



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

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Annual School Plan Information

Hi Bridgette Burtt ▾

Plan							Level of Support	Targeted Subgroup(s)	Create Date
Id	School	District	Team	County	CDS				
11528	A A Anastasia Elementary School	LONG BRANCH CITY	NA	MONMOUTH	252770065	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=11528](#))



2018-2019

A A Anastasia Elementary School

District: LONG BRANCH CITY

County: MONMOUTH

Team: NA

Level of Support:
Targeted Subgroup
CDS:
252770065

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
Principal	Francisco E. Rodriguez	Yes	Yes	Yes	Yes	
Vice Principal	Michelle Merckx	Yes	Yes	Yes	Yes	
ESEA School Improvement	Lisa Pangborn (Truett)	Yes	Yes	Yes	Yes	
Classroom Teacher, Special Education	Lee Carey	Yes	Yes	Yes	Yes	
Classroom Teacher, Grade 1	Michele Falco	Yes	Yes	Yes	Yes	
Classroom Teacher, Grade 2	Melissa Christopher	Yes	Yes	Yes	Yes	
Classroom Teacher, Grade 3	Denise Woolley	Yes		Yes	Yes	
Classroom Teacher, Grade 4	Judith Edwards (Louis)	Yes	Yes	Yes	Yes	



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Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Classroom Teacher, Grade 5	Jessica Alonzo	Yes	Yes	Yes		
Community Groups	Lauren Sweet	Yes	Yes	Yes		
Student Facilitator	Markus Rodriguez	Yes	Yes	Yes		
Parent Representative	Rodolfo Itzol	Yes	Yes	Yes		
Parent Representative	Francis Kavanaugh	Yes	Yes	Yes		



2018-2019

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
09/19/2017	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
10/17/2017	Root Cause Analysis	Yes	Yes
11/27/2017	Root Cause Analysis	Yes	Yes
12/05/2017	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
01/23/2018	Root Cause Analysis	Yes	Yes
02/06/2018	Smart Goal Development	Yes	Yes
03/29/2018	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)



2018-2019

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)	Evidence of Effectiveness (Identify the artifacts that support this outcome)
The McGraw-Hill Literacy Program, Treasures, has been used as the core reading program at the Amerigo A. Anastasia (AAA) Elementary School since 2013. This research-based program, provides teachers with the tools and strategies to support ELA instruction in our 1-5 classrooms. Teachers follow a balanced literacy approach. Evidence based interventions are implemented to support students with low academic growth in reading.	ELA - All	Yes	<p>The Linkit! Reading Benchmark A is administered to all students in September. This is used as a baseline reading assessment that will allow teachers to tier their students according to level and needs. The results of the benchmark enables teachers to look closely at the New Jersey Student Learning Standards and focus on specific skills. Students take a mid-year, Benchmark B, for teachers to assess growth and progress and alter instruction as needed. The final assessment, Benchmark C, is administered at the end of the year and used as a comparison for year-long growth and anticipated achievement. The Linkit! Benchmarks are an integral part in determining student needs in ELA and helpful for teachers to utilize the appropriate interventions from the Treasures Program.</p>	Data from Linkit! Benchmark A, (September 2017) to Linkit! Benchmark C, (June 2018) show there has been an increase on average test scores. Grade 2 students increased from an average score of 28.5% on Benchmark A, to 40.9% on Benchmark C (increase of 12.4%). Grade 3 students increased from an average score of 33.8% on Benchmark A, to 49.2% on Benchmark C (increase of 15.4%). Grade 4 students increased from an average score of 36.4% on Benchmark A, to 40.4% on Benchmark C (increase of 4.0%). Grade 5 students increased from an average score of 45.8% on Benchmark A, to 46.9% on Benchmark C (increase of 1.1%). Although there has been an increase in overall growth in all grades, this is still a low performance average for the test. Through the continued implementation of the literacy curriculum and increased PD supporting the use of data to drive instruction, we anticipate the trend of



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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)
				increased proficiency to continue.



2018-2019

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)	Evidence of Effectiveness (identify the artifacts that support this outcome)
The Everyday Mathematics Curriculum has been the math curriculum for several years at AAA School. This is a research-based and field-tested program designed to develop student's understanding in math. Teachers use real-life examples to introduce key concepts and help build a foundation with mathematical skills. The premise of this program is that students work in whole-group, small-group, and individually. Evidence based interventions are utilized to support students with low academic growth in math.	Math - All	Yes	The Linkit! Mathematics Benchmark A is administered to all students in September. This is used as a baseline math assessment that will allow teachers to tier their students according to level and needs. The results of the benchmark enables teachers to look closely at the New Jersey Student Learning Standards and focus on specific skills. Students take a mid-year, Benchmark B, for teachers to assess growth and progress and alter instruction as needed. The final assessment, Benchmark C, is administered at the end of the year and used as a comparison for year-long growth and anticipated achievement. The Linkit! Benchmarks are an integral part in determining student needs in mathematics and helpful for teachers to utilize the appropriate interventions from the Everyday Math Program.	According to the results from Linkit! Benchmark A (September 2017) to Linkit! Benchmark B (December 2017) there has been an increase in each grade level for overall performance on the assessment. Grade 1 students increased from an average score of 43.2% to 73%. Grade 2 students increased from an average score of 33.5% to 57.3%. Grade 3 students increased from an average score of 29.2% to 48.2%. Grade 4 students increased from an average score of 31.5% to 56%. Grade 5 students increased from an average score of 33.9% to 54%. The Benchmark C analysis will be complete in June 2018. Although there has been an increase in overall growth, there is still a low performance average for the test. Through the continued implementation of the mathematics curriculum we anticipate the trend of increased proficiency to continue



2018-2019

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)
The McGraw-Hill Literacy Program, Treasures, has been used as the core reading program at the Amerigo A. Anastasia (AAA) Elementary School since 2013. This research-based program, provides teachers with the tools and strategies to support ELA instruction in our 1-5 classrooms. Teachers follow a balanced literacy approach. Evidence based interventions are implemented to support students with low academic growth in reading.	ELA - Grades 2-5 - All	Yes	The Reading Comprehension Assessment helps educators monitor the growth of reading comprehension skills on the Lexile Framework for Reading, a scientifically accurate system for matching readers to texts. Students complete the SRI at the end of each marking period. Once a reader has been measured, it is possible to forecast how well the reader will likely comprehend hundreds of thousands of texts that have been analyzed using the Lexile® metric. Students complete the SRI at the end of each marking period. End of year grade-level Lexile expectations are as follows; Grade 2 - 420, Grade 3 - 520, Grade 4 - 740, and Grade 5 - 830.	Data from September 2017 to June 2018 show an increase in the average reading lexile for students in Grades 2-5. From September 2017 to June 2018 Grade 2 students increased their lexile mean average from 111 to 368. Grade 3 students increased their lexile mean average from 370 to 529. Grade 4 students increased their lexile mean average from 553 to 722. Grade 5 students increased their lexile mean average from 756 to 880. The results have shown steady growth in reading level for students in Grade 2-5, however, the majority of students are still performing below grade level. Through increased PD supporting balanced literacy instruction and data driven differentiated instruction, we anticipate student lexile scores in grades 2-5 to improve at an increased rate.



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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)	Evidence of Effectiveness (Identify the artifacts that support this outcome)
Strategy Lessons - Small Group Strategy Instruction is a support system that brings learners together to practice a particular skill or strategy in texts that are easily accessible. The objective is to create a supportive context in which strategies are practiced while the teacher coaches and scaffolds for independence.	All students in Grades 1-5	Yes	The DRA-2 provides teachers with expectations per grade level. It is suggested by the end of the school year (EOY) students attain the following DRA score: Grade 1: EOY score of 16. Grade 2: EOY score of 28. Grade 3: EOY score of 38. This guideline helps teachers track student progress and assess low growth readers. Teachers can make specific goals for students and work on those goals during small group instruction. The test is administered 3 times a year in October, January, and May.	DRA2 data from the October 2017 to June 2018 show that 31.2% of 1st grade students scored in the proficient range on the baseline DRA2 assessment and 41.3% of 1st grade students scored in the proficient range on the end of year DRA2 assessment (increase of 10.1%). In 2nd grade 39.4% of students scored in the proficient range on the baseline DRA2 assessment and 38.5% of students scored in the proficient range on the end of year DRA2 assessment (decrease of .9%). In 3rd grade 31.4% of students scored in the proficient range on the baseline DRA2 assessment and 20.5% of students scored in the proficient range on the end of year DRA2 assessment (decrease of 10.9%). Even though 95% of 1st through 3rd grade students increased their DRA2 level, the performance expectation from the baseline to end of year assessment resulted in a lower number of students scoring in the proficient range in grades 2 and



2018-2019

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)
			3. The DRA2 will continue to be implemented with additional teacher PD focused on using data collected to implement targeted strategies identified on the DRA2 Focus for Instruction.	



