



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

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Annual School Plan Information

Hi Bridgette Burt ▾

Plan Id	School	District	Team	County	CDS	Level of Support	Targeted Subgroup(s)	Create Date
11402	Gregory Elementary School	LONG BRANCH CITY	NA	MONMOUTH	252770110	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?siId=11402)



2018-2019

Gregory Elementary School

District: LONG BRANCH CITY

County: MONMOUTH

Team: NA

Level of Support:
Targeted Subgroup
CDS:
252770110

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
School Improvement Principal	Nikolas A. Greenwood	Yes	Yes	Yes		
Vice Principal	Beth B. McCarthy	Yes	Yes	Yes		
Nicole Guerra	Linda Alston Morgan	Yes	Yes	Yes		
Tonianne Lisanti	Teacher	Yes	Yes	Yes		
Megan Farrell	Guidance Counselor	Yes	Yes	Yes		
Marian Frank	Teacher	No	Yes	Yes		
Ebone Lawrence	Teacher	Yes	Yes	Yes		



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Stakeholder Representative Title

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Thomas Odom	Teacher	No	Yes	No		
Mike McLaughlin	Teacher	No	Yes	No		
Erin Schonveld	Teacher	No	Yes	Yes		
Nicole Campece	Teacher	No	Yes	Yes		
Caitlin Mielcarek	Teacher	No	Yes	No		
John Pallone	Parent	No	Yes	No		
Heather Valdes	Parent	No	Yes	No		



2018-2019

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
09/28/2017	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
11/27/2017	Root Cause Analysis	Yes	Yes
01/29/2018	Root Cause Analysis	Yes	Yes
02/26/2018	Smart Goal Development	Yes	Yes
05/30/2018	Comprehensive Data Analysis and Needs Assessment	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 intervention?)	Evidence of Effectiveness (identify the artifacts that support this outcome)
The Treasures McGraw-Hill Literacy Program has been used as the core reading program at the Gregory Elementary School since 2013. This research-based program, provides teachers with the tools and strategies to drive ELA instruction in our 1-5 classrooms. Teachers infuse a balanced literacy approach with guided reading lessons. Evidence based interventions are implemented to support students with low academic growth in reading.	ELA - All	Yes	The LinkIt! Reading Benchmark A was administered to all students in September 2017 and used as a baseline measure for initial instruction and planning. In combination with the Diagnostic Reading Assessment and initial baseline Reading Inventory. These results enable teachers to look closely at Student Learning Standards and focus on specific skills. Students took a mid-year assessment in January 2018, 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. Data comparing Benchmark A to Benchmark C is used for planning of professional development and alterations in program for the next school year. 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.	Student growth can be measured between benchmark assessments to monitor individual, class and grade level progress. All grade levels increased their average score from Benchmark A to Benchmark C. 2nd Grade Students produced an average score of 41.6% on Benchmark A and 49.5% on Benchmark (increase of 7.9%) 3rd Grade students produced an average score of 39.9% on Benchmark A and 62.3% on Benchmark C (increase of 22.4%). 4th Grade students produced an average score of 41.2% on Benchmark A and an average score of 54.2% on Benchmark C (increase of 13.0%). 5th Grade students produced an average score of 40.5% on Benchmark A and an average score of 50.2% on Benchmark C (increase of 9.7%). Overall average growth for the building as a whole was 13.25%. Though this growth rate was lower than desired, it was consistent with predetermined indicators forecasting an appropriate



2018-2019

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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)
			growth rate for the Form A to Form C comparison.	



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 program is the core mathematics resource implemented at the Gregory School. This is a research-based and field-tested program designed to develop students' 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 independently. Evidence based interventions are utilized to support students with low academic growth in math.	Mathematics	Yes	The LinkIt! Math Benchmark A was administered to all students in September 2017 and used as a baseline measure for initial instruction and planning. This data enabled teachers to look closely at Student Learning Standards and focus on specific skills. Students took a mid-year assessment in January 2018 , 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. Data comparing Benchmark A to Benchmark C is used for planning of professional development and differentiating instruction for the next school year. The Linkit! Benchmarks are an integral part in determining student needs in Math and helpful for teachers to utilize the appropriate interventions from the Everyday Math program.	Student growth can be measured between benchmark assessments to monitor individual, class and grade level progress. The proficiency ranges fluctuate between the assessments due to the content assessed making the growth on the average score a more telling indicator of overall grade level achievement. All grade levels increased their average score from From A to Form B with an additional assessment, Form C to be administered in May 2018. 2nd produced an average score of 44.5% on Form A and an average of 71.9% on Form B. 3rd Grade produced an average score of 34.4% on Form A and an average of 56.1% on Form B. 4th Grade produced an average score of 32.6% on Form A and an average of 46.5% on Form B. 5th Grade produced an average score of 33.6% on Form A and an average of 53.3% on Form B. This data supports significant progress in all grade levels but an overall decline in the rate of progress as the grade levels



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)
				increase. Though still effective, an evaluation into the specific skills and standards of deficit should be evaluated and discussed vertically and laterally among grade levels.



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)
Treasures McGraw Hill Core Reading Program - Systems 44 & Read 180	ELA - SPED	Yes	<p>As an additional resource for students with individual education plans in grades 3-5, with learning challenges in reading, systems 44 and read 180 are employed.</p> <p>Systems 44 is a program that benefits students lacking the decoding skills needed to break down the words. It is a phonics based program focused on supplementing any lapse in phonics or phonemic skills.</p> <p>Systems 44 and Read 180 will work through vowel sounds, blends and decoding in order to increase a students overall fluency and then vocabulary for comprehension.</p>	Student growth in Language arts can be analyzed through Linkit Form A and B benchmarks at this time. Of the students with individual education plans in 3rd, 4th and 5th grade the following data was produced. 3rd grade students increased their average score from form A to Form B by 4% points. 4th grade students decreased their average by 5% points. 5th grade students increased their benchmark average by 2%. Overall the scores are not consistent with grade level trends but this cannot be fully determined until the conclusion of the 3rd benchmark assessment. When using the Reading Inventory as a second indicator of effectiveness more promising and consistent results are evident. The RI is administered 5 times throughout the school year, at this time comparing the September administration until the February administration, 3rd grade students using systems 44 and read 180 have



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)
				shown an average growth of 52 points, 4th grade has shown an average growth of 242 points and 5th grade has shown an average growth of 192 points. Average growth for a typical student on the SRI is 100 to 150 points over the course of a school year. This data shows that when students using systems 44 consistently have shown above average growth on the reading inventory.



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)
Extended Day Program	ELA - 2nd & 3rd Grade	Yes	The Gregory Elementary School offered an after school tutorial program for students identified in 2nd and 3rd grade to be below proficiency on three indicators, The DRA2, Linkit ELA Form A and the Reading Inventory. Teachers used a project based model to address learning gaps and specific skills during instruction. Additionally, the MobyMax online line program was utilized for supplemental instruction and reinforcement of identified skills in need of improvement.	Of the 15 2nd grade students participating in the program for at least 90% of the allotted time, 100% increased their DRA2 score, SRI score and showed progress in their Form A to Form B benchmarks consistent with Statewide Decile Cut off Points. Of the 15 3rd grade students participating in the program for at least 90% of the time allotted, 86% of the students increased their DRA 2 score, SRI score and showed progress in their Form A to Form B benchmarks consistent with Statewide Decile Cut off Points. The 2 students who were found to not have displayed growth were further evaluated for special education services.



