word analysis tool and Tools of the Mind Dynamic Writing Assessment Form C. Teachers will collect and keep a anecdotal record binder to house all student data for the year which can be is easily accessible.	3/1/19	6/28/19	teacher, support staff and administration
15	3	Intervention programs will be monitored to determine the programs effectiveness. Data will be analyzed and reorganized based on the progress of the students, classroom level assessments, anecdotal records, the from DRA2 form C, DRA2 word analysis tool and Tools of the Mind Dynamic Writing Assessment Form C.	3/1/19	6/28/19	teacher, support staff and administration
16	1	Data from DRA2 assessment and Tools of the Mind Dynamic Writing assessment will be thoroughly analyzed through Link-it to provide support for students specific supports and interventions.	3/1/19	6/28/19	teacher, support staff and administration



2018-2019

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
17	1	Data driven, differentiated supports will be provided to the students based on evidence and best practices.	3/1/19	6/28/19	teacher, support staff and administration
18	1	Classroom instruction will be monitored for effectiveness reading strategies that are aligned to the NJSLs.	3/1/19	6/28/19	teacher, support staff and administration
19	1	Data will be analyzed from data walks and provide meaningful and differentiated feedback for support	3/1/19	6/28/19	teacher, support staff and administration
20	2	PLC, department and grade level meetings will be used to analyze data and create action steps.	3/1/19	6/28/19	teacher, support staff and administration
21	1	Formal classroom observations will be conducted and analyzed using the McRel evaluation system.	3/1/19	6/28/19	teacher, support staff and administration

Budget Items

SMART Goal 1	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	The district blends its Title 1 funds and this is accomplished by a 520-930 budget line in the ESEA application. The ASP does not provide a 520-930 line so this information cannot be represented in the submitted ASP. For purposes of submission only, the school is entering \$1 to represent the total amount of blended Title 1 money. Total amount blended equals \$1,642,803 in the ESEA application.	FACILITIES - Buildings / 400-720	\$1	Federal Title I (School Allocation)



2018-2019

SMART Goal 2

Parent involvement will increase by 5% at events that highlight curricular activities such as ELA, literacy and writing during the 2018-2019 school year.

Performance

There is a low percentage of parental involvement for during and after school programs, including programs that pertain to parents supporting their child in the areas of ELA, Writing and Math. On average, 44% of kindergarten parents attended bi-monthly "Dive into Daily 5" ELA events. On average, 68% of the families attend school activities that pertain to holiday celebrations. 42% of the families attended the book club literacy events. 95% of parents attended parent teacher conferences. 87% of parents attended Back to School Night. Events with student performances are highly attended venues. Events such as curriculum visitation days are moderately attended by parents. Events which include light refreshments with a school event may increase parental involvement and encourage family time. Offering transportation during inclement weather could increase attendance for families that oftentimes walk or have to pay a fee for a taxi. The use of the district's auto-dialer for reminders of events in three languages may yield a higher turnout rate for events.

Target Population: All

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	At the end of cycle 1, parent surveys and feedback will be analyzed and measure to gauge parent interest to drive planning and implementation for family involvement events. Auto-dialer system will be used as a reminder for all events.	Parent sign in sheets, Parent surveys and feedback forms
Feb 15	A family involvement incentive program will be implemented to reward families for participation at curricular events. In collaboration with the PTO, we will hold fundraiser to in order to provide refreshments at all family involvement events.	Parent sign in sheets



2018-2019

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	Families that have participated and attended various activities throughout the year will be invited to a luncheon/dinner to celebrate their dedication to their child's success.	Parent sign in sheets
Jul 1	Parent involvement will increase by 5% at events that highlight curricular activities such as ELA, literacy and writing during the 2018-2019 school year.	Parent sign in sheets

Action Steps

SMART Goal 2

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Provide survey to families to determine interest and needs for future family events	9/6/18	10/31/18	school counselor
2	1	Work with TDLA to set up auto-dialer and social media to promote all family involvement events.	9/6/18	10/31/18	Family involvement committee and administration
3	1	Collaborate with Long Branch Public Library and Early Childhood Advisory Council members to plan and coordinate events	9/6/18	10/31/18	Family involvement committee and administration, CPS, EC supervisor
4	2	Collaborate with PTO to set up fundraisers to provide refreshments for all parent events	9/6/18	10/31/18	PTO treasurer and family involvement committee
5	3	Coordinate a parent involvement committee to help plan future events and devise a parent incentive program	9/6/18	10/31/18	ESSA committee
6.	1	Provide feedback surveys to families to determine interest and needs for future family events	11/1/18	2/28/19	school counselor
7	1	Continue to promote family involvement events through flyers, social media and auto-dialer	11/1/18	2/28/19	school counselor, administration, secretaries