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This is the first year for our Buddy and Me Title 1 Tutoring Program. The target population are students struggling in reading and/or math and performing far below grade level proficiency. The academic tutors work with a small group of students, on an average ratio of 6:1, to reinforce problematic skills. The program runs four days a week, Monday, Tuesday, Thursday and Friday. Two sessions are offered to accommodate the needs of the students and parents. This year we utilized Moby Max online program as supplemental material to support students with low academic growth.	ELA, Math - All	Yes	<p>Title I tutors worked in conjunction with homeroom teachers to track academic growth. The LinkIt! Benchmarks, SRI, DRA and MobyMax Reading Level Assessments, were measures used to track the progress of the students as they continued in the tutoring program. Teachers reviewed the results closely and found the standards that required additional practice. The MobyMax program could be 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>	After analyzing results, there was notable improvement in the student's performance on school wide assessments. In 1st grade, 13 students participated in Title I Tutoring, 11 out of 13 students increased on their DRA. In 2nd grade, 8 students participated, 6 out of 8 increased on their DRA and/or SRI. In 3rd grade, 15 students participated in tutoring, 14 out of them increased on their DRA and/or SRI. In 4th grade, 8 students participated, and 8 out of 8 increased on their SRI. Finally, in 5th grade, 3 students participated in tutoring, and all 3 increased on their SRI. 87% of students improved on reading assessments! This data supports the idea that Title I Tutoring is an effective intervention for AAA students and will continue to assist others in the 2018-2019 school year.



2018-2019

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)
Parent Involvement in education is crucial. Children with involved parents are more likely to earn higher grades and test scores; attend school regularly; have better social skills, show improved behavior and adapt well to school. When parents talk to their children about school, expect them to do well, and become involved in their children's education, students perform better in school. When schools engage families in ways that improve learning and support parent involvement at home and school, students make greater gains.	All	Yes		<p>Administrators and teachers work together to plan and execute a variety of family functions at AAA school. In order to account for those in attendance, a sign-in sheets or an attendance log are utilized. This allows us to track the events and monitor those that result in a positive turn out for the school. For the 2017-2018 school year we have had 26 events in which parents were invited (10 of the 26 are academic based). Many events are scheduled for the remainder of the school year, the data is not available at this time. They include: Parent Visitation Day/Nights; Talented Performances of the Chorus, Band and Dance Team; Family Movie Nights; Fall and Spring Parent Teacher Conferences; Orientation; Back to School Night; Title 1 Fall Parent Information Session, Spring Title 1 District Spring Event and several more. The sign-in sheets or attendance logs are used to find an average percentage of attendance and then compare percentages from the previous year. From here we can decide to keep or alter the scheduled</p> <p>A trend we noticed in our Parent Involvement, is that many of the non-academic events hosted often have a higher percentage of attendance. For example, the Grade 3-5 Band & Chorus Fall Concert had 90% of involvement. Although we are pleased that families are excited to participate in social activities, we find it necessary to shift our focus and plan additional academic-based opportunities for families. Having a greater number of academic functions per marking period can help achieve this goal. This will promote ways for parents and guardians to get more involved in their child's education.</p>



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				events. Parents are also invited to complete a school climate survey. This survey provides feedback on areas such as Morale in the School Community and Parent Support and Engagement.



2018-2019

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)	Evidence of Effectiveness (Identify the artifacts that support this outcome)
Systems 44 and READ 180 - AAA has been using a blended model of Systems 44 Foundational Reading Program and READ 180 for two and a half years. The program is used for 4th and 5th grade Learning Disabled (LD) classes. Currently, there are eleven 5th graders and eight 4th graders using this program. System 44 and READ 180 have been designed to meet the needs of students and teachers. Systems 44 was designed for the most-challenged older readers. READ 180 is an intensive reading intervention	ELA - LD SPED Grade 4 and 5	Yes	Systems 44 and READ 180 use computer based screening tools, the Scholastic Reading Inventory (SRI) and the Scholastic Phonics Inventory (SPI). If a student scores BR-400 on the SRI, the teacher administers the SPI to determine the appropriate intervention	The results of the SRI from September (2017) through March (2018) have indicated an increase in the average reading lexile for LD students. Grade 4 students increased from an average lexile of 85 to 258. Grade 5 students increased from an average lexile of 291 to 510. This data support that System 44 and READ 180 is an effective intervention for LD students and will continue to assist them in the 2018-2019 school year.



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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)
				consistently monitor student progress.



2018-2019

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)	Evidence of Effectiveness (identify the artifacts that support this outcome)
Guided Reading - Guided reading gives teachers the opportunity to observe students as they read from texts at their instructional reading levels. The teacher works with a small group of students (6 or less) performing at the same instructional level. Small group instruction is driven by formal and informal data. During small group teacher selects students to observe while they whisper read. The teacher listens closely and collects data based of observations and questioning. As students read, the teacher should prompt and coach as needed. Teacher scaffolds and guides readers with strategies that will help them become independent readers. Data collected through small group instruction is then used to plan future lessons.	All	Yes	<p>The Reading Inventory Comprehension Assessment helps educators monitor the growth of reading comprehension skills on the Lexile Framework for Reading, a scientifically accurate system for matching readers to texts. Students complete the SRI at the end of each marking period. Once a reader has been measured, it is possible to forecast how well the reader will likely comprehend hundreds of thousands of texts that have been analyzed using the Lexile® metric. Students complete the SRI at the end of each marking period. End of year grade-level Lexile expectations are as follows; Grade 2 - 420, Grade 3 - 520, Grade 4 - 740, and Grade 5 - 830. The DRA-2 provides teachers with expectations per grade level. It is suggested by the end of the school year (EOY) students attain the following DRA score: Grade 1: EOY score of 16. Grade 2: EOY score of 28. Grade 3: EOY score of 38. This guideline helps teachers track student progress and assess low growth readers. Teachers can make specific goals for students</p>	<p>The evidence of effectiveness of guided reading are evident through 3 data measures, the Diagnostic Reading Assessment, the Reading Inventory and the ELA Link it Benchmarks. From October 2017 to May 2018 the average 1st grade DRA score increased from a level 5 in to a level 13. The average 2nd grade DRA score increased from a level 11 to a level 21. The average 3rd grade DRA score increased from a level 21 to a level 26. 4th and 5th grade students were not all assessed using the DRA data, however 4th grade Lexile ranges as measured by the Reading Inventory assessment increased from an average score of 554 to an average Lexile of 723. 5th grade students increased from an average Lexile score of 756 to an average Lexile of 880.</p>



2018-2019

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)	Evidence of Effectiveness (identify the artifacts that support this outcome)
			and work on those goals during small group instruction. The test is administered 3 times a year in October, January, and May.	