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)
Guided Reading	All Students	Yes		



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)
Strategy Lessons -	All Students	Yes	<p>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.</p> <p>The goal is for students to problem-solve, doing as much of the work themselves as possible, while the teacher coaches and extends understanding.</p>	<p>The evidence of effectiveness of strategy lessons are evident through 3 data measures, the Diagnostic Reading Assessment, the Reading Inventory and the ELA Link Benchmarks. From October 2017 to May 2018 the average 1st grade DRA score increased from a level 8 in to a level 17. The average 2nd grade DRA score increased from a level 18 to a level 28. The average 3rd grade DRA score increased from a level 28 to a level 40. 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 574 to an average Lexile of 744. 5th grade students increased from an average Lexile score of 709 to an average Lexile of 836.</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 intervention?)	Evidence of Effectiveness (identify the artifacts that support this outcome)
Parent Involvement	All Students and Families	Yes	Research has shown parental involvement in their child's education has shown an increase in student achievement both socially and academically. The Gregory Elementary School has focused on increasing parental involvement in educational and none educational activities both in and outside of the classroom which is evidenced in parent sign in sheets and events.	Gregory School recorded 100% parent attendance at back to school night, and both fall and spring parent teacher conferences. Average attendance for parent visitation week for in class activities was 35% which was below expectation but an increase from the previous year.



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STUDENT ACHIEVEMENT

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



2018-2019

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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>26.3 %</td><td>29.5%</td><td></td><td></td><td></td></tr><tr><td>White</td><td>50%</td><td>50%</td><td></td><td></td><td></td></tr><tr><td>Hispanic</td><td>21.2 %</td><td>28.8%</td><td></td><td></td><td></td></tr><tr><td>Black or African American</td><td>21.9 %</td><td>18.8%</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>28%</td><td>28%</td><td></td><td></td><td></td></tr><tr><td>Female</td><td>29.5 %</td><td>28.9%</td><td></td><td></td><td></td></tr><tr><td>Male</td><td>23.7 %</td><td>30%</td><td></td><td></td><td></td></tr><tr><td>Economically Disadvantaged Students</td><td>22.4 %</td><td>25.6%</td><td></td><td></td><td></td></tr><tr><td>Non-Economically Disadvantaged Students</td><td>45.1 %</td><td>48.3%</td><td></td><td></td><td></td></tr><tr><td>Students with Disabilities</td><td>10.7 %</td><td>11.7%</td><td></td><td></td><td></td></tr><tr><td>Students without Disabilities</td><td>31.6 %</td><td>35.7%</td><td></td><td></td><td></td></tr><tr><td>English Learners</td><td>*</td><td>16.7%</td><td></td><td></td><td></td></tr><tr><td>Non-English Learners</td><td>*</td><td>32.6%</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	26.3 %	29.5%				White	50%	50%				Hispanic	21.2 %	28.8%				Black or African American	21.9 %	18.8%				Asian, Native Hawaiian, or Pacific Islander	*	*				American Indian or Alaska Native	*	*				Two or More Races	28%	28%				Female	29.5 %	28.9%				Male	23.7 %	30%				Economically Disadvantaged Students	22.4 %	25.6%				Non-Economically Disadvantaged Students	45.1 %	48.3%				Students with Disabilities	10.7 %	11.7%				Students without Disabilities	31.6 %	35.7%				English Learners	*	16.7%				Non-English Learners	*	32.6%				Homeless Students	*	*				Students in Foster Care	*	*				Military-Connected Students	*	*				Migrant Students	*	*				<p>2016 - 2017 PARCC LAL Grade 5</p> <p>Not Meeting: 24%</p> <p>Partially Meeting: 24%</p> <p>Approaching: 23%</p> <p>Meeting: 28%</p> <p>2016-2017 PARCC Math Grade 5</p> <p>Not Meeting: 13%</p> <p>Partially Meeting: 31%</p> <p>Approaching: 23%</p> <p>Meeting: 31%</p> <p>Exceeding: 1%</p> <p>2016-2017 PARCC LAL Grade 4:</p> <p>Not Meeting: 24%</p> <p>Partially meeting: 29%</p> <p>Approaching: 26%</p> <p>Meeting: 19%</p> <p>Exceeding: 2%</p> <p>2016-2017 PARCC Math Grade 4</p> <p>Not Meeting: 21%</p> <p>Partially Meeting: 21%</p> <p>Approaching: 31%</p> <p>Meeting: 22%</p> <p>Exceeding: 5%</p> <p>2016-2017 PARCC LAL Grade 3</p> <p>Not meeting: 36%</p> <p>Partially Meeting: 23%</p> <p>Approaching: 13%</p>	<p>When analyzing the 2016-2017 PARCC School Evidence Statement in determining areas in need of improvement and reviewing our own internal benchmark data, data displayed weakness in the following ELA standards. NJSLA R.3 Analyze how and why individuals, events and ideas develop and interact over the course of a text. NJSLA R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLA R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>
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2018-2019

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
		Meeting: 28% 2016-2017 PARCC Math Grade 3 Not Meeting: 21% Partially Meeting: 25% Approaching: 26% Meeting: 25% Exceeding: 4%	When analyzing the 2016-2017 PARCC School Evidence Statement in determining areas in need of improvement and reviewing our own internal benchmark data, the data showed weakness in the following areas. OGL- Modeling & Reasoning all levels. NF Number and Operations - Fractions. MD B, Measurement and Data - Represent and interpret data.	Content area teams were employed to discuss reasoning behind the hindrances in progress in those areas. Critical thinking skills was a common discussion point and professional development has been sought in increasing those skills for students.



