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Annual School Plan Information

Hi Bridgette Burtf

Plan Id	School	District	Team	County	CDS	Level of Support	Targeted Subgroup(s)	Create Date
11403	Lenna W. Conrow Elementary School	LONG BRANCH CITY	NA	MONMOUTH	252770120	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)	<p>*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.</p>	Complete
Comprehensive Data Analysis and Prior Year Interventions (dataanalysis? &year=2018-2019)	<p>*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.)</p>	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 \(aspSummaryPDF?sipld=11403\)](#)



2018-2019

Lenna W. Conrow Elementary School

District: LONG BRANCH CITY

County: MONMOUTH

Team: NA

Level of Support: Level I

Targeted Subgroup

CDS: 252770120

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	Bonita Potter-Brown	Yes	Yes	Yes		
Student Advisor	Jennifer Campbell	Yes	Yes	Yes		
Master Teacher	Aisha Wickes	Yes	Yes	Yes		
Kindergarten Lead Teacher	Michelle Fiore	Yes	Yes	Yes		
Preschool Teacher Representative	Jennifer Long	Yes	Yes	Yes		
Tutoring Representative	Elaine Atkinson	Yes	Yes	Yes		



2018-2019

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
10/13/2017	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
12/01/2017	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
01/19/2018	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
03/09/2018	Root Cause Analysis	Yes	Yes
04/20/2018	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	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)
<p>Extended Day Tutoring Program - This before school program consisted of students meeting four times a week for 30 minutes. Skills taught were based on student need in regards to ELA and writing.</p>	<p>Students scoring below average on the DRA-2 and Dynamic Writing Assessment.</p>	<p>Yes</p>	<p>As of October 2017, 19/112 (16.9%) were proficient (level A and above) according to DRA2 baseline scores. 5/93 (.05%) of the Economically Disadvantaged subgroup were proficient (level A and above) at baseline. 10/54 (18.5%) of the ELL subgroup were considered proficient (level A and above) at baseline.</p> <p>As of June 2018, 61/114 (53.5%) of kindergarten students were proficient (level 6 or higher) based on DRA-2 end of year data collection. 51/93 (54.8%) of the Economically Disadvantaged subgroup were proficient (level 6 or higher) based on DRA-2 end of year data collection. 27/54 (50%) of the ELL subgroup were considered proficient (level 6 or higher) based on DRA-2 end of year data collection.</p> <p>As of October 2017, 52/112 (32.4%) were proficient (scoring 38% and above) according to baseline dynamic Writing Assessment. 42/93 (45.1%) of the Economically Disadvantaged</p>	<p>In correlation to the measurable outcomes, you can see an increase in student DRA levels and writing levels from assessments administered. The assessments included the DRA-2 and Dynamic Writing Assessment. The LinkIt! Platform is used to house this data.</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)
			<p>subgroup were proficient (scoring 38% and above) at baseline. 22/51 (43.1%) of the ELL subgroup were considered proficient (scoring 38% and above) at baseline.</p> <p>As of June 2018, 77/114 (67.5%) kindergarten students were proficient (scoring 38% and above) according to end of year Dynamic Writing Assessment. 62/93 (66.6%) of the Economically Disadvantaged subgroup were proficient (scoring 38% and above) at end of year. 33/54 (61.1%) of the ELL subgroup were considered proficient (scoring 38% and above) at end of year.</p> <p>19 students that were identified as below proficient at the baseline DRA-2 collection attended Before School tutoring on a consistent basis. 84.2% (16 out of 19) of students that attended the before tutoring program increased their DRA-2 scores by 2 levels. This data supports the idea that Title I Tutoring is an effective intervention for the Lenna W. Conrow School students and will</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)
			continue to assist others in the 2018-2019 school year.	

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)
<p>Intervention Lab - Targeted reading groups of students that met one to two times a week to focus on skill deficiencies.</p>	<p>Students who fell below grade level after ELA benchmark assessments</p>	<p>Yes</p>	<p>As of October 2017, 19/112 (16.9%) were proficient (level A and above) according to DRA2 baseline scores. 5/93 (.05%) of the Economically Disadvantaged subgroup were proficient (level A and above) at baseline. 10/54 (18.5%) of the ELL subgroup were considered proficient (level A and above) at baseline.</p> <p>As of June 2018, 61/114 (53.5%) of kindergarten students were proficient (level 6 or higher) based on DRA-2 end of year data collection. 51/93 (54.8%) of the Economically Disadvantaged subgroup were proficient (level 6 or higher) based on DRA-2 end of year data collection. 27/54 (50%) of the ELL subgroup were considered proficient (level 6 or higher) based on DRA-2 end of year data collection.</p> <p>As of October 2017, 52/112 (32.4%) were proficient (scoring 38% and above) according to baseline dynamic Writing Assessment. 42/93 (45.1%) of the Economically Disadvantaged</p>	<p>In correlation to the measurable outcomes, you can see an increase in student DRA levels and writing levels from assessments administered. The assessments included the DRA-2 and Dynamic Writing Assessment. The LinkIt! Platform is used to house this data.</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)
			<p>subgroup were proficient (scoring 38% and above) at baseline. 22/51 (43.1%) of the ELL subgroup were considered proficient (scoring 38% and above) at baseline.</p> <p>As of June 2018, 77/114 (67.5%) kindergarten students were proficient (scoring 38% and above) according to end of year Dynamic Writing Assessment. 62/93 (66.6%) of the Economically Disadvantaged subgroup were proficient (scoring 38% and above) at end of year. 33/54 (61.1%) of the ELL subgroup were considered proficient (scoring 38% and above) at end of year.</p>	