2018-2019

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
8	3	Collaborate with community businesses in an effort to request donations that will be utilized as parent involvement incentives.	11/1/18	2/28/19	family involvement committee, ESSA improvement leader
9	1	Provide feedback surveys to families to determine interest and needs for future family events	3/1/19	6/28/19	school counselor
10	3	Hold meetings with family involvement committee to plan future events and analyze parent attendance at prior events	3/1/19	6/28/19	ESSA improvement leader

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	The district blends its Title 1 funds and this is accomplished by a 520-930 budget line in the ESEA application. The ASP does not provide a 520-930 line so this information cannot be represented in the submitted ASP. For purposes of submission only, the school is entering \$1 to represent the total amount of blended Title 1 money. Total amount blended equals \$1,642,803 in the ESEA application.	FACILITIES - Buildings / 400-720	\$1	Federal Title I (School Allocation)



2018-2019

SMART Goal 3

By June 2019, less than 10% of the kindergarten students will be identified as chronically absent according to the Genesis database attendance report

Performance

17.2% of students were absent 10% or more of the days between the start of the school year and May 10, 2018.

Target Population:

All

SMART Goal 3 Interim Goals

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of Cycle 1, no more than 30% of students will be identified as chronically absent according to the Genesis database attendance report.	District-wide Attendance Policy, Initiatives, Sign in Sheets, Copies of I&RS action plans, Attendance data, Attendance meetings, Evidence of parent contact with flyers, social media and auto calls.
Feb 15	By the end of Cycle 2, no more than 20% of students will be identified as chronically absent according to the Genesis database attendance report.	District-wide Attendance Policy, Initiatives, Sign in Sheets, Copies of I&RS action plans, Attendance data, Attendance meetings, Evidence of parent contact with flyers, social media and auto calls.
Apr 15.	By the end of Cycle 3, no more than 15% of students will be identified as chronically absent according to the Genesis database attendance report.	District-wide Attendance Policy, Initiatives, Sign in Sheets, Copies of I&RS action plans, Attendance data, Attendance meetings, Evidence of parent contact with flyers, social media and auto calls.



2018-2019

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 2019, less than 10% of the kindergarten students will be identified as chronically absent according to the Genesis database attendance report	District-wide Attendance Policy, Initiatives, Sign in Sheets, Copies of I&RS action plans, Attendance data, Attendance meetings, Evidence of parent contact with flyers, social media and auto calls.

Action Steps

SMART Goal 3

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Chronically absent students will be identified at weekly meetings and monitored through Genesis database. Parents and Guardians will be contacted and supports will be provided.	9/4/18	10/31/18	School counselor, teachers, administration, support staff
2	3	Weekly review of chronically absentee student data. Advisors will provide follow-up to staff regarding latest data and develop strategies accordingly based on findings.	9/4/18	10/31/18	School counselor, teachers, administration
3	3	Students will be rewarded with monthly attendance incentives	9/4/18	10/31/18	School counselor, teachers,
4	2	PLC, Department and Grade Level meetings, monitoring of teachers, and analysis of data action steps.	9/4/18	10/31/18	administration, teachers, support staff
5	1	Hold family events to support and educate parents in positive, social and academic behaviors	9/4/18	10/31/18	School counselor, teachers, administration
6	2	Classroom observations to ensure action plans are in place, implemented and reinforced (follow steps on district action plan)	9/4/18	10/31/18	School counselor, teachers, administration, support staff



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Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
7	1	Chronically absent students will be identified at weekly meetings and monitored through Genesis database. Parents and Guardians will be contacted and supports will be provided.	11/1/18	2/28/19	School counselor, teachers, administration, support staff
8	3	Weekly review of chronically absentee student data. Advisors will provide follow-up to staff regarding latest data and develop strategies accordingly based on findings.	11/1/18	2/28/19	School counselor, teachers, administration, support staff
9	3	Students will be rewarded with monthly attendance incentives	11/1/18	2/28/19	School counselor, teachers, administration, support staff
10	2	PLC, Department and Grade Level meetings, monitoring of teachers, and analysis of data action steps.	11/1/18	2/28/19	School counselor, teachers, administration, support staff
11	1	Hold family events to support and educate parents in positive, social and academic behaviors	11/1/18	2/28/19	School counselor, teachers, administration, support staff
12	2	Classroom observations to ensure action plans are in place, implemented and reinforced (follow steps on district action plan)	11/1/18	2/28/19	School counselor, teachers, administration, support staff
13	1	Chronically absent students will be identified at weekly meetings and monitored through Genesis database. Parents and Guardians will be contacted and supports will be provided.	3/1/19	6/28/19	School counselor, teachers, administration, support staff
14	3	Weekly review of chronically absentee student data. Advisors will provide follow-up to staff regarding latest data and develop strategies accordingly based on findings.	3/1/19	6/28/19	School counselor, teachers, administration, support staff