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><thead><tr><th>Student Group</th><th>ELA</th><th>Math</th></tr></thead><tbody><tr><td>Schoolwide</td><td>60</td><td>42.5</td></tr><tr><td>White</td><td>77</td><td>47</td></tr><tr><td>Hispanic</td><td>59.5</td><td>42</td></tr><tr><td>Black or African American</td><td>50.5</td><td>45.5</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>60</td><td>36.5</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>42</td></tr><tr><td>Non-Economically Disadvantaged</td><td></td><td></td></tr><tr><td>Students with Disabilities</td><td>57</td><td>30</td></tr><tr><td>Students without Disabilities</td><td></td><td></td></tr><tr><td>English Learners</td><td>59.5</td><td>36</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	60	42.5	White	77	47	Hispanic	59.5	42	Black or African American	50.5	45.5	Asian, Native Hawaiian, or Pacific American Indian or Alaska Native	*	*	Two or More Races	60	36.5	Female			Male			Economically Disadvantaged	60	42	Non-Economically Disadvantaged			Students with Disabilities	57	30	Students without Disabilities			English Learners	59.5	36	Non-English Learners			Homeless Students			Students in Foster Care			Military-Connected Students			Migrant Students			<table><thead><tr><th>2016 - 2017 PARCC LAL Grade 5</th></tr></thead><tbody><tr><td>Not Meeting: 24%</td></tr><tr><td>Partially Meeting: 24%</td></tr><tr><td>Approaching: 23%</td></tr><tr><td>Meeting: 28%</td></tr></tbody></table> <table><thead><tr><th>2016-2017 PARCC Math Grade 5</th></tr></thead><tbody><tr><td>Not Meeting: 13%</td></tr><tr><td>Partially Meeting: 31%</td></tr><tr><td>Approaching: 23%</td></tr><tr><td>Meeting: 31%</td></tr><tr><td>Exceeding: 1%</td></tr></tbody></table> <table><thead><tr><th>2016-2017 PARCC LAL Grade 4:</th></tr></thead><tbody><tr><td>Not Meeting: 24%</td></tr><tr><td>Partially meeting: 29%</td></tr><tr><td>Approaching: 26%</td></tr><tr><td>Meeting: 19%</td></tr><tr><td>Exceeding: 2%</td></tr></tbody></table> <table><thead><tr><th>2016-2017 PARCC Math Grade 4</th></tr></thead><tbody><tr><td>Not Meeting: 21%</td></tr><tr><td>Partially Meeting: 21%</td></tr><tr><td>Approaching: 31%</td></tr><tr><td>Meeting: 22%</td></tr><tr><td>Exceeding: 5%</td></tr></tbody></table> <table><thead><tr><th>2016-2017 PARCC LAL Grade 3</th></tr></thead><tbody><tr><td>Not meeting: 36%</td></tr><tr><td>Partially Meeting: 23%</td></tr><tr><td>Approaching: 13%</td></tr></tbody></table>	2016 - 2017 PARCC LAL Grade 5	Not Meeting: 24%	Partially Meeting: 24%	Approaching: 23%	Meeting: 28%	2016-2017 PARCC Math Grade 5	Not Meeting: 13%	Partially Meeting: 31%	Approaching: 23%	Meeting: 31%	Exceeding: 1%	2016-2017 PARCC LAL Grade 4:	Not Meeting: 24%	Partially meeting: 29%	Approaching: 26%	Meeting: 19%	Exceeding: 2%	2016-2017 PARCC Math Grade 4	Not Meeting: 21%	Partially Meeting: 21%	Approaching: 31%	Meeting: 22%	Exceeding: 5%	2016-2017 PARCC LAL Grade 3	Not meeting: 36%	Partially Meeting: 23%	Approaching: 13%	<p>When comparing student results year to year between the 2016-2017 PARCC proficiency rates to 15-16 PARCC proficiency rates the following trends were found.</p> <p>Students currently in 5th grade who took the 4th grade PARCC increased the overall percentage of students meeting or exceeding the state requirements by 1% in Math and by 2% in Language Arts.</p> <p>Students in 5th grade during the 2016-2017 academic year, increased the percentage of students meeting or exceeding the state requirements by Math by 4%.</p> <p>However, this same group of students decreased the overall proficiency rate in Language Arts by 4%.</p>
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Hispanic	59.5	42																																																																																						
Black or African American	50.5	45.5																																																																																						
Asian, Native Hawaiian, or Pacific American Indian or Alaska Native	*	*																																																																																						
Two or More Races	60	36.5																																																																																						
Female																																																																																								
Male																																																																																								
Economically Disadvantaged	60	42																																																																																						
Non-Economically Disadvantaged																																																																																								
Students with Disabilities	57	30																																																																																						
Students without Disabilities																																																																																								
English Learners	59.5	36																																																																																						
Non-English Learners																																																																																								
Homeless Students																																																																																								
Students in Foster Care																																																																																								
Military-Connected Students																																																																																								
Migrant Students																																																																																								
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Approaching: 13%																																																																																								



2018-2019

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
		Meeting: 28%	2016-2017 PARCC Math Grade 3 Not Meeting: 21% Partially Meeting: 25% Approaching: 26% Meeting: 25% Exceeding: 4%	Overall, students assessed in math grew but not to the rate expected. Language Arts remain consistent throughout the school. Hinderances in this progress may be linked to attendance and chronic absenteeism.
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			



2018-2019

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Prepopulated where possible)	Observations / Trends									
Benchmark Assessment (Proficiency)	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. * Identify patterns by grade/subgroups * Identify patterns by chronic absenteeism * Identify patterns by students with chronic disciplinary infractions	Grade Cycle 1 K 0% 1 0% 2 0% 3 0% 4 0% 5 0% 6 0% 7 0% 8 0% 9 0% 10 0% 11 0% 12 0%	Cycle 2 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0%	Cycle 3 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0%	Cycle 4 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0%	Below are the proficiency ranges for Linkit Benchmark assessments, mid year assessments and end of year assessments. Please reference the Benchmark Cut Scores: https://drive.google.com/file/d/0B0fxyxDIV3j7dTAYRTJQOFAYWEK/view	Below are the proficiency ranges for Linkit Benchmark assessments, mid year assessments and end of year assessments. Please reference the Benchmark Cut Scores: https://drive.google.com/file/d/0B0fxyxDIV3j7dTAYRTJQOFAYWEK/view	From the baseline Form A assessment to the end of year Form C assessment, the proficiency rates are as follows.	In 2nd grade, From Form A to Form C the proficiency rate has decreased by 10% points.	In 3rd grade, from Form A to Form C the proficiency rate has decreased 3% points.	In 4th grade, from Form A to Form C the proficiency rate has increased by 13% points.	In 5th grade, from Form A to Form C the proficiency rate has increased 11% points.	3rd Grade students additionally display the highest number and percentage of



2018-2019

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
			<p>Meeting: 38% Exceeding: 1%</p> <p>Linkit G3 ELA Form B</p> <p>Partially Meeting: 10% Approaching 46% Bubble: 12% Meeting: 29% Exceeding: 3%</p> <p>Linkit G3 ELA Form C</p> <p>Not Meeting: 9% Partially Meeting:10% Approaching: 21% Bubble: 8% Meeting: 52%</p> <p>Grade 4:</p> <p>Linkit!G4 NJSL S ELA Form A</p> <p>Not Meeting: 1% Partially meeting: 19% Approaching: 41% Bubble 15% Meeting: 15% Exceeding: 9%</p> <p>Linkit!G4 NJSL S ELA Form B</p> <p>Partially meeting: 11% Approaching: 29% Bubble: 23% Meeting: 26% Exceeding: 11%</p> <p>Linkit!G4 NJSL S ELA Form C</p> <p>Partially meeting: 16% Approaching: 28%</p>	<p>chronically absent students as well as tardy students. With the triad system and 50% of students receiving Language arts instruction with in the first 90 minutes of the school day, this scheduling/attendance conflict may be a direct correlation.</p> <p>It should also be noted that the fluctuation in cut scores increases the difficulty of the assessment from Form A through Form C.</p>



2018-2019

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
			<p>Bubble: 14% Meeting: 24% Exceeding: 18%</p> <p>Grade 5: Linkit!G5 NJSLS ELA Form A Not Meeting: 2% Partially Meeting: 37% Approaching: 31% Bubble: 10% Meeting: 17% Exceeding: 3%</p> <p>Linkit!G5 NJSLS ELA Form B Not Meeting: 2% Partially Meeting: 30% Approaching: 33% Bubble: 10% Meeting: 23% Exceeding: 3%</p> <p>Linkit!G5 NJSLS ELA Form C Partially Meeting: 18% Approaching: 31% Bubble: 21% Meeting: 31%</p>	