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)
<p>ELL Small Group Reading Support and Instruction - Small group pull-out reading instruction consisted of targeted ELL students who required additional reinforcement in phonemic awareness and decoding skills. Triumphs intervention materials were provided that complemented the Treasures reading curriculum.</p>	<p>ELL/LEP students identified through screening process</p>	<p>Yes</p>	<p>As of October 2017, 19/112 (16.9%) were proficient (level A and above) according to DRA2 baseline scores. 10/54 (18.5%) of the ELL subgroup were considered proficient (level A and above) at baseline.</p> <p>As of June 2018, 61/114 (53.5%) of kindergarten students were proficient (level 6 or higher) based on DRA-2 end of year data collection. 27/54 (50%) of the ELL subgroup were considered proficient (level 6 or higher) based on DRA-2 end of year data collection.</p> <p>As of October 2017, 52/112 (32.4%) were proficient (scoring 38% and above) according to baseline dynamic Writing Assessment. 22/51 (43.1%) of the ELL subgroup were considered proficient (scoring 38% and above) at baseline.</p> <p>As of June 2018, 77/114 (67.5%) kindergarten students were proficient (scoring 88% and above) according to end of year</p>	<p>In correlation to the measurable outcomes, you can see an increase in student DRA levels and writing levels from assessments administered. The assessments included the DRA-2 and Dynamic Writing Assessment. The LinkIt! Platform is used to house this data.</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)
			<p>Dynamic Writing Assessment. 33/54 (61.1%) of the ELL subgroup were considered proficient (scoring 88% and above) at end of year.</p> <p>Due to the lack of increase in the Writing scores, we will look into increasing the writing support during ELL small group instruction.</p>	



2018-2019

STUDENT ACHIEVEMENT

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.		N/A	N/A



2018-2019

Data Source	Factors to Consider	Your Data (Prepopulated where possible)			Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math		
SGP Student growth on state assessments. (Grades 4 - 8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level	Schoolwide				N/A	N/A
	White					
	Hispanic					
	Black or African American					
	Asian, Native Hawaiian, or Pacific					
	American Indian or Alaska Native					
	Two or More Races					
	Female					
	Male					
	Economically Disadvantaged					
	Non-Economically Disadvantaged					
	Students with Disabilities					
	Students without Disabilities					
	English Learners					
Non-English Learners						
Homeless Students						
Students in Foster Care						
Military-Connected Students						
Migrant Students						



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		N/A	N/A



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) ELA Rates Please share results of analysis of % passing, including YTD analysis by grades and subgroups. * Identify patterns by grade/subgroups * Identify patterns by chronic absenteeism * Identify patterns by students with chronic disciplinary infractions		K	0%	0%	0%	0%	KINDERGARTEN As of October 2017, 19/112 (16.9%) were proficient (level A and above) according to DRA2 baseline scores. 5/93 (.05%) of the Economically Disadvantaged subgroup were proficient (level A and above) at baseline. 10/54 (18.5%) of the ELL subgroup were considered proficient (level A and above) at baseline. As of June 2018, 61/114 (53.5%) of kindergarten students were proficient (level 6 or higher) based on DRA-2 end of year data collection. 51/93 (54.8%) of the Economically Disadvantaged subgroup were proficient (level 6 or higher) based on DRA-2 end of year data collection. 27/54 (50%) of the ELL subgroup were considered proficient (level 6 or higher) based on DRA-2 end of year data collection. As of October 2017, 52/112 (32.4%) were proficient (scoring 38% and above) according to baseline	KINDERGARTEN When analyzing the Kindergarten DRA 2 assessment there was a 36.6% overall increase from the baseline assessment to the end of year assessment. Economically Disadvantaged showed a 54.7% increase. ELL showed a 31.5% increase. This shows that the interventions implemented led to student growth and should continue next year. When analyzing the Writing Assessment, there was an 35.1% overall increase from the baseline to the end of year assessment. Economically Disadvantaged showed a 21.5% increase. ELL showed a 18% increase. This shows that the interventions
		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
			<p>dynamic Writing Assessment. 42/93 (45.1%) of the Economically Disadvantaged subgroup were proficient (scoring 38% and above) at baseline. 22/51 (43.1%) of the ELL subgroup were considered proficient (scoring 38% and above) at baseline.</p> <p>As of June 2018, 77/114 (67.5%) kindergarten students were proficient (scoring 38% and above) according to end of year Dynamic Writing Assessment. 62/93 (66.6%) of the Economically Disadvantaged subgroup were proficient (scoring 38% and above) at end of year. 33/54 (61.1%) of the ELL subgroup were considered proficient (scoring 38% and above) at end of year.</p>	<p>implemented led to student growth and should continue next year.</p>