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STUDENT ACHIEVEMENT

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends



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Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends																																																																																																																																		
PARCC Baseline Performance	Consider comparing previous year's and current year's PARCC results in the noted subject areas.	<table border="1"><thead><tr><th>Student Group</th><th>ELA</th><th>Math</th><th>Alg1</th><th>Alg2</th><th>Geo</th></tr></thead><tbody><tr><td>Schoolwide</td><td>37.1 %</td><td>36% %</td><td></td><td></td><td>Grade 3 Exceeding: 0% Meeting: 19.3% Approaching: 31.3% Partially Meeting 19.3% Not Meeting: 30.1%</td></tr><tr><td>White</td><td>39.8 %</td><td>46.2% %</td><td></td><td></td><td></td></tr><tr><td>Hispanic</td><td>35.6 %</td><td>32.2% %</td><td></td><td></td><td></td></tr><tr><td>Black or African American</td><td>36.1 %</td><td>31.2% %</td><td></td><td></td><td></td></tr><tr><td>Asian, Native Hawaiian, or Pacific Islander</td><td>*</td><td>*</td><td></td><td></td><td></td></tr><tr><td>American Indian or Alaska Native</td><td>*</td><td>*</td><td></td><td></td><td></td></tr><tr><td>Two or More Races</td><td>30%</td><td>30% %</td><td></td><td></td><td></td></tr><tr><td>Female</td><td>45.3 %</td><td>36.5% %</td><td></td><td></td><td></td></tr><tr><td>Male</td><td>29.4 %</td><td>35.6% %</td><td></td><td></td><td></td></tr><tr><td>Economically Disadvantaged Students</td><td>36.8 %</td><td>36.1% %</td><td></td><td></td><td></td></tr><tr><td>Non-Economically Disadvantaged Students</td><td>40%</td><td>35.5% %</td><td></td><td></td><td></td></tr><tr><td>Students with Disabilities</td><td>23.9 %</td><td>29.3% %</td><td></td><td></td><td></td></tr><tr><td>Students without Disabilities</td><td>41.9 %</td><td>38.5% %</td><td></td><td></td><td></td></tr><tr><td>English Learners</td><td>23.4 %</td><td>28.6% %</td><td></td><td></td><td></td></tr><tr><td>Non-English Learners</td><td>41.1 %</td><td>38.2% %</td><td></td><td></td><td></td></tr><tr><td>Homeless Students</td><td>*</td><td>*</td><td></td><td></td><td></td></tr><tr><td>Students in Foster Care</td><td>*</td><td>*</td><td></td><td></td><td></td></tr><tr><td>Military-Connected Students</td><td>*</td><td>*</td><td></td><td></td><td></td></tr><tr><td>Migrant Students</td><td>*</td><td>*</td><td></td><td></td><td></td></tr></tbody></table>	Student Group	ELA	Math	Alg1	Alg2	Geo	Schoolwide	37.1 %	36% %			Grade 3 Exceeding: 0% Meeting: 19.3% Approaching: 31.3% Partially Meeting 19.3% Not Meeting: 30.1%	White	39.8 %	46.2% %				Hispanic	35.6 %	32.2% %				Black or African American	36.1 %	31.2% %				Asian, Native Hawaiian, or Pacific Islander	*	*				American Indian or Alaska Native	*	*				Two or More Races	30%	30% %				Female	45.3 %	36.5% %				Male	29.4 %	35.6% %				Economically Disadvantaged Students	36.8 %	36.1% %				Non-Economically Disadvantaged Students	40%	35.5% %				Students with Disabilities	23.9 %	29.3% %				Students without Disabilities	41.9 %	38.5% %				English Learners	23.4 %	28.6% %				Non-English Learners	41.1 %	38.2% %				Homeless Students	*	*				Students in Foster Care	*	*				Military-Connected Students	*	*				Migrant Students	*	*				<table border="1"><thead><tr><th>2016 - 2017 PARCC LAL</th></tr></thead><tbody><tr><td>Grade 3 Exceeding: 0% Meeting: 19.3% Approaching: 31.3% Partially Meeting 19.3% Not Meeting: 30.1%</td></tr><tr><td>2016-2017 PARCC Math</td></tr><tr><td>Grade 3 Exceeding: 2% Meeting: 19% Approaching: 31% Partially Meeting 19% Not Meeting: 30%</td></tr><tr><td>2016-2017 PARCC LAL</td></tr><tr><td>Grade 4 Exceeding: 5.3% Meeting: 30.3% Approaching: 31.8% Partially Meeting 19.7% Not Meeting: 12.9%</td></tr><tr><td>2016-2017 PARCC Math</td></tr><tr><td>Grade 4 Exceeding: 2% Meeting: 36% Approaching: 33% Partially Meeting 20% Not Meeting: 9%</td></tr><tr><td>2016-2017 PARCC LAL</td></tr><tr><td>Grade 5 Exceeding: 0.9% Meeting: 43.6%</td></tr></tbody></table>	2016 - 2017 PARCC LAL	Grade 3 Exceeding: 0% Meeting: 19.3% Approaching: 31.3% Partially Meeting 19.3% Not Meeting: 30.1%	2016-2017 PARCC Math	Grade 3 Exceeding: 2% Meeting: 19% Approaching: 31% Partially Meeting 19% Not Meeting: 30%	2016-2017 PARCC LAL	Grade 4 Exceeding: 5.3% Meeting: 30.3% Approaching: 31.8% Partially Meeting 19.7% Not Meeting: 12.9%	2016-2017 PARCC Math	Grade 4 Exceeding: 2% Meeting: 36% Approaching: 33% Partially Meeting 20% Not Meeting: 9%	2016-2017 PARCC LAL	Grade 5 Exceeding: 0.9% Meeting: 43.6%	<p>PARCC test results from Spring 2017 were reported in September 2017. During this time, teachers met by grade level and department to analyze scores and trends. ELA Data in Grades 3-5 show an increase in the percentage of students meeting or exceeding PARCC expectations. Data in Mathematics show an increase in the percentage of students in grades 3-5 meeting or exceeding PARCC expectations. However, the scores still reflect a low proficiency rate in ELA for all subgroups.</p> <p>Data from the Grade 3 ELA School Evidence Statement Analysis were analyzed. The ELA data showed that grade 3 AAA students exceeded the cross state and district average for standard RL.3.2.3. (Provides an</p>
Student Group	ELA	Math	Alg1	Alg2	Geo																																																																																																																																	
Schoolwide	37.1 %	36% %			Grade 3 Exceeding: 0% Meeting: 19.3% Approaching: 31.3% Partially Meeting 19.3% Not Meeting: 30.1%																																																																																																																																	
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Female	45.3 %	36.5% %																																																																																																																																				
Male	29.4 %	35.6% %																																																																																																																																				
Economically Disadvantaged Students	36.8 %	36.1% %																																																																																																																																				
Non-Economically Disadvantaged Students	40%	35.5% %																																																																																																																																				
Students with Disabilities	23.9 %	29.3% %																																																																																																																																				
Students without Disabilities	41.9 %	38.5% %																																																																																																																																				
English Learners	23.4 %	28.6% %																																																																																																																																				
Non-English Learners	41.1 %	38.2% %																																																																																																																																				
Homeless Students	*	*																																																																																																																																				
Students in Foster Care	*	*																																																																																																																																				
Military-Connected Students	*	*																																																																																																																																				
Migrant Students	*	*																																																																																																																																				
2016 - 2017 PARCC LAL																																																																																																																																						
Grade 3 Exceeding: 0% Meeting: 19.3% Approaching: 31.3% Partially Meeting 19.3% Not Meeting: 30.1%																																																																																																																																						
2016-2017 PARCC Math																																																																																																																																						
Grade 3 Exceeding: 2% Meeting: 19% Approaching: 31% Partially Meeting 19% Not Meeting: 30%																																																																																																																																						
2016-2017 PARCC LAL																																																																																																																																						
Grade 4 Exceeding: 5.3% Meeting: 30.3% Approaching: 31.8% Partially Meeting 19.7% Not Meeting: 12.9%																																																																																																																																						
2016-2017 PARCC Math																																																																																																																																						
Grade 4 Exceeding: 2% Meeting: 36% Approaching: 33% Partially Meeting 20% Not Meeting: 9%																																																																																																																																						
2016-2017 PARCC LAL																																																																																																																																						
Grade 5 Exceeding: 0.9% Meeting: 43.6%																																																																																																																																						



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

2018-2019

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends		
			<p>Approaching: 26.5% Partially Meeting 21.4% Not Meeting: 7.7%</p> <p>2016-2017 PARCC Math Grade 5</p> <table><tr><td>Exceeding: 0% Meeting: 35%</td><td>Approaching: 40% Partially Meeting 21% Not Meeting: 3%</td></tr></table>	Exceeding: 0% Meeting: 35%	Approaching: 40% Partially Meeting 21% Not Meeting: 3%	<p>explanation of how a central message, lesson, or moral is conveyed through details in a text). The ELA data showed that grade 3 AAA students scored below the state and district average for on standard RI.3.5.1. (Demonstrates use of text features to locate relevant information...e.g., key words, sidebars).</p> <p>In Grade 3 Math, all students scored highest in standard 3.G.2; partitioning shapes into segments and representing parts in fractions. The standard with the lowest percentage was 3.C.6-2; Operations and Algebraic Thinking which includes solving multi-step problems.</p> <p>In Grade 4 ELA, students scored the highest percentage in standard RI 4.8 explaining how an</p>
Exceeding: 0% Meeting: 35%	Approaching: 40% Partially Meeting 21% Not Meeting: 3%					



2018-2019

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
				<p>author uses reasons and evidence to support particular points in a text. Grade 4 students had difficulty with standard RL 4.9; compare, contrast and reflect on and background knowledge genre on their approaches to similar themes and topics. In Grade 4 Math students excelled in standard 4.NF.3b-1; decomposing a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. The area of most difficulty was standard 4.G.2; classifying two-dimensional figures.</p> <p>Finally, in Grade 5 ELA, all students scored highest on standard L.5.4; Determine or clarify the meaning of unknown and multiple-meaning words and</p>



2018-2019

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
		phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Students scored the lowest percentage on standard RI 5.3; Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. In Grade 5 math, the standard with the highest percentage was 5.NBT.5; fluently multiply multi-digit whole numbers using the standard algorithm, and the standard with the lowest percentage was 5.MD.2, creating a line plot from a data set.		Analyzing the results as well as specific standards provides teachers with



2018-2019

**STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION**

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
				opportunities to focus on areas of more difficulty. Teachers typically look at the year prior for trends in scores, which drives teacher collaboration, lesson planning and instruction.



2018-2019

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	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	<table border="1"><thead><tr><th>Student Group</th><th>ELA</th><th>Math</th></tr></thead><tbody><tr><td>Schoolwide</td><td>62.5</td><td>60</td></tr><tr><td>White</td><td>59</td><td>60</td></tr><tr><td>Hispanic</td><td>62</td><td>64</td></tr><tr><td>Black or African American</td><td>64.5</td><td>60</td></tr><tr><td>Asian, Native Hawaiian, or Pacific American Indian or Alaska Native</td><td>*</td><td>*</td></tr><tr><td>Two or More Races</td><td>*</td><td>*</td></tr><tr><td>Female</td><td></td><td></td></tr><tr><td>Male</td><td></td><td></td></tr><tr><td>Economically Disadvantaged</td><td>60</td><td>60</td></tr><tr><td>Non-Economically Disadvantaged</td><td></td><td></td></tr><tr><td>Students with Disabilities</td><td>56</td><td>46</td></tr><tr><td>Students without Disabilities</td><td></td><td></td></tr><tr><td>English Learners</td><td>74</td><td>60</td></tr><tr><td>Non-English Learners</td><td></td><td></td></tr><tr><td>Homeless Students</td><td></td><td></td></tr><tr><td>Students in Foster Care</td><td></td><td></td></tr><tr><td>Military-Connected Students</td><td></td><td></td></tr><tr><td>Migrant Students</td><td></td><td></td></tr></tbody></table>	Student Group	ELA	Math	Schoolwide	62.5	60	White	59	60	Hispanic	62	64	Black or African American	64.5	60	Asian, Native Hawaiian, or Pacific American Indian or Alaska Native	*	*	Two or More Races	*	*	Female			Male			Economically Disadvantaged	60	60	Non-Economically Disadvantaged			Students with Disabilities	56	46	Students without Disabilities			English Learners	74	60	Non-English Learners			Homeless Students			Students in Foster Care			Military-Connected Students			Migrant Students			<p>Student growth and achievement can be analyzed by reviewing grade level proficiencies over a 3-year time frame. In looking at grades 3-5 as a whole, for ELA in 2014-2015, 25% of students were meeting or exceeding PARCC expectations. In 2015-2016 this increased to 26% of students. In 2016-2017, 33% of students were meeting or exceeding on the PARCC assessment. For grades 3-5 overall in Math, 21% were meeting expectations in 2014-15, 32% in 2015-16, and 33% in 2016-17.</p> <p>The following is a further breakdown of scores by grade level and subject over a 3 year period of time: In Grade 3 ELA student achievement was 19% in 2014-2015 and stayed 19% in 2016-2017. In Grade 3 Math the percentage of students meeting expectations in 2014-15 was 18% and increased to 28% in 2016-17.</p> <p>Grade 4 ELA proficiency was</p>	<p>School-wide test results over a 3 year timeframe, indicate students are gradually increasing proficiency on the PARCC assessment. Each grade level and subject demonstrates higher percentage rates for those meeting and/or exceeding PARCC expectations</p>
Student Group	ELA	Math																																																											
Schoolwide	62.5	60																																																											
White	59	60																																																											
Hispanic	62	64																																																											
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2018-2019