2018-2019

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends																																																																																	
Benchmark Assessment (Proficiency) Math Rates	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	<table border="1"><thead><tr><th>Grade</th><th>Cycle 1</th><th>Cycle 2</th><th>Cycle 3</th><th>Cycle 4</th></tr></thead><tbody><tr><td>K</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr><tr><td>1</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr><tr><td>2</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr><tr><td>3</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr><tr><td>4</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr><tr><td>5</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr><tr><td>6</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr><tr><td>7</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr><tr><td>8</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr><tr><td>9</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr><tr><td>10</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr><tr><td>11</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr><tr><td>12</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr></tbody></table>	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	K	0%	0%	0%	0%	1	0%	0%	0%	0%	2	0%	0%	0%	0%	3	0%	0%	0%	0%	4	0%	0%	0%	0%	5	0%	0%	0%	0%	6	0%	0%	0%	0%	7	0%	0%	0%	0%	8	0%	0%	0%	0%	9	0%	0%	0%	0%	10	0%	0%	0%	0%	11	0%	0%	0%	0%	12	0%	0%	0%	0%	<table border="1"><thead><tr><th>Below are the proficiency ranges for Linkit Benchmark assessments and mid year assessments. A 3rd assessment will be given at the conclusion of the year.</th></tr></thead><tbody><tr><td>2nd Grade:</td></tr><tr><td>Linkit G2 NJSL Math Form A</td></tr><tr><td>Below: 28% Approaching: 15% Proficient: 26% Advanced: 32%</td></tr><tr><td>Linkit G2 NJSL Math Form B</td></tr><tr><td>Below: 7% Approaching: 21% Proficient: 28% Advanced: 44%</td></tr><tr><td>Linkit G2 NJSL Math Form C</td></tr><tr><td>Below: 12% Approaching: 18% Proficient: 19% Advanced: 51%</td></tr><tr><td>3rd Grade:</td></tr><tr><td>Linkit G3 NJSL Math Form A</td></tr><tr><td>Not Meeting: 0% Partially Meeting: 13% Approaching: 46% Bubble: 19% Meeting: 16%</td></tr></tbody></table>	Below are the proficiency ranges for Linkit Benchmark assessments and mid year assessments. A 3rd assessment will be given at the conclusion of the year.	2nd Grade:	Linkit G2 NJSL Math Form A	Below: 28% Approaching: 15% Proficient: 26% Advanced: 32%	Linkit G2 NJSL Math Form B	Below: 7% Approaching: 21% Proficient: 28% Advanced: 44%	Linkit G2 NJSL Math Form C	Below: 12% Approaching: 18% Proficient: 19% Advanced: 51%	3rd Grade:	Linkit G3 NJSL Math Form A	Not Meeting: 0% Partially Meeting: 13% Approaching: 46% Bubble: 19% Meeting: 16%	<p>When analyzing the proficiency ranges for growth between the September Linkit Form A baseline assessment and the May Form C End of Year assessment, the following is evident.</p> <p>Overall proficiency in 2nd grade grew 12% points from Form A to Form C.</p> <p>Overall proficiency in 3rd grade grew 33% points from Form A to Form C.</p> <p>Overall proficiency in 4th grade grew 19% points from Form A to Form C.</p> <p>Overall proficiency in 5th grade grew 14% points from Form A to Form C.</p> <p>The overall trend in the school is consistent growth which is a</p>
Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4																																																																																	
K	0%	0%	0%	0%																																																																																	
1	0%	0%	0%	0%																																																																																	
2	0%	0%	0%	0%																																																																																	
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2018-2019

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
			<p>Exceeding: 5%</p> <p>Linkit G3 NJSL Math Form B</p> <p>Not Meeting: 4%</p> <p>Partially Meeting: 16%</p> <p>Approaching: 24%</p> <p>Bubble: 20%</p> <p>Meeting: 30%</p> <p>Exceeding: 5%</p>	<p>positive. The growth rate in 5th grade may be lower due to an increase in the percentage of the assessment focused on fractions and measurement and data. These two skills were a focus of the younger grade levels for this year in order to increase the effectiveness of 5th grade students in the future.</p>
			<p>Linkit G3 NJSL Math Form C</p> <p>Not Meeting: 2%</p> <p>Partially Meeting: 9%</p> <p>Approaching: 16%</p> <p>Bubble: 19%</p> <p>Meeting: 52%</p> <p>Exceeding: 2%</p>	<p>4th Grade:</p> <p>Linkit G4 NJSL Math Form A</p> <p>Not Meeting: 0%</p> <p>Partially Meeting: 37%</p> <p>Approaching: 38%</p> <p>Bubble: 13%</p> <p>Meeting: 12%</p> <p>Exceeding: 1%</p>



2018-2019

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			



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

2018-2019

Gregory Elementary School (ID 11402)
LONG BRANCH CITY

06/29/2018



2018-2019

		CLIMATE & CULTURE	
Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)
Enrollment	<p>Number of students enrolled in your building *Identify overall enrollment trends Identify enrollment by grade and subgroup</p>	<p>Overall YTD Student Enrollment Average</p> <p>0</p> <p>Subgroup 1 YTD Student Enrollment Average</p> <p>0</p> <p>Subgroup 2 YTD Student Enrollment Average</p> <p>0</p>	<p>Currently we have the following students enrolled:</p> <p>Grade 1: 115 / 30 SPED Grade 2: 82 / 20 SPED Grade 3: 78 / 20 SPED Grade 4: 110 / 25 SPED Grade 5: 123 / 30 SPED</p> <p>Racial and Ethnic diversity remains consistent with the overall trend of our community with approximate 50% of our student body being of Hispanic origin.</p>



2018-2019

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends						
Attendance Rate (Students)	<p>The average daily attendance for students in your building</p> <ul style="list-style-type: none">*Identify patterns by grade*Identify patterns by teacher*Identify interventions	<table border="1"><tbody><tr><td>Overall YTD Student Attendance Average</td><td>0.00%</td></tr><tr><td>Subgroup 1 YTD Student</td><td>0.00%</td></tr><tr><td>Subgroup 2 YTD Student Attendance Average</td><td>0.00%</td></tr></tbody></table>	Overall YTD Student Attendance Average	0.00%	Subgroup 1 YTD Student	0.00%	Subgroup 2 YTD Student Attendance Average	0.00%	<p>Monthly Attendance Rates:</p> <p>September: 97.33% October: 96.47% November: 95.17% December: 95.07% January: 93.75% February: 93.35% March: 93.87% April: 95.27%</p> <p>Current School Year Average: 95.09%</p>	<p>Daily attendance remains consistent through the school year averaging 95%. An unusually large amount of student absences were recorded in January through March due to a heightened flu season.</p> <p>Interventions for attendance have included individual, class and grade level incentives.</p> <p>Incentives have ranged from small prizes to awards.</p> <p>All staff has been provided with professional development on the impact of chronic absenteeism through attendanceworks.org.</p> <p>Parent were contacted with students at risk of becoming chronic attendance concerns where the impact of education was discussed, attendance contracts were formed and additional services were provided when applicable.</p>
Overall YTD Student Attendance Average	0.00%									
Subgroup 1 YTD Student	0.00%									
Subgroup 2 YTD Student Attendance Average	0.00%									