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Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
15	3	Students will be rewarded with monthly attendance incentives	3/1/19	6/28/19	school counselor, teachers, administration, support staff
16	2	PLC, Department and Grade Level meetings, monitoring of teachers, and analysis of data action steps.	3/1/19	6/28/19	school counselor, teachers, administration, support staff
17	1	Hold family events to support and educate parents in positive, social and academic behaviors	3/1/19	6/28/19	school counselor, teachers, administration, support staff
18	2	Classroom observations to ensure action plans are in place, implemented and reinforced (follow steps on district action plan)	3/1/19	6/28/19	school counselor, teachers, administration, support staff

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	The district blends its Title 1 funds and this is accomplished by a 520-930 budget line in the ESEA application. The ASP does not provide a 520-930 line so this information cannot be represented in the submitted ASP. For purposes of submission only, the school is entering \$1 to represent the total amount of blended Title 1 money. Total amount blended equals \$1,642,803 in the ESEA application.	FACILITIES - Buildings /400-720	\$1	Federal Title I (School Allocation)



2018-2019

SMART Goal 4

Performance

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 >



2018-2019

< SMART Goal 4 - Budget Items: NO DATA >



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

Budget Summary

2018-2019

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority/Focus Intervention)	Federal Title I (School Allocation)	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	0	0	0	0	0	0
INSTRUCTION	Purchased Professional & Technical Services	100-300	0	0	0	0	0	0
INSTRUCTION	Other Purchased Services	100-500	0	0	0	0	0	0
INSTRUCTION	Supplies & Materials	100-600	0	0	0	0	0	0
INSTRUCTION	Other Objects	100-800	0	0	0	0	0	0
INSTRUCTION	Sub-total		0	0	0	0	0	0
SUPPORT SERVICES	Personnel Services - Salaries	200-100	0	0	0	0	0	0
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	0	0	0	0	0	0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	0	0	0	0	0	0
SUPPORT SERVICES	Purchased Property Services	200-400	0	0	0	0	0	0
SUPPORT SERVICES	Other Purchased Services	200-500	0	0	0	0	0	0
SUPPORT SERVICES	Travel	200-580	0	0	0	0	0	0



2018-2019

**STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION**

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority/Focus Intervention)	Federal Title I (School Allocation)	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	TOTAL
SUPPORT SERVICES	Supplies & Materials	200-600	0	0	0	0	0	0
SUPPORT SERVICES	Other Objects	200-800	0	0	0	0	0	0
SUPPORT SERVICES	Indirect Costs	200-860	0	0	0	0	0	0
SUPPORT SERVICES	Sub-total		0	0	0	0	0	0
FACILITIES	Buildings	400-720	0	0	3	0	0	3
FACILITIES	Instructional Equipment	400-731	0	0	0	0	0	0
FACILITIES	Noninstructional Equipment	400-732	0	0	0	0	0	0
FACILITIES	Sub-total		0	0	3	0	0	3
Total Cost			0	0	3	0	0	3



2018-2019

Overview of Total Title 1 Expenditures

	Federal Title 1 (Priority/Focus Interventions Reserve)	Federal Title 1 (School allocation) Total	TOTAL
Included in SMART Goal Pages	0	3	3
Other Title 1 Expenditures	0	0	0
Total	0	3	3



2018-2019

Confirmation Page

STATE OF NEW JERSEY
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<input checked="" type="checkbox"/>	The results of the Comprehensive Data Analysis and Needs Assessment are included in the designated tabs. For Level II and III schools, your Comprehensive Data Analysis and Needs Assessment process should be completed in collaboration and with the concurrence of your Comprehensive Support and Improvement (CSI) Team.
<input checked="" type="checkbox"/>	The Annual School Plan includes no more than four (4), SMART goals. For Level III schools, a SMART goal must be developed for ELA, Math and two options of highest school need.
	Instruction & Program ELA
	Operations - Climate & Culture
	Operations - Climate & Culture
	English Language Learners (ELL)
	For Level II and III schools, the Annual School Plan includes interventions that address the performance of the targeted lowest-achieving students. The Budget Summary includes all planned expenditures, as identified within the 'Budget Items' section of the SMART goal pages.
	This plan has been reviewed by the District Superintendent and all purchases and uses of funds (all Title I, other federal, SIA and state/local) have been reviewed and approved by the District Business Administrator, Title I Coordinator or other designated personnel.

Completed By: Loretta Johnson

Date: 6/29/18



2018-2019

Certification Page

- | | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | 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. |
|-------------------------------------|--|

Certified By:

Roberta Freeman

Title:

Chief Academic Officer

Date:

2018-06-29