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	at 31% in 2014-2015 and increased to 36% in 2016-2017. Grade 4 Math in 2014-2015 was at 21% then increased to 37% in 2016-17.	The percentage of students meeting expectation in Grade 5 ELA was 27% in 2014-15 and increased to 44% in 2016-17. Grade 5 Math student percentages started at 25% in 2014-15 and increased to 35% in 2016-17.	There are no established patterns for non-participation on Benchmark Assessments. Teachers provide students with the opportunities to complete the tests, as well as allow make-up time for any absences.
		100% of students participate in Benchmark Assessments		



2018-2019

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			
Benchmark Assessment (Proficiency)	Please share results of analysis of % passing, including YTD analysis by grades and subgroups.	K	0%	0%	0%	0%	Data from Linkit! Benchmark A, (September 2017) to Linkit! Benchmark C, (June 2018) show there has been an increase on average test scores. Grade 2 students increased from an average score of 28.5% on Benchmark A, to 40.9% on Benchmark C (increase of 12.4%). Grade 3 students increased from an average score of 33.8% on Benchmark A, to 49.2% on Benchmark C (increase of 15.4%). Grade 4 students increased from an average score of 36.4% on Benchmark A, to 40.4% on Benchmark C (increase of 4.0%). Grade 5 students increased from an average score of 45.8% on Benchmark A, to 46.9% on Benchmark C (increase of 1.1%).	During the 2017-2018 school year performance on Benchmark assessments were the following: From September (2017) to June (2018) students in Grade 1 increased their Math Benchmark by 35.8%. Students in Grade 2 increased their ELA Benchmark by 12.4% and Math Benchmark by 23.8%. In Grade 3 students increased their ELA scores by 15.4% and Math Benchmark by 19%. Students in Grade 4 increased their ELA scores by .3% and Math by 24.5%. In Grade 5 ELA Benchmark scores increased by 4.0% and Math Benchmark by 20.1%. In analyzing trends and Benchmark scores for the 2017-2018 year, we anticipate a continued increase in average percentages per grade	
ELA Rates	* Identify patterns by grade/subgroups * Identify patterns by chronic absenteeism * Identify patterns by students with chronic disciplinary infractions	1	0%	0%	0%	0%			
		2	0%	0%	0%	0%			
		3	0%	0%	0%	0%			
		4	0%	0%	0%	0%			
		5	0%	0%	0%	0%			
		6	0%	0%	0%	0%			
		7	0%	0%	0%	0%			
		8	0%	0%	0%	0%			
		9	0%	0%	0%	0%			
		10	0%	0%	0%	0%			
		11	0%	0%	0%	0%			
		12	0%	0%	0%	0%			



2018-2019

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
				level and subject area. End of year scores will be in by June 2018.



2018-2019

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Data Source	Factors to Consider	Your Data (Prepopulated where possible)				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 1	Cycle 2	Cycle 3	Cycle 4	According to the results from Linkit! Benchmark A (September 2017) to Linkit! Benchmark B (December 2017) there has been an increase in each grade level for overall performance on the assessment. Grade 1 students increased from an average score of 43.2% to 79%. Grade 2 students increased from an average score of 33.5% to 57.3%. Grade 3 students increased from an average score of 29.2% to 48.2. Grade 4 students increased from an average score of 31.5 to 56%. Grade 5 students increased from an average score of 33.9% to 54. The Benchmark C analysis will be complete in June 2018.	During the 2017-2018 school year performance on Benchmark assessments were the following: From September (2017) to June (2018) students in Grade 1 increased their Math Benchmark by 35.8%. Students in Grade 2 increased their ELA Benchmark by 1.5% and Math Benchmark by 23.8%. In Grade 3 students increased their ELA scores by 11.4% and Math Benchmark by 19%. Students in Grade 4 increased their ELA scores by .3% and Math by 24.5%. In Grade 5 ELA Benchmark scores increased by 3.9% and Math Benchmark by 20.1%. In analyzing trends and Benchmark scores for the 2017-2018 year, we anticipate a continued increase in average percentages per grade
8	0%	0%	0%	0%	0%	0%	0%
9	0%	0%	0%	0%	0%	0%	0%
10	0%	0%	0%	0%	0%	0%	0%
11	0%	0%	0%	0%	0%	0%	0%
12	0%	0%	0%	0%	0%	0%	0%



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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			level and subject area. End of year scores will be in by June 2018.



2018-2019

CLIMATE & CULTURE

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	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 Subgroup 1 YTD Student Enrollment Average Subgroup 2 YTD Student Enrollment Average	Overall enrollment: 568 Grade 1: 112 Grade 2: 107 Grade 3: 127 Grade 4: 80 Grade 5: 141	Student enrollment remains consistent from 2016-2017 and 2017-2018
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 Subgroup 1 YTD Student Subgroup 2 YTD Student Attendance Average	0.00% 0.00% 0.00%	Overall YTD Student Attendance Average: 95.32% September: 96.76% October: 96.76% November: 95.57% December: 94.87% January: 93.90% February: 94.34% March: 94.93% April: 95.14%
				Daily attendance remains consistent throughout the school year, averaging around 94%. No trends observed as this is a school wide and district issue. Attendance had a decline from December to January due to flu season that kept many of the students home. Since February we have seen a rise in students attendance.



2018-2019

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%	<p>YTD Chronic Absenteeism: 55 students are absent 10% or more 55 out of 568 = 9.7%</p> <table><tbody><tr><td>Grade 1: 13/112 = 11.6%</td></tr><tr><td>Grade 2: 9/107 = 8.4%</td></tr><tr><td>Grade 3: 9/127 = 7.1%</td></tr><tr><td>Grade 4: 9/80 = 11.3%</td></tr><tr><td>Grade 5: 15/141 = 10.6%</td></tr></tbody></table>	Grade 1: 13/112 = 11.6%	Grade 2: 9/107 = 8.4%	Grade 3: 9/127 = 7.1%	Grade 4: 9/80 = 11.3%	Grade 5: 15/141 = 10.6%	<p>Chronic absenteeism is trending in the right direction, however it continues to be a focus of the school's improvement plan. Attendance initiative has been implemented school wide and attendance numbers seem to be trending down. Students are identified as chronically absent at weekly meetings with guidance, attendance officer and administration. Following a tiered model, parent meetings are set up and chronic absenteeism is monitored and tracked.</p>
Overall YTD Chronic Absenteeism	0.00%														
Subgroup 1 YTD Chronic	0.00%														
Subgroup 2 YTD Chronic Absenteeism	0.00%														
Grade 1: 13/112 = 11.6%															
Grade 2: 9/107 = 8.4%															
Grade 3: 9/127 = 7.1%															
Grade 4: 9/80 = 11.3%															
Grade 5: 15/141 = 10.6%															



2018-2019

Data Source	Factors to Consider
Attendance Rate (Staff)	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism

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%	Attendance Rate of Staff YTD: 96.31% Of the Days Taken: Comp. Time: 8 days or .6% Dock/Unpaid Day: 12 days or .9% Exchange Day: 27 days or 2.2% Floating Holiday: 4 days or .3% Leave/Unpaid Day: 29 days or 2.4% Other: 243 days or 20% Sick: 612 days or 50.4% Sick Less Sub Pay: 5 days or .4% Urgent Business: 156 days or 12.8% Vacation: 119 days or 9.8%	50.4% of the days taken were due to illness. With a heightened flu season, it is consistent with previous years. AAA School has used 29 Child Rearing Leave days; 30 Death-Immediate Family days; 122 Maternity Leave days and 139 Workers' Compensation days.