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



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 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 Chronic Absenteeism	0.00%	<p>As of this writing, 73 students or 13% of our student population are chronically absent.</p> <table border="1"><thead><tr><th>1st Grade - 19 out of 116 students or 16%</th><th>2nd Grade - 10 out of 102 students or 9%</th><th>3rd Grade - 15 out of 98 students or 15%</th><th>4th Grade - 14 out of 110 students or 12%</th><th>5th Grade - 15 out of 123 students or 12%</th></tr></thead><tbody></tbody></table>	1st Grade - 19 out of 116 students or 16%	2nd Grade - 10 out of 102 students or 9%	3rd Grade - 15 out of 98 students or 15%	4th Grade - 14 out of 110 students or 12%	5th Grade - 15 out of 123 students or 12%	<p>Overall Chronic absenteeism has been reduced compared to previous years. The 2016-2017 saw a 24.70% Chronic absenteeism rate. The current 13% is significantly below last years number however still not at the target goal of 8.4%.</p> <p>Interventions for attendance have included individual, class and grade level incentives. Incentives have ranged from small prizes to awards.</p> <p>All staff has been provided with professional development on the impact of chronic absenteeism through attendanceworks.org. Letters and flyers informing all parents of the negative impact of chronic absenteeism were disseminated through social media, email and flyers were sent home.</p>
Overall YTD Chronic Absenteeism	0.00%														
Subgroup 1 YTD Chronic	0.00%														
Subgroup 2 YTD Chronic Chronic Absenteeism	0.00%														
1st Grade - 19 out of 116 students or 16%	2nd Grade - 10 out of 102 students or 9%	3rd Grade - 15 out of 98 students or 15%	4th Grade - 14 out of 110 students or 12%	5th Grade - 15 out of 123 students or 12%											



2018-2019

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
			<p>Parent meetings were conducted with students at risk of becoming chronic attendance concerns where the impact of education was discussed, attendance contracts were formed and additional services were provided when applicable. Additional interventions such as filing motions through court, retention and academic failure were presented and discussed.</p> <p>The district attendance officer was contacted and asked to re-mediate attendance concerns whenever a student reached a chronic rate.</p> <p>Future interventions have been discussed such as have an elementary school dinner for parents of chronically absent students to discuss the impact on their child's education.</p>	



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
Attendance Rate (Staff)	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD 0.00%	Average daily attendance for staff is 90%. Of the days taken; Dock/Unpaid: 140 or 12% Exchange Day: 30 or 2% Family Illness: 13 or 1% Floating Holiday: 4 or >1% Other: 85 or 7% Sick: 660 or 56% Sick Less Sub Pay: 21 or 1%	660 of the accrued staff absences were due to illness. With a heightened flu season this is consistent with previous years. Gregory School also used 291 maternity leave days and 151 for medical leave. 1 staff member was deemed as a chronic absence, however these absences were documented with medical documentation on a personal level.



2018-2019

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
Discipline	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders	Student Suspension YTD Average - In School Student Suspension YTD Average - In School for Subgroup 1 Student Suspension YTD Average - In School for Subgroup 2 Student Suspension YTD Average - Out of School	0.00% 0.00% 0.00% 0.00%	As of this writing the Gregory school has issued the following disciplinary actions: In school suspensions : 2 Out of School Suspensions for 1 day: 14. Out of School Suspension for 2 days: 4 Of the above, 6 out of school suspensions for 1 day were of special education students. There have been no other suspensions issued.

Discipline	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders	Student Suspension YTD Average - In School Student Suspension YTD Average - In School for Subgroup 1 Student Suspension YTD Average - In School for Subgroup 2 Student Suspension YTD Average - Out of School	0.00% 0.00% 0.00% 0.00%	While analyzing the disciplinary data for the 2017-2018 school year the following was discussed: 38% of all incidents leading to a suspension were due to horseplay. Horseplay was categorized as non malicious physical contact between 2 or more peers which was deemed unsafe by school administration. 65% of the students who were suspended due to horseplay were students currently in 4th grade with 32% of the incidents occurring with 1 chronic student. Interventions were implemented which reduced the frequency of occurrences with the chronic student. 19% of all incidents leading to a suspension were due to lack of supervision. This includes all instances of a student, after receiving a warning
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2018-2019

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
				<p>for the same behavior, leaving an assigned area without the permission of supervising staff. 75% of these students were currently in 5th grade with 50% of the incidents occurring with 1 chronic student. Interventions were implemented after a second behavior which eliminated the behavior.</p> <p>14% of all incidents leading to a suspension were due to disruptive behavior. Disruptive behavior was categorized as any behavior which disrupts the orderly conduct of a classroom learning environment. 65% of the students engaging in such behavior were currently in 4th grade.</p>



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
Climate & Culture Surveys	Results from surveys <ul style="list-style-type: none">* Identify staff satisfaction and support* Identify perception of the environment* Identify perceptions of students* Identify perceptions of family			



2018-2019

COLLEGE & CAREER READINESS

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



2018-2019

Factors to Consider

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



2018-2019

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>Two instructional staff members which make up 2% of all staff members were on a CAP in September 2017 or placed on a CAP during the 2017-2018 academic year.</p>	<p>Similarities between the staff members include a lack of cohesion in instructional planning, chronic absenteeism and an ineffective use of data to support instruction. These trends may have resulted in student achievement scores not consistent with the overall trend of the school and grade level. All staff were provided professional development in the evaluation tool at the start of each academic year. All staff were provided professional development in data analysis and the effective use of said data in instructional planning by administration and content level supervisors. Further more, staff engage in grade level and content area professional learning communities three times per month to discuss trends and needs based on data analysis.</p>



2018-2019

< Other Indicators - NO DATA >



NJ School Needs Assessment

2018-2019

Overall Strengths Summary

Component	Indicator Descriptor Level	Overall Strengths Summary	Areas of Focus Summary
School-Based Activities in Support of Instruction and Program	1 A 3-Developed B 3-Developed C 3-Developed D 3-Developed E 3-Developed F 3-Developed 2 A 3-Developed B 4-Well Developed C 3-Developed D 4-Well Developed 3 A 3-Developed B 4-Well Developed C 4-Well Developed Average	In an ever developing digital society, professional development has followed suit within our school community. Educators, content area specialists, support staff and administration have been provided a platform to create professional development content and share their practice and knowledge with the staff. This digital library allows for 24 hour unfettered access to a litany of content aimed at increasing the overall educational experience for our student body. Additionally, administration allot time dedicated for content area and grade level PLC's during and after school hours. Administration and content area supervisors are a frequent attendee at these PLC's to offer insight and collaboration on effective data analysis and instructional practices. Staff may request training or support in specific content areas or programs utilized within the instructional day. Administration regularly provides these services either in house or from external resources when necessary. Educators are also provided with financial support in the pursuit of advanced degrees in their field of practice. Educators are also provided support through intervention and support services and the child study team when necessary. Data analysis is conducted by all members of the school community and discussed on whole school, grade level, classroom and individual student needs. These needs are then used to formulate professional learning programs and drive instruction.	Time and attention have been spent on the evaluation of both the math and Language Arts programs employed to deliver the curriculum on an elementary level. During this academic year, structural changes to scheduling and content delivery were introduced in order to increase the time spent and focus of instruction on areas of concern and need. In Language Arts this is primarily evident in with the addition of the Daily 5 reading structure and schedule as we have seen success with the increase of independent reading.