2018-2019

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Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends												
Discipline	<p>The number of suspensions, expulsions, and incident reports</p> <ul style="list-style-type: none">*Identify types of incidents*Identify patterns by subgroup*Identify chronic offenders	<table border="1"><tr><td>Student Suspension YTD Average - In School</td><td>0.00%</td></tr><tr><td>Student Suspension YTD Average - In School for Subgroup 1</td><td>0.00%</td></tr><tr><td>Student Suspension YTD Average - In School for Subgroup 2</td><td>0.00%</td></tr><tr><td>Student Suspension YTD Average - Out of School</td><td>0.00%</td></tr><tr><td>Student Suspension YTD Average - Out of School for Subgroup 1</td><td>0.00%</td></tr><tr><td>Student Suspension YTD Average - Out of School for Subgroup 2</td><td>0.00%</td></tr></table>	Student Suspension YTD Average - In School	0.00%	Student Suspension YTD Average - In School for Subgroup 1	0.00%	Student Suspension YTD Average - In School for Subgroup 2	0.00%	Student Suspension YTD Average - Out of School	0.00%	Student Suspension YTD Average - Out of School for Subgroup 1	0.00%	Student Suspension YTD Average - Out of School for Subgroup 2	0.00%	<p>Students suspension in school:</p> <p>Sept: 3/568 = .5% Oct: 3/568 = .5% Nov: 0/568 Dec: 0/568 Jan: 1/568 = .1% Feb: 1/568 = .1% March: 2/568 = .3% April: 0/568</p> <p>Students suspension out of school:</p> <p>Sept: 2/568 = .3% Oct: 4/568 = .7% Nov: 6/568 = 1.1% Dec: 5/568 = .9% Jan: 3/568 = .5% Feb: 8/568 = 1.4% March: 6/568 = 1.1% April: 1/568 = .1%</p>	<p>The school continues to utilize Positive Behavior In Schools (PBIS) program and the Positive Power program to drive positive student behavior outcomes. The PBIS and Positive Power team trained the staff and students about the school wide expectations and pro-social behavior. Peer Mediation Program and SEL (Social and Emotional Learning) will be implemented as an intervention to decrease the number of suspensions, expulsions and incident reports as a focus for our school improvement plan. Peer conflict and disrespect to student/staff are the most common infractions.</p>
Student Suspension YTD Average - In School	0.00%															
Student Suspension YTD Average - In School for Subgroup 1	0.00%															
Student Suspension YTD Average - In School for Subgroup 2	0.00%															
Student Suspension YTD Average - Out of School	0.00%															
Student Suspension YTD Average - Out of School for Subgroup 1	0.00%															
Student Suspension YTD Average - Out of School for Subgroup 2	0.00%															



2018-2019

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	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			



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
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				



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Data Source	Factors to Consider	Your Data (Prepopulated where possible)	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			
Algebra	Previous year's data provided. Please provide current year's data if possible.			



2018-2019

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data (Prepopulated Where Possible)	Your Data (Provide only additional data)	Observations / Trends
Classroom Observations	<p>Teacher practice as measured on state-approved teacher practice instrument</p> <ul style="list-style-type: none">*Identify % of teachers on CAP in the previous school year*Identify instructional trends*Identify professional development needs		<p>There are no teachers on a CAP in AAA Elementary School for 2017-2018 school year</p>	<p>Based on formal observation and walkthrough data the following areas instructors continue to work on: 4G- Teachers communicate effectively, Teachers help students articulate thoughts and ideas clearly and effectively.</p>



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2018-2019

< Other Indicators - NO DATA >



NJ School Needs Assessment

2018-2019

Component	Indicator Descriptor Level	Overall Strengths Summary						Areas of Focus Summary
		Score						
School-Based Activities in Support of Instruction and Program	1	A	4-Well Developed	The administration in AAA gives time dedicated for content area and grade level PLCs both during and after school hours. Administrators and content area supervisors frequently attend these PLCs and offer insight and collaboration on effective data analysis and instructional practices. Staff is comfortable to request training and support in specific content areas or programs used within the instructional day because	We are constantly evaluating our Math and ELA programs to provide more personalized learning opportunities for our students. Focus has been on implementing the Daily 5 and guided reading structure. Success has been evident with the increase of independent reading proficiency.			
	B	4-Well Developed						
	C	4-Well Developed						
	D	4-Well Developed						
	E	4-Well Developed						
	F	4-Well Developed						
2	A	4-Well Developed	Administration always encourages open communication. Administration regularly provides support services either in house or from external resources. In addition to this, our district has provided a digital platform for professional development. Educators, content area specialists, support staff and					
	B	4-Well Developed						
	C	3-Developed						
	D	3-Developed						
3	A	4-Well Developed	administration share their practice and knowledge. This digital library of resources allows for 24 hour access to a vast array of content with the overall intent of increasing the educational experience of our students.					
	B	4-Well Developed						
	C	4-Well Developed						
Average	3.85		Date analysis is conducted by all members of the school community and discussed with the whole school, grade level, individual classroom and individual student. This information from this data helps determine root causes and develop next steps to help drive instruction.					



2018-2019

Component	Indicator Descriptor	Overall Strengths Summary				Areas of Focus Summary
		Level		Score		
School-based Activities in Support of Fiscal	1	A	4-Well Developed	Budget planning is done for the following year between building administration, the Business Office, the Director of Funded Grants and the Superintendent of Schools. Resources are allocated to fund all manners of the educational experience of students and staff. Administration takes into account the students, staff and community while planning.	Our school is fortunate to have many areas of funding for various components of the educational experience. It would be beneficial for all to have better understanding of exactly where funding comes from.	
		B	4-Well Developed			
		C	3-Developed			
	Average	3.67				
School-based Activities in Support of Governance	1	A	4-Well Developed	All members of our community are welcome within various parts of the school experience but parent/guardian participation remains low.		
		B	4-Well Developed	Events that are non academic in nature tend to have a higher participation rate than those that are academically focused. Finding ways		
	2	A	4-Well Developed	to have a higher percentage of parents/guardians at academic events would be beneficial for all.		
		B	4-Well Developed			
	3	A	4-Well Developed			
		B	4-Well Developed			
		C	3-Developed			
		D	3-Developed			
	Average	3.75				



2018-2019

Component

Indicator Descriptor

Level

Overall Strengths Summary

Areas of Focus Summary

Component	Indicator Descriptor	Overall Strengths Summary	Areas of Focus Summary
School-based Activities in Support of Operations	1 A 4-Well Developed B 4-Well Developed	Our school administrators have a open door policy where staff and parents/guardians are welcome to discuss any and all topics. Parent workshops and information sessions are offered on educational changes, climate and culture and other matters.	All members of our community are welcome within various parts of the school experience but parent/guardian participation remains low. Events that are non academic in nature tend to have a higher participation rate than those that are academically focused. Finding ways to have an overall higher percentage of parents/guardians events would be beneficial for all. Outside influences have been a factor on low parent attendance such as child care and/or time of day. Students, parents and staff have also expressed the greater need for social and emotional support with peer to peer engagement.
School-based Activities in Support of Personnel	2 A 4-Well Developed B 4-Well Developed C 3-Developed D 4-Well Developed E 4-Well Developed F 4-Well Developed G 4-Well Developed H 4-Well Developed I 4-Well Developed J 4-Well Developed K 4-Well Developed L 4-Well Developed M 4-Well Developed N 4-Well Developed O 4-Well Developed P 4-Well Developed Q 4-Well Developed R 4-Well Developed S 4-Well Developed T 4-Well Developed U 4-Well Developed V 4-Well Developed W 4-Well Developed X 4-Well Developed Y 4-Well Developed Z 4-Well Developed Average 3.89	All staff are provided constant support and feedback from building and district administration through observations and data analysis. This is discussed through individual or grade level meetings. Staff is given time for grade level and content area professional learning and professional development throughout the year.	Continue to broaden our base of highly certified educators



Root Cause Analysis

2018-2019

Area of Focus for SMART Goals	Performance Challenge (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	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?)
Instruction & Program ELA	Based on the 2016-2017 ELA PARCC data, Developmental Reading Assessment 2 and Scholastic Reading Inventory data 57.2% of students experience difficulty reading on grade level	Due to socioeconomic status, environmental disadvantages, and non-English speaking homes, much of the population comes to school with limited background knowledge and exposure to foundational skills for reading, such as phonics and word recognition. Additionally, deficiencies in reading proficiency stemmed from a gap in foundational reading instruction at the elementary level. Lack of PD focusing on early childhood reading strategies in Kindergarten through third grade have yielded lower than average growth in literacy proficiency in the later grades.	All	<ol style="list-style-type: none">1 Use common planning sessions and grade level PLC meetings to support teachers in their understanding of the data, and provide guidance in using the data to plan future lessons.2 Incorporate professional development that promotes how to use effective practices that support areas of need identified through the data.3 Provide differentiated coaching and professional development activities to all educational staff members, either individually and specific or as a group on an as needed basis with the goal of increasing foundational reading skills.3 Provide PD for teachers to encourage new instructional strategies for low-growth and ELL students. Continue to provide feedback from classroom observations that can assist teachers with new instructional strategies.



2018-2019

**STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION****Area of Focus
for SMART
Goals**

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?)						
Instruction & Program Math	Based on 2016-2017 Math PARCC data, current benchmark data, and formative assessments 67.4% students experience difficulty with Numbers and Operations in Base Ten, Operations and Algebraic Thinking, Fractions and Decimals.	Due to the significant low level of students reading below grade level, this has an impact on their ability to read and comprehend math problems. These challenges affect many students, which result in lower math proficiency. Teachers received professional development through job embedded trainings, reviewed data to modify instruction, and attend PLC meetings in an effort to address the educational needs of historically underserved populations. However, teachers are continuing to refine their best practices as they also try new research-based practices to aid instruction. Also, it is evident that social and emotional growth within the school for students is an issue that has a direct impact on student learning.	<table border="1"><tr><td data-bbox="649 107 734 633">All</td><td data-bbox="734 107 1036 633">1 Teachers will be given the opportunity to have PLC meetings to share data, identify students needing assistance, determine root causes, and develop next steps and Action Plans.</td></tr><tr><td data-bbox="649 633 734 1341">2</td><td data-bbox="734 633 1036 1341">Monitor teachers and provide differentiated coaching and professional development activities to support teachers in the use of a variety of instructional and response strategies to actively engage students in their learning</td></tr><tr><td data-bbox="649 1341 734 2042">3</td><td data-bbox="734 1341 1036 2042">Implement peer mediation strategies</td></tr></table>	All	1 Teachers will be given the opportunity to have PLC meetings to share data, identify students needing assistance, determine root causes, and develop next steps and Action Plans.	2	Monitor teachers and provide differentiated coaching and professional development activities to support teachers in the use of a variety of instructional and response strategies to actively engage students in their learning	3	Implement peer mediation strategies
All	1 Teachers will be given the opportunity to have PLC meetings to share data, identify students needing assistance, determine root causes, and develop next steps and Action Plans.								
2	Monitor teachers and provide differentiated coaching and professional development activities to support teachers in the use of a variety of instructional and response strategies to actively engage students in their learning								
3	Implement peer mediation strategies								



2018-2019

**Area of Focus
for SMART
Goals**

Performance Challenge (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	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?)									
Instruction & Program General Based on 2017-2018 Parent Involvement attendance rates, activities that are Non-academic are higher than Academic.	Due to socioeconomic status, environmental disadvantages, and non-English speaking homes, much of the population may not want to attend Academic functions due to limited background knowledge and exposure to foundational skills. Also, conflicts between school events and home/work schedules (i.e. childcare, transportation, work), or a lack of connection/follow-up between school and home.	<table border="1"><tr><td>All</td><td>1</td><td>Develop partnerships with families, community and staff in support of academic growth</td></tr><tr><td></td><td>2</td><td>After each benchmark assessment, meet with parents of students needing assistance to help determine root causes and develop next steps that can be implemented at home and school.</td></tr><tr><td></td><td>3</td><td>Offer parent workshops schoolwide or identified students needing assistance.</td></tr></table>	All	1	Develop partnerships with families, community and staff in support of academic growth		2	After each benchmark assessment, meet with parents of students needing assistance to help determine root causes and develop next steps that can be implemented at home and school.		3	Offer parent workshops schoolwide or identified students needing assistance.
All	1	Develop partnerships with families, community and staff in support of academic growth									
	2	After each benchmark assessment, meet with parents of students needing assistance to help determine root causes and develop next steps that can be implemented at home and school.									
	3	Offer parent workshops schoolwide or identified students needing assistance.									
No option for the fourth SMART Goal was selected on the Root Cause page.		<table border="1"><tr><td></td><td>1</td><td></td></tr><tr><td></td><td>2</td><td></td></tr><tr><td></td><td>3</td><td></td></tr></table>		1			2			3	
	1										
	2										
	3										



2018-2019

SMART Goal 1

By June 30, 2019, 10% of ELA students will close the grade level 2018-2019 reading proficiency deficit by 4% as evidenced by performance on DRA/SRI assessments

Performance Based on the 2016-2017 ELA PARCC data, Developmental Reading Assessment 2 and Scholastic Reading Inventory data 57.2% of students experience difficulty reading on grade level

Target Population: All

Interim Goals SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	At the end of cycle 1, 2017-2018 PARCC ELA (if available), DRA2, SRI, Linkit! ELA benchmark and formative assessment data will be analyzed to identify current levels of proficiency among students in each grade level. The baseline proficiency levels will be calibrated for each grade level.	Linkit! Data Collection and Analysis from 2018-2019, Skills and Standards based data from Linkit! Benchmark Form A, Developmental Reading Assessment 2, Scholastic Reading Inventory, System 44, READ 180, Progress Monitoring, Lesson Plans, Student Writing Samples, PLC agendas, Head Teacher Meeting agendas, Linkit! Data Collections and Data Analysis, ESEA and SCIP Meeting agendas, RTI & I&RS Data.



2018-2019

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	At the end of cycle 2, 4% of students will close the ELA proficiency deficit by 2% evidenced by New Jersey Student Learning Standards aligned ELA formative assessments, summative assessments, and writing journals.	LinkIt! Data Collection and Analysis from 2018-2019, Skills and Standards based data from Likkit! Benchmark Form A, Developmental Reading Assessment 2, Scholastic Reading Inventory, System 44, READ 180, Progress Monitoring, Lesson Plans, Student Writing Samples, PLC agendas, Head Teacher Meeting agendas, LinkIt! Data Collections and Data Analysis, ESEA and SCIP Meeting agendas, RTI & I&RS Data.
Apr 15:	At the end of cycle 2, 4% of students will close the ELA proficiency deficit by 3% evidenced by New Jersey Student Learning Standards aligned ELA formative assessments, summative assessments, and writing journals.	LinkIt! Data Collection and Analysis from 2018-2019, Skills and Standards based data from Likkit! Benchmark Form A, Developmental Reading Assessment 2, Scholastic Reading Inventory, System 44, READ 180, Progress Monitoring, Lesson Plans, Student Writing Samples, PLC agendas, Head Teacher Meeting agendas, LinkIt! Data Collections and Data Analysis, ESEA and SCIP Meeting agendas, RTI & I&RS Data.
Jul 1	By June 30, 2019, 10% of ELA students will close the grade level 2018-2019 reading proficiency deficit by 4% as evidenced by performance on DRA/SRI assessments	LinkIt! Data Collection and Analysis from 2018-2019, Skills and Standards based data from Likkit! Benchmark Form A, Developmental Reading Assessment 2, Scholastic Reading Inventory, System 44, READ 180, Progress Monitoring, Lesson Plans, Student Writing Samples, PLC agendas, Head Teacher Meeting agendas, LinkIt! Data Collections and Data Analysis, ESEA and SCIP Meeting agendas, RTI & I&RS Data.



2018-2019

Action Steps

SMART Goal 1

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Using LinkIt! data to assess students baseline reading levels; information will be available on the LinkIt! Platform in which teacher can monitor students progress	9/7/18	11/15/18	ESSA Team members; grade level chair teachers; Students Advisors, Grade level teachers
2	3	Identify students reading below grade level and make recommendation to I&RS and/or RTI program. Administer DRA2 and SRI; information will be available on the LinkIt! Platform in which teacher can monitor student progress.	9/7/18	11/15/18	ESSA Team members; grade level chair teachers; Students Advisors, grade level teachers
3	3	Title 1 tutoring programs will be implemented for students reading below grade level through RTI and I&RS; differentiated instruction will be part of the lesson planning; Programs will be reviewed for alignment to ESSA, the NJSL Standards and individual and student needs	9/7/18	11/15/18	Title 1 tutors, Students Advisors, grade level teachers, supervisors, ESSA School Improvement Leader
4	1	Analysis of ELA assessment using LinkIt! and classroom level data to provide student support	9/7/18	11/15/18	ESSA Team members; grade level chair teachers; Students Advisors, grade level teachers
5	1	Formal observations will be conducted and analyze data using McRel evaluation system	9/7/18	11/15/18	Building Admin and/or Supervisor
6	2	Progress monitoring of students reading proficiency using LinkIt!, DRA2 and SRI and classroom level data.	9/7/18	11/15/18	Grade level chair teachers, grade level teachers, Student Advisors



2018-2019

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
7	1	Introduce Peer to Peer conflict resolution (peer mediation pilot program) supervised by faculty but executed for and by students.	9/7/18	11/15/18	SCIP Team members; Student Advisors; grade level teachers; Pilot program members
8	1	Continue to identify students reading below grade level and make recommendation to I&RS and RTI program. Administer LinkIt! Benchmark Form B, DRA2 and SRI; teachers will collect and analyze data through data spreadsheets to house all student data through the year.	11/16/18	2/15/19	ESSA Team members; grade level chair teachers; Students Advisors, Grade level teachers
9	3	Title 1 tutoring programs will be monitored to determine programs effectiveness. Analyze and organize reading level proficiency based on student progress, classroom level assessments, progress monitoring, LinkIt! Benchmark Form B, DRA2 and SRI.	11/16/18	2/15/19	Title 1 tutors, Students Advisors, Grade level teachers, supervisors, ESSA School Improvement Leader
10	1	Analysis of ELA assessment using LinkIt! Benchmark Form B, DRA2 and SRI and classroom level data to provide specific supports and interventions.	11/16/18	2/15/19	ESSA Team members; grade level chair teachers; Students Advisors, Grade level teachers
11	1	Data driven, differentiated supports will be provided to the students based on evidence based practices.	11/16/18	2/15/19	Grade level chair teachers, grade level teachers, Student Advisors
12	2	Progress monitoring of students reading proficiency using LinkIt!, DRA2 and SRI and classroom level data	11/16/18	2/15/19	Grade level chair teachers, grade level teachers, Student Advisors
13	1	Monitor classroom instruction for effective reading and writing strategies aligned to the NJSL-S.	11/16/18	2/15/19	Building Administrators and/or supervisors



2018-2019

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
14	2	PLCs, Department and Grade Level meetings and agendas, monitoring of teachers and analysis of data action steps	11/16/18	2/15/19	Building Administrators; supervisors; grade level chair teachers
15	1	Formal observations will be conducted and analyze data using McRel evaluation system	11/16/18	2/15/19	Building Administrators and/or supervisors
16	1	Continue monitor Peer to Peer conflict resolution (peer mediation pilot program) supervised by faculty but executed for and by students.	11/16/18	2/15/19	SCIP Team members; Student Advisors; grade level teachers; Pilot program members
17	1	Continue to identify students reading below grade level and make recommendation to & RTI program. Administer LinkIt! Benchmark Form B, DRA2 and SRI; teachers will collect and analyze data through data spreadsheets to house all student data through the year.	2/18/19	4/15/19	ESSA Team members; grade level chair teachers; Students Advisors, grade level teachers
18	3	Analyze and reorganize reading level proficiency based on student progress, classroom level assessments, progress monitoring, LinkIt! Benchmark Form B, DRA2 and SRI.	2/18/19	4/15/19	ESSA Team members; grade level chair teachers; Students Advisors, grade level teachers
19	1	Analysis of ELA assessment using LinkIt! Benchmark Form B, DRA2 and SRI and classroom level data to provide specific supports and interventions.	2/18/19	4/15/19	ESSA Team members; grade level chair teachers; Students Advisors, grade level teachers
20	1	Data driven, differentiated supports will be provided to the students based on evidence based practices.	2/18/19	4/15/19	Grade level chair teachers, grade level teachers, Student Advisors