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Component	Indicator Descriptor	Overall Strengths Summary			Areas of Focus Summary	
		Level	A	B	C	
School-based Activities in Support of Fiscal	1	4-Well Developed	B 4-Well Developed	C 4-Well Developed	Average 4.00	Budget planning is conducted every year for the following year between building administration, the business office, The Coordinator of Grants & Innovative Programs and the superintendent of schools. At said meeting, plans are developed and resources are allocated appropriately to fund all manners of educational life for students and staff. Administration takes into account the needs of students, staff and the community as a whole. Additionally, Gregory School administration has sought out individual grants for special education equipment and furniture, physical education materials and individual student needs. The Coordinator of Grants & Innovative Programs communicates with school administration as to the allocation of title 1 funds for after school programs, parent involvement and additional resources as needed through title 1. All budgeting and school spending is managed by the school administrator and the business office.



2018-2019

Component

Indicator Descriptor

Overall Strengths Summary

Component	Indicator Descriptor	Level	Overall Strengths Summary	Areas of Focus Summary
School-based Activities in Support of Governance	1 A 4-Well Developed B 4-Well Developed	2 A 3-Developed B 4-Well Developed	The mission and vision of the Gregory Elementary school is evident, clear and reflective of the Long Branch Public Schools mission and vision statements. Where children matter most and continuous growth and achievement for all students, without expectations is a uniform and shared culture by all members of our educational community. By including all stakeholders under the mission and vision, students, staff and families are able to focus on details and programs to enhance that vision and mission. School leaders actively and constructively work in collaboration with educational staff to enhance the overall reach and performance of each member in our community by setting short and long terms goals laying out the ground work and pathways to reach those goals. School leaders are guided by the central office administration on a monthly basis through leadership meetings to discuss educational trends that can be brought back to the school level, ensuring the district wide mission is heard and delineated.	School leaders can continue to improve in the area of communication with families and the community. Currently, all members of the educational community are welcome within various parts of the school experience but participation by parents, guardians and the community remains lower than desired. Misconceptions and timing seem to be a factor in the decisions of parents/guardians on when and which events to attend. The main events such as back to school night and parent teacher conferences are fully attended, but curriculum nights and information sessions suffer from lower parent participation. Exploring ideas on drawing in a higher percentage of parents to multiple events throughout the year would benefit the educational community as an entity.



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Component

Indicator Descriptor

Level

Overall Strengths Summary

School-based Activities in Support of Operations		Indicator Descriptor		Overall Strengths Summary		Areas of Focus Summary	
1	A	4-Well Developed	B	4-Well Developed	Our individual school leadership team works through an open door policy where staff and parents alike are welcome to discuss and communicate on any and all topics. At times the leadership team holds parent workshops and information sessions to discuss trends within the climate and culture of the building, educational changes and legal matters.	School leaders can continue to improve in the area of communication with families and the community. Currently, all members of the educational community are welcome within various parts of the school experience but participation by parents, guardians and the community remains lower than desired.	
2	A	3-Developed	B	3-Developed	Gregory staff find it as imperative to educate parents at times as it is to educate students. Disciplinary, attendance and social/emotional data is discussed with an advisory board which consists of students and parents as well as school staff in order to find route causes for hot button topics and employ effective remediation strategies. This information is often disseminated to our school community through multiple means of communication including both physical and electronic, let it be social media or email. School staff also respects and follows the chain of command in regards to any issues that arise, utilizing the appropriate means and individual for a situation.	Misconceptions and timing seem to be a factor in the decisions of parents/guardians on when and which events to attend. The main events such as back to school night and parent teacher conferences are fully attended, but curriculum nights and information sessions suffer from lower parent participation. Exploring ideas on drawing in a higher percentage of parents to multiple events through the year would benefit the educational community as an entity. Students would also benefit from a comprehensive social and emotional curriculum in order to increase student engagement with peers and staff members.	
3	A	4-Well Developed	B	4-Well Developed			
4	A	3-Developed	B	3-Developed			
Average		3.44					



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Component	Indicator Descriptor Level	Overall Strengths Summary				Areas of Focus Summary
		A	B	C	D	
School-based Activities in Support of Personnel	1	A 3-Developed B 4-Well Developed	A comprehensive mentoring program has been in place for all non tenured teachers, pairing them with a mentor for support and development. In addition, all staff are provided constant support and regular feedback from building and district level administration through observations and data analysis, which is discussed through individual or grade level meetings. Staff is allotted time throughout the week for content area and grade level professional learning, as well as professional development opportunities throughout the school year.			
	2	A 3-Developed B 4-Well Developed C 3-Developed D 4-Well Developed				
	Average	3.50				



Root Cause Analysis

Area of Focus for SMART Goals	Performance Challenge	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement?)

2018-2019



2018-2019

Performance Challenge
for SMART
Goals

Area of Focus & Program Math	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?)
Based on Math PARCC data all students in 3rd through 5th grade experience difficulty with OGL- Modeling & Reasoning at all levels. NF Number and Operations - Fractions. MD.B, Measurement and Data - Represent and interpret data. This data is supported by Linkit Form C assessments for each grade level. Students under performed when required to utilized interpreting visual graphics and vocabulary.	During strategic planning on a district wide level it was identified that elementary students across the district have difficulties with problem solving. Students have displayed the ability to solve computation and number sense questions, however, due to a low literacy rate, students have difficulty with word problems. This correlates with Language Arts difficulties in critical thinking. Mathematical discourse provides students an opportunity for deeper understanding through communication. Individually or in groups, students must articulate and defend their ideas and analyze the reasoning of others. Increasing mathematical discourse will have a positive effect on students' mathematical understanding as they increase the connections between ideas and representations.	All Students	1 Continue to track and analyze Benchmark, SRI, DRA-2, and PARCC data to identify low performing content areas and provided PD supporting the components of phonological awareness and ways to help young children learn to read. 2 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 student engagement and knowledge acquisition.



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Area of Focus for SMART Goals	Performance Challenge	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	Targeted Subgroup(s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
			3	<p>Through increased mathematical discourse and in alignment with the Standards for Mathematical Practice (SMPs), students will be able to make conjectures, justify their conclusions, communicate them to others, and respond to the arguments of others.</p> <p>Students will also construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments will be articulated to the class. Students will listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments. These practices should be encouraged and enacted by all staff members after proper guidance in the implementation is provided.</p>



2018-2019

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?)