2018-2019

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
21	2	Progress monitoring of students reading proficiency using LinkIt!, DRA2 and SRI and classroom level data	2/18/19	4/15/19	Grade level chair teachers, grade level teachers, Student Advisors
22	1	Monitor classroom instruction for effective reading and writing strategies aligned to the NJSLs.	2/18/19	4/15/19	Building Administrators and/or supervisors
23	2	PLCs, Department and Grade Level meetings and agendas, monitoring of teachers and analysis of data action steps	2/18/19	4/15/19	Building Administrators; supervisors; grade level chair teachers
24	1	Formal observations will be conducted and analyze data using McRel evaluation system	2/18/19	4/15/19	Building Administrators and/or supervisors
25	1	Continue to monitor Peer to Peer conflict resolution (peer mediation pilot program) supervised by faculty but executed for and by students.	2/18/19	4/15/19	SCIP Team members; Student Advisors; grade level teachers; Pilot program members
26	1	Continue to identify students reading below grade level and make recommendation to I&RS and RTI program. Administer LinkIt! Benchmark Form B, DRA2 and SRI; teachers will collect and analyze data through the LinkIT! platform.	4/16/19	6/18/19	ESSA Team members; grade level chair teachers; Students Advisors, grade level teachers
27	3	Analyze and reorganize reading level proficiency based on student progress, classroom level assessments, progress monitoring, LinkIt! Benchmark Form C, DRA2 and SRI.	4/16/19	6/18/19	ESSA Team members; grade level chair teachers; Students Advisors, grade level teachers
28	1	Analysis of ELA assessment using LinkIt! Benchmark Form C, DRA2 and SRI and classroom level data to provide specific supports and interventions.	4/16/19	6/18/19	ESSA Team members; grade level chair teachers; Students Advisors, grade level teachers



2018-2019

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
29	1	Data driven, differentiated supports will be provided to the students based on evidence based practices.	4/16/19	6/18/19	Grade level chair teachers, grade level teachers, Student Advisors
30	2	Progress monitoring of students reading proficiency using LinkIt!, DRA2 and SRI and classroom level data	4/16/19	6/18/19	Grade level chair teachers, grade level teachers, Student Advisors
31	1	Monitor classroom instruction for effective reading and writing strategies aligned to the NUSLS.	4/16/19	6/18/19	Building Administrators and/or supervisors
32	2	PLCs, Department and Grade Level meetings and agendas, monitoring of teachers and analysis of data action steps	4/16/19	6/18/19	Building Administrators; supervisors; grade level chair teachers
33	1	Formal classroom observations and Summative Evaluations will be conducted and analyze data using McRel evaluation system	4/16/19	6/18/19	Building Administrators and/or supervisors
34	1	Continue to monitor Peer to Peer conflict resolution (peer mediation pilot program) supervised by faculty but executed for and by students.	4/16/19	6/18/19	SCIP Team members; Student Advisors; grade level teachers; Pilot program members

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
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2018-2019

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

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 2

By June 30, 2019, 10% of MATH students will close the grade level 2017-2018 math proficiency deficit by 4% as evidenced by performance on LinkIt! benchmark assessments and PARCC MATH assessments.

Performance

Based on 2016-2017 Math PARCC data, current benchmark data, and formative assessments 67.4% students experience difficulty with Numbers and Operations in Base Ten, Operations and Algebraic Thinking, Fractions and Decimals.

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, 2017-2018 PARCC MATH (if available) and LinkIt! Math benchmark and formative assessment data will be analyzed to identify current levels of proficiency among students in each grade level. The baseline proficiency levels will be calibrated for each grade level.	LinkIt! Data Collection and Analysis from 2017-2018, Skills and Standards based data from LinkIt! Benchmark Form A, Progress Monitoring, Lesson Plans, Student Writing Samples, PLC agendas, Head Teacher Meeting agendas, LinkIt! Data Collections and Data Analysis, ESEA and SCIP Meeting agendas, RTI & I&RS Data.
Feb 15	At the end of cycle 2, 4% of students will close the Math proficiency deficit by 2% evidenced by New Jersey Student Learning Standards aligned Math formative assessments, and summative assessments.	LinkIt! Data Collection and Analysis from 2017-2018, Skills and Standards based data from LinkIt! Benchmark Form A, Progress Monitoring, Lesson Plans, Student Writing Samples, PLC agendas, Head Teacher Meeting agendas, LinkIt! Data Collections and Data Analysis, ESEA and SCIP Meeting agendas, RTI & I&RS Data.



2018-2019

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	At the end of cycle 3, 8% of students will close the Math proficiency deficit by 3% evidenced by New Jersey Student Learning Standards aligned Math formative assessments, and summative assessments.	LinkIt! Data Collection and Analysis from 2017-2018, Skills and Standards based data from LinkIt! Benchmark Form A, Progress Monitoring, Lesson Plans, Student Writing Samples, PLC agendas, Head Teacher Meeting agendas, LinkIt! Data Collections and Data Analysis, ESEA and SCIP Meeting agendas, RTI & I&RS Data.
Jul 1	By June 30, 2019, 10% of MATH students will close the grade level 2017-2018 math proficiency deficit by 4% as evidenced by performance on LinkIt! benchmark assessments and PARCC MATH assessments.	LinkIt! Data Collection and Analysis from 2017-2018, Skills and Standards based data from LinkIt! Benchmark Form A, Progress Monitoring, Lesson Plans, Student Writing Samples, PLC agendas, Head Teacher Meeting agendas, LinkIt! Data Collections and Data Analysis, ESEA and SCIP Meeting agendas, RTI & I&RS Data.

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Using LinkIt! Data to assess students baseline math levels, information will be available on the LinkIt! platform in which teacher can monitor their students' progress	9/7/18	11/15/18	ESSA Team members; grade level chair teachers; Students Advisors, grade level teachers



2018-2019

AA Anastasia Elementary School (ID 11528)**LONG BRANCH CITY**

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
2	3	Identify students performing below grade level and make recommendation to I&RS and/or RTI program. Administer Linkit Benchmark Form A; teachers will collect data and analyze data through data spreadsheets to house all student data through the year	9/7/18	11/15/18	ESSA Team members; grade level chair teachers; Students Advisors, grade level teachers
3	3	Title 1 tutoring programs will be implemented for students performing below grade level through RTI and I&RS; differentiated instruction will be part of the lesson planning; Programs will be reviewed for alignment to ESSA, the NJSLs and individual and student needs	9/7/18	11/15/18	Title 1 tutors, Students Advisors, grade level teachers, supervisors, ESSA School Improvement Leader
4	1	Analysis of Math assessment using Linkit, and classroom level data to provide student support	9/7/18	11/15/18	ESSA Team members; grade level chair teachers; Students Advisors, grade level teachers
5	1	Formal observations will be conducted and analyze data using McRel evaluation system	9/7/18	11/15/18	Building Administrators and/or supervisors
6	2	Progress monitoring of students math proficiency using Linkit progress monitoring	9/7/18	11/15/18	Grade level chair teachers, grade level teachers, Student Advisors
7	3	Introduce Peer to Peer conflict resolution (peer mediation pilot program) supervised by faculty but executed for and by students.	9/7/18	11/15/18	SCIP Team members; Student Advisors; grade level teachers; Pilot program members



2018-2019

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Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
8	1	Continue to identify students performing below grade level and make recommendation to I&RS and RTI program. Administer LinkIt! Benchmark Form B; teachers will collect and analyze data through data spreadsheets to house all student data through the year.	11/16/18	2/15/19	ESSA Team members; grade level chair teachers; Students Advisors, grade level teachers
9.	3	Title 1 tutoring programs will be monitored to determine programs effectiveness. Analyze and organize math proficiency based on student progress, classroom level assessments, progress monitoring, LinkIt! Benchmark Form B.	11/16/18	2/15/19	Title 1 tutors, Students Advisors, grade level teachers, supervisors, ESSA School Improvement Leader
10	1	Analysis of Math assessment using LinkIt! Benchmark Form B, and classroom level data to provide specific supports and interventions.	11/16/18	2/15/19	ESSA Team members; grade level chair teachers; Students Advisors, grade level teachers
11	1	Data driven, differentiated supports will be provided to the students based on evidence based practices.	11/16/18	2/15/19	Grade level chair teachers, grade level teachers, Student Advisors
12	2	Progress monitoring of students math proficiency using LinkIt!, and classroom level data	11/16/18	2/15/19	Grade level chair teachers, grade level teachers, Student Advisors
13	1	Monitor classroom instruction for effective math strategies aligned to the NJSLs.	11/16/18	2/15/19	Building Administrators and/or supervisors
14	2	PLCs, Department and Grade Level meetings and agendas, monitoring of teachers and analysis of data action steps	11/16/18	2/15/19	Building Administrators; supervisors; grade level chair teachers



2018-2019

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
15	1	Formal observations will be conducted and analyze data using McRel evaluation system	1/16/18	2/15/19	Building Administrators and/or supervisors
16	3	Continue to monitor Peer to Peer conflict resolution (peer mediation pilot program) supervised by faculty but executed for and by students.	1/16/18	2/15/19	SCIP Team members; Student Advisors; grade level teachers; Pilot program members
17	1	Continue to identify students performing below grade level and make recommendation to I&RS and RTI program. Administer LinkIt! Benchmark Form B; teachers will collect and analyze data through data spreadsheets to house all student data through the year.	2/18/19	4/15/19	ESSA Team members; grade level chair teachers; Students Advisors, grade level teachers
18	1	Analyze and reorganize math level proficiency based on student progress, classroom level assessments, progress monitoring, LinkIt! Benchmark Form B.	2/18/19	4/15/19	ESSA Team members; grade level chair teachers; Students Advisors, grade level teachers
19	1	Analysis of Math assessment using LinkIt! Benchmark Form B, and classroom level data to provide specific supports and interventions.	2/18/19	4/15/19	ESSA Team members; grade level chair teachers; Students Advisors, grade level teachers
20	1	Data driven, differentiated supports will be provided to the students based on evidence based practices.	2/18/19	4/15/19	Grade level chair teachers, grade level teachers, Student Advisors
21	2	Progress monitoring of students math proficiency using LinkIt!, and classroom level data	2/18/19	4/15/19	Grade level chair teachers, grade level teachers, Student Advisors
22	1	Monitor classroom instruction for effective math strategies aligned to the NJSLs.	2/18/19	4/15/19	Building Administrators and/or supervisors



2018-2019

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
23	2	PLCs, Department and Grade Level meetings and agendas, monitoring of teachers and analysis of data action steps	2/18/19	4/15/19	Building Administrators; supervisors; grade level chair teachers
24	1	Formal observations will be conducted and analyze data using McRel evaluation system	2/18/19	4/15/19	Building Administrators and/or supervisors
25	3	Continue to monitor Peer to Peer conflict resolution (peer mediation pilot program) supervised by faculty but executed for and by students.	2/18/19	4/15/19	SCIP Team members; Student Advisors; grade level teachers; Pilot program members
26	1	Continue to identify students performing below grade level and make recommendation to I&RS and RTI program. Administer LinkIt! Benchmark Form C; teachers will collect and analyze data through data spreadsheets to house all student data through the year	4/16/19	6/18/19	ESSA Team members; grade level chair teachers; Students Advisors, grade level teachers
27	1	Analyze and reorganize math level proficiency based on student progress, classroom level assessments, progress monitoring, LinkIt! Benchmark Form C.	4/16/19	6/18/19	ESSA Team members; grade level chair teachers; Students Advisors, grade level teachers
28	1	Analysis of Math assessment using LinkIt! Benchmark Form C and classroom level data to provide specific supports and interventions.	4/16/19	6/18/19	ESSA Team members; grade level chair teachers; Students Advisors, grade level teachers
29	1	Data driven, differentiated supports will be provided to the students based on evidence based practices.	4/16/19	6/18/19	Grade level chair teachers, grade level teachers, Student Advisors



2018-2019

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
30	2	Progress monitoring of students reading proficiency using LinkIt!, and classroom level data	4/16/19	6/18/19	Grade level chair teachers, grade level teachers, Student Advisors
31	1	Monitor classroom instruction for effective math strategies aligned to the NJSLs.	4/16/19	6/18/19	Building Administrators and/or supervisors
32	2	PLCs, Department and Grade Level meetings and agendas, monitoring of teachers and analysis of data action steps	4/16/19	6/18/19	Building Administrators; supervisors; grade level chair teachers
33	1	Formal classroom observations and Summative Evaluations will be conducted and analyze data using McRel evaluation system	4/16/19	6/18/19	Building Administrators and/or supervisors
34	3	Continue to monitor Peer to Peer conflict resolution (peer mediation pilot program) supervised by faculty but executed for and by students.	4/16/19	6/18/19	SCIP Team members; Student Advisors; grade level teachers; Pilot program members

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)

STATE OF NEW JERSEY
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2018-2019

SMART Goal 3

By June 30, 2019, 10% of parents/guardians will increase their involvement by 5% as evidenced by performance on attendance of PTO, Talented, School Level and District-Wide events/activities.

Performance

Based on 2017-2018 Parent Involvement attendance rates, activities that are Non-academic are higher than Academic.

Target Population:

All

Interim Goals SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	At the end of cycle 1, parent involvement data analyzed to identify current levels academic based and non-academic based involvement	PTO, Talented, School Level, District-Wide event/activity sign-in sheets and attendance logs; parent meetings of low proficiency students.
Feb 15	At the end of cycle 2, the parent involvement deficit will increase by 2% as evidenced by event/activity sign-in sheets and attendance logs.	PTO, Talented, School Level, District-Wide event/activity sign-in sheets and attendance logs; parent meetings of low proficiency students.
Apr 15:	At the end of cycle 2, the parent involvement deficit will increase by 3% as evidenced by event/activity sign-in sheets and attendance logs.	PTO, Talented, School Level, District-Wide event/activity sign-in sheets and attendance logs; parent meetings of low proficiency students.
Jul 1	By June 30, 2019, 10% of parents/guardians will increase their involvement by 5% as evidenced by performance on attendance of PTO, Talented, School Level and District-Wide events/activities.	PTO, Talented, School Level, District-Wide event/activity sign-in sheets and attendance logs; parent meetings of low proficiency students.



2018-2019

Action Steps

SMART Goal 3

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Invite parents to Orientation; Back to School Night; Conferences; ESSA Parent Information Session	9/7/18	11/15/18	ESSA team members; Grade level chair teachers; Grade level teachers; students advisors; talented team; pto
2	2	Identify students performing below grade level and make recommendation to I&RS and/or RTI program. Meet with parents of students needing assistance to help determine root causes and develop next steps that can be implemented at home and school.	9/7/18	11/15/18	Student advisors; grade level teachers; building administrators
3	3	Workshop schoolwide or identified student needing assistance to help with next steps that can be implemented at home and school	9/7/18	11/15/18	ESSA team; student advisors; grade level teachers; grade level chair teachers
4	1	PTO and/or Talented Team activity or performance	9/7/18	11/15/18	PTO and/or talented team
5	1	Analysis of involvement data using sign-in sheets and attendance logs; make adjustments if needed to amount of involvement activities	11/16/18	2/15/19	ESSA team members; student advisors; grade level teachers; grade level chair teachers



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Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
6	2	Identify students performing below grade level and make recommendation to I&RS and/or RTI program. Meet with parents of students needing assistance to help determine root causes and develop next steps that can be implemented at home and school; either follow-up meeting or newly identified student meeting	11/16/18	2/15/19	Student advisors; grade level teachers; building administrators
7	3	Workshop schoolwide or identified student needing assistance to help with next steps that can be implemented at home and school	11/16/18	2/15/19	ESSA team; student advisors; grade level teachers; grade level chair teachers
8	1	PTO and/or Talented Team activity or performance	11/16/18	2/15/19	PTO and/or talented team
9	1	Analysis of involvement data using sign-in sheets and attendance logs; make adjustments if needed to amount of involvement activities	2/18/19	4/15/19	ESSA team members; student advisors; grade level teachers; grade level chair teachers
10	2	Identify students performing below grade level and make recommendation to I&RS and/or RTI program. Meet with parents of students needing assistance to help determine root causes and develop next steps that can be implemented at home and school; either follow-up meeting or newly identified student meeting	2/18/19	4/15/19	Student advisors; grade level teachers; building administrators
11	3	Workshop schoolwide or identified student needing assistance to help with next steps that can be implemented at home and school	2/18/19	4/15/19	ESSA team; student advisors; grade level teachers; grade level chair teachers
12	1	PTO and/or Talented Team activity or performance	2/18/19	4/15/19	PTO and/or talented team



2018-2019

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
13	1	Analysis of involvement data using sign-in sheets and attendance logs; make adjustments if needed to amount of involvement activities	4/16/19	6/18/19	ESSA team members; student advisors; grade level teachers; grade level chair teachers
14	2	Identify students performing below grade level and make recommendation to I&RS and/or RTI program. Meet with parents of students needing assistance to help determine root causes and develop next steps that can be implemented at home and school; either follow-up meeting or newly identified student meeting	4/16/19	6/18/19	Student advisors; grade level teachers; building administrators
15	3	Workshop schoolwide or identified student needing assistance to help with next steps that can be implemented at home and school	4/16/19	6/18/19	ESSA team; student advisors; grade level teachers; grade level chair teachers
16	1	PTO and/or Talented Team activity or performance	4/16/19	6/18/19	PTO and/or talented team

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)



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2018-2019

A.A Anastasia Elementary School (ID 11528)
LONG BRANCH CITY

06/29/2018



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 >



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< SMART Goal 4 - Budget Items: NO DATA >



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Budget Summary

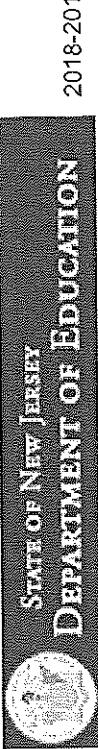
Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority/Focus Intervention)	Federal Title I (School Allocation)	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	0	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



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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)	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



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



Confirmation Page

2018-2019

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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, the 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
	Instruction & Program Math
	Instruction & Program General
	No option for the fourth SMART Goal was selected on the Root Cause page.
	For Level II and III schools, the Annual School Plan includes interventions that address the performance of the targeted lowest-Budget items.
	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

Completed By: Francisco Rodriguez

Date: 2018-06-28



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Certification Page

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