Area of Focus for SMART Goals	Instruction & Program ELA	<p>The results of the RI from June (2018) have indicated an increase in the average reading lexile for Grades 2-5. Grade 2 students are reading at an average level of 458. Grade 3 students students are reading at an average level of 650. Grade 4 student are reading at an average level of 744. Grade 5 students are reading at an average level of 836. The results have shown overall growth in reading level for students in Grade 2-5, however, the majority of students are still performing below grade level.</p> <p>1st Grade students finished with an average of 220 on the RI however this was the only RI measure.</p> <p>According to 2017 ELA PARCC data, all students experience difficulty with NJSLA R.3 Analyze how and why individuals, events and ideas develop and interact over the course of a text. NJSLA R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLA R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>According to the results from Linkit!</p>	All Students	1	<p>Provide materials and training to help parents to work with their children to improve their child's reading achievement, through literacy training and the use of technology.</p> <p>2 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. Incorporate professional development that promotes how to use effective practices that support areas of need identified through the data.</p> <p>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.</p>
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2018-2019

Performance Challenge

Area of Focus for SMART Goals	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this performance challenge?)	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
Benchmark C (May 2018) students have an average score of the following: Grade 2 students have an average of 49.5%. Grade 3 students have an average score of 62.3%. Grade 4 students have an average score of 54.2%. Grade 5 students have an average of 50.2%. Although there has been an increase in overall growth, there is still a low performance average for the test.			



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Performance Challenge
Area of Focus for SMART Goals

Area of Focus - Climate & Culture	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
Operations - Climate & Culture	<p>Parent involvement in their students education and participation is school based activities continues to improve on a yearly basis. However, parental involvement and support in direct educational actives and in terms of attendance is in need of continued improvement. Based on current attendance data, 73 students or 13% of our student population is chronically absent. An additional 74 students or 13% of the school population is habitually tardy with over 10 tardy as of this writing. Of the two groupings, 29 students are both chronically absent and habitually tardy. Though these numbers are below the rates from previous years and overall attendance is at 95% currently, the missed instructional time for those students is a hindrance in their educational progress. Similarly, attendance by parents in educational and instructional programs resides around 20% attendance in comparison to our student body.</p>	All Students	<p>1 Parent Education - Workshops to address and inform on educational, instructional and the importance of attendance in a timely manner and the impact nonattendance has on a student in all manners of education. Education should include appropriate times to keep a student home from school due to illness or when to send them in, correlation between attendance and academic achievement and the policy and procedures of the school and the State of New Jersey in regards to attendance.</p> <p>2 Staff professional development in the area of attendance incentives and effective communication with homeroom student families on the importance of attendance.</p> <p>3 I&RS support for all chronically absent students and those identified as at risk of chronic absence in order to both educate and support families and students in positive attendance.</p>



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**Area of Focus
for SMART
Goals****Performance Challenge****Strategies to Address Challenge**(What does the root cause imply
for next steps in improvement
planning?)

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 challenge?)	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
No option for the fourth SMART Goal was selected on the Root Cause page.			1 2 3	



2018-2019

SMART Goal 1

By June 30, 2019 30% of students will close the 2017-2018 Linkit! Math baseline proficiency deficit by 2% as evidenced by performance on 2018-2019 Linkit! Math assessment.

Performance Based on Math PARCC data all students in 3rd through 5th grade experience difficulty with OGL- Modeling & Reasoning all levels. NF Number and Operations - Fractions. MD.B, Measurement and Data - Represent and interpret data. This data is supported by Linkit Form C assessments for each grade level. Students under performed when required to utilize interpreting visual graphics and vocabulary.

Target Population: All Students

Interim Goals SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	2017 2018 PARCC Math assessment, mathematics portfolio, formative assessment, and unit assessment data will be analyzed to identify current levels of proficiency among students.	Student Form A Linkit Assessment Results, 2017-2018 PARCC Assessment Data, PLC Agendas, Professional Development Agendas, Staff Data Walks and Observations, Formative Assessments, Data Chats
Feb 15	10% of students will demonstrate a increase of 15% in mathematics as evidenced by Common Core aligned mathematics unit assessments.	Student Form B Linkit Assessment Results, PLC Agendas, Professional Development Agendas , Staff Mid Year Evaluations / Data Chats
Apr 15:	20% of students will demonstrate a increase of 20% in mathematics as evidenced by Common Core aligned mathematics unit assessments.	Student Form C Linkit End of Year Assessment Results, PLC Agendas, Professional Development Agendas, Staff Data Walks and Observations, Formative Assessments, Data Chats



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End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 30, 2019 30% of students will close the 2017-2018 LinkIt Math baseline proficiency deficit by 2% as evidenced by performance on 2018-2019 LinkIt! Math assessment.	Student Form C Linkit End of Year Assessment Results, 2018-2019 PARCC Data, PLC Agendas. Professional Development Agendas . Staff End of Year Evaluations.

Action Steps

SMART Goal 1

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Virtual team meetings district wide to discuss purpose and findings from our data walks, observe how student discussion promotes an easy way for teachers to check for understanding (formative assessment), encourages productive struggle, and supports the Standards for Mathematical Practice.	9/6/18	6/28/19	School Level Administration
1	2	Planning sessions in PLC teams to begin planning learning activities aligned to the major claim and sub-claims (times to be determined at the school level). Planning sessions should include time to share established routines/procedures/protocols that support Mathematical Discourse currently in the classroom. This time is an opportunity to share, refine or adapt a current practice to best support Mathematical Discourse. Lesson Plans will identify the planned opportunities for Mathematical Discourse (Student Discussion) within the lesson and learning activities.	9/6/18	6/28/19	School Level Administration
2	1	District administration and school level leaders will develop and foster professional development plans in coordination with individual teachers and grade levels to meet the specific needs of all learners in efforts to achieve district wide and school goals.	9/6/18	6/28/19	School Level administration



2018-2019

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Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
3	1	Develop consistency in the lower elementary grades to enhance mathematical discourse as early as possible. Development of a plan and process for following a cohort through the implementation of differentiated professional learning and teaching directed at improving problem solving skills, 3 act tasks and enhancing assessment task skills.	9/6/18	6/28/19	School level administration

Budget Items

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



SMART Goal 2

By June 30th, 2019, 30% of students in each grade level will close the baseline proficiency deficit by 2% as evidence by 2018-2019 LinkIt! ELA assessment.

Performance

The results of the RI from June (2018) have indicated an increase in the average reading lexile for Grades 2-5. Grade 2 students are reading at an average level of 458. Grade 3 students are reading at an average level of 650. Grade 4 student are reading at an average level of 744. Grade 5 students are reading at an average level of 836. The results have shown overall growth in reading level for students in Grade 2-5; however, the majority of students are still performing below grade level.

1st Grade students finished with an average of 220 on the RI however this was the only RI measure. According to 2017 ELA PARCC data, all students experience difficulty with NJSLA R.3 Analyze how and why individuals, events and ideas develop and interact over the course of a text. NJSLA R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLA R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. According to the results from LinkIt! Benchmark C (May 2018) students have an average score of the following: Grade 2 students have an average of 49.5%. Grade 3 students have an average score of 62.3%. Grade 4 students have an average score of 54.2%. Grade 5 students have an average of 50.2%. Although there has been an increase in overall growth, there is still a low performance average for the test.

Target Population: All Students

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence



2018-2019

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 2018, all students will be administered a baseline assessment LinkIt!, RI and the DRA2 for grades 1-4. Results will be analyzed and used to drive instruction and plan PD.	Student Form A Linkit Assessment Results, Reading Inventory Baseline and Second Assessment, DRA2 Baseline Assessment Data, PLC Agendas, Professional Development Agendas
Feb 15	By February 2019, 15% of students in each grade level will close the baseline proficiency deficit by 2% as evidence by 2018-2019 LinkIt! ELA assessment.	Student Form B Linkit Assessment Results, DRA2 Mid Year Assessment Data, Reading Inventory Mid Year Administration Data.
Apr 15:	By April 2019 100% of instructional staff in ELA will participate in 2 professional development sessions focused on skills/standards identified in November.	Student Form C Linkit End of Year Assessment Results, DRA2 End of Year Assessment Data, Reading Inventory End of Year Administration Data.
Jul 1	By June 30th, 2019, 30% of students in each grade level will close the baseline proficiency deficit by 2% as evidence by 2018-2019 LinkIt! ELA assessment.	

Action Steps

SMART Goal 2

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Quarterly feedback sessions will be held between the teacher teams and/or individual teachers and administrators addressing student achievement with goal setting sessions as a focus.	9/6/18	6/28/19	School Administration
2	1	By June 2019, 100% of teachers will participate in specific PD trainings, specific to their content area, in order to increase student test scores in ELA. Trainings will be offered throughout the school year and during the summer.	7/1/18	6/28/19	School Administration



2018-2019

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
2	2	By June 2018, 100% of teachers will be involved in a minimum of learning walk on their grade level or content area. Teachers will use data and self-reflection to determine their areas of weakness. Based on their analysis and reflection, they will go on a learning walk in a colleague's room during their targeted area of instruction.	9/6/18	6/28/19	School Administration

Budget Items

SMART Goal 2

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



2018-2019

SMART Goal 3

Increase parent involvement at all events and activities by 2% as measured in correlation with student body.

Performance

Parent involvement in their students education and participation is school based actives continues to improve on a yearly basis. However, parental involvement and support in direct educational actives and in terms of attendance is in need of continued improvement. Based on current attendance data, 73 students or 13% of our student population is chronically absent. An additional 74 students or 13% of the school population is habitually tardy with over 10 tardy as of this writing. Of the two groupings, 29 students are both chronically absent and habitually tardy. Though these numbers are below the rates from previous years and overall attendance is at 95% currently, the missed instructional time for those students is a hindrance in their educational progress. Similarly, attendance by parents in educational and instructional programs resides around 20% attendance in comparison to our student body.

Target Population: All Students

Interim Goals SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Identify all students at risk for chronic attendance concerns. Individual meetings with 80% parents/guardians of identified students. Have 1 event in addition to back to school night focused on academic instruction.	Parent sign in sheets. Attendance data as monitored by Genesis information system. School wide attendance data, grade level attendance data, homeroom attendance data, student attendance data.
Feb 15	All parents and guardians informed of attendance state and district policy, procedures, ramifications of negative attendance and correlation to academic achievement.	Attendance data as monitored by Genesis information system. School wide attendance data, grade level attendance data, homeroom attendance data, student attendance data.



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End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	Identification of all students at risk for chronic attendance concerns. Individual meetings with 100% parents/guardians of identified students. Identification of all parents who have not yet attended an academic related event and support their participation in any way possible.	Attendance data as monitored by Genesis information system. School wide attendance data, homeroom data, grade level attendance data, student attendance data.
Jul 1	Increase parent involvement at all events and activities by 2% as measured in correlation with student body.	Attendance data as monitored by Genesis information system. School wide attendance data, grade level attendance data, homeroom attendance data, student attendance data.

Action Steps

SMART Goal 3

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Building Administration and their designee will identify all chronic attendance students from the 2018-2018 academic year prior to the start of the 2018-2019 academic year. Administration and their designee will devise and establish a parent workshop/information session for all parents/guardians to discuss and inform in reference to attendance.	8/28/18	10/31/18	School Administration
1	2	Monthly, each student within the building will be monitored for attendance concerns and absences will all be vetted. Contact will be made with each parent/guardian with the intent of reviewing the previous year and the potential impact on student achievement.	9/6/18	10/31/18	Student Adviser / Student Facilitator
2	1	Professional development for staff will be provided during the first quarter of the school year in order for staff to understand the importance of attendance as it relates to themselves and their students. Topics will also include school wide initiatives and incentives for students as well as conversation guidance when addressing attendance concerns with parents.	9/6/18	1/31/19	School Administration



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Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
3	3	The Gregory School & RS committee will meet with the parent/guardian of all students identified as having missed 10% or more of the academic year at the mid year point. A needs assessment will be conducted and solutions for addressing these needs will be discussed and presented where applicable.	1/31/19	3/1/19	Gregory School I&RS Committee

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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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 >



Budget Summary

2018-2019

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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) Allocated to School	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	0	0	0	0	0	0
INSTRUCTION	Purchased Professional & Technical Services	100-300	0	0	0	0	0	0
INSTRUCTION	Other Purchased Services	100-500	0	0	0	0	0	0
INSTRUCTION	Supplies & Materials	100-600	0	0	0	0	0	0
INSTRUCTION	Other Objects	100-800	0	0	0	0	0	0
INSTRUCTION	Sub-total		0	0	0	0	0	0
SUPPORT SERVICES	Personnel Services - Salaries	200-100	0	0	0	0	0	0
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	0	0	0	0	0	0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	0	0	0	0	0	0
SUPPORT SERVICES	Purchased Property Services	200-400	0	0	0	0	0	0
SUPPORT SERVICES	Other Purchased Services	200-500	0	0	0	0	0	0
SUPPORT SERVICES	Travel	200-580	0	0	0	0	0	0



2018-2019

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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) Allocated to School	TOTAL
SUPPORT SERVICES	Supplies & Materials	200-600	0	0	0	0	0	0
SUPPORT SERVICES	Other Objects	200-800	0	0	0	0	0	0
SUPPORT SERVICES	Indirect Costs	200-860	0	0	0	0	0	0
SUPPORT SERVICES	Sub-total		0	0	0	0	0	0
FACILITIES	Buildings	400-720	0	0	3	0	0	3
FACILITIES	Instructional Equipment	400-731	0	0	0	0	0	0
FACILITIES	Noninstructional Equipment	400-732	0	0	0	0	0	0
FACILITIES	Sub-total		0	0	3	0	0	3
Total Cost			0	0	3	0	0	3



2018-2019

Overview of Total Title 1 Expenditures

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



Confirmation Page

2018-2019

x	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.
x	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 Math
	Instruction & Program ELA
	Operations - Climate & Culture
	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-
	The Budget Summary includes all planned expenditures, as identified within the 'Budget Items' section of the SMART goal pages.
x	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: Beth McCarthy

Date: 06/29/18



2018-2019

Certification Page

<input checked="" type="checkbox"/>	The Annual School Plan (ASP) has been reviewed by designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and 2 CFR Part 200.
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Certified By: Roberta Freeman
Title: Chief Academic Officer
Date: 2018-06-29