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) 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	K	0%	0%	0%	0%	KINDERGARTEN As of October 2017, 46/112 (41%) were proficient (scoring 60 % or higher) according to baseline math assessment. 37/93 (39.7%) of the Economically Disadvantaged subgroup were proficient (scoring 60 % or higher) according to baseline math assessment. 19/51 (37.2%) of the ELL subgroup were considered proficient (scoring 60 % or higher) according to baseline math assessment.	When analyzing the baseline to mid year assessment results from the Everyday Math Assessment, there was an overall increase of 34.4% in student proficiency. Economically Disadvantaged showed a 33.4% increase. ELL showed a 33.1% increase.
		1	0%	0%	0%	0%	As of June 2018, 86/114 (75.4%) were proficient (scoring a 90% and above) based on the end of year math assessment. 68/93 (73.1%) of the Economically Disadvantaged subgroup were proficient (scoring a 90% and above) based on the end of year math assessment. 38/54 (70.3%) of the ELL subgroup were considered proficient (scoring a 90% and above) based on the end of year math assessment.	
		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
ACCESS for ELL's	Student performance of English Language Learners. (Grades K-12) *Identify patterns by grade level		51 out of 116 (44%) kindergarten students are considered to be English Language Learners (ELL's).	Students are monitored throughout the year using the ACCESS for ELL's, report cards, the DRA-2 assessment as well as other quarterly assessments.

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	0	As of May 2018, 117 Kindergarten students are enrolled in our building. 93 students are Economically Disadvantaged and 51 students are English Language Learners.	Student enrollment remains consistent and can fluctuate due to late enrollment. This number was similar to enrollment in the previous school year.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		

Data Source	Factors to Consider	Your Data (Prepopulated where possible)		Your Data (Provide any additional data)	Observations / Trends
Attendance Rate (Students)	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	0.00%	September: 95.7% October 95.8% November: 93.8% December: 93.9% January: 90.3% February: 91.6% March: 92.4% April: 92.6% May: 92.3%	Daily attendance remains consistent throughout the year. No trends in attendance have been observed. Attendance rates decreased in January and February due to a high level of flu cases. Attendance initiatives were started and implemented. All parents signed an attendance contract in September and then we started implementing policies and procedures.
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Your Data (Prepopulated where possible)			Your Data (Provide any additional data)	Observations / Trends
Chronic Absenteeism (Students)	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	0.00%	19.6% of students were absent 10% or more of the days between the start of the school year and May 31, 2018.	All parents signed an attendance contract in September stating policies and procedures. Attendance initiatives were started and implemented. Letters were handed out to parents of chronically absent students to explain the importance of attendance. Chronically absent students are contacted by school counselors and in-person meetings. Counselors and teachers work together to troubleshoot reasons for chronic absenteeism case by-case.	
Attendance Rate (Staff)	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Subgroup 1 YTD Chronic Absenteeism	0.00%	Average Daily Attendance: 85% Of the days taken: Dock/Unpaid: 34 Exchange Day: 13 Other: 95 Floating Holiday: 5 Sick: 623	623 of the staff absences were due to illnesses. Due to the severity of the flu this year, this has been slightly higher from previous years. Lenna W. Conrow school staff have used 55 days for medical leave.	
		Subgroup 2 YTD Chronic Absenteeism	0.00%			
		Staff Attendance YTD	0.00%			



2018-2019

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



2018-2019

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
Climate & Culture Surveys	Results from surveys *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
		Student Group	5 Year Rate	4 Year Rate			
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)	Schoolwide			N/A	N/A	
		White					
		Hispanic					
		Black or African American					
		Asian, Native Hawaiian, or Pacific Islander					
		American Indian or Alaska Native					
		Two or More Races					
		Economically Disadvantaged Students					
		Students with Disabilities					
		English Learners					
Homeless Students							
Students in Foster Care							



2018-2019

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
College Readiness Test Participation	Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT		N/A	N/A
Algebra	Previous year's data provided. Please provide current year's data if possible.		N/A	N/A



2018-2019

EVALUATION INFORMATION				
Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument *1 identify % of teachers on CAP in the previous school year * identify instructional trends * identify professional development needs		We currently have no staff members on a CAP.	Through the use of Professional Learning Communities (PLC), Professional Development (PD) opportunities, and classroom observations there has been a decrease in the number of staff members on a CAP.



2018-2019

< Other Indicators - NO DATA >



2018-2019

NJ School Needs Assessment

Component	Indicator Descriptor Level	Overall Strengths Summary	Areas of Focus Summary
<p>School-Based Activities in Support of Instruction and Program</p>	1	<p>In an ever developing digital society, professional development has followed suit within our school community. Educators, content area specialists, support staff and administration are provided a solid foundation to create professional development content and share their practices and knowledge with the school and district staff. This digital library allows for 24 hour access to an array of content, all of which is aimed at increasing the overall educational experience for our student body. Additionally, administration allows time for grade level PLC's 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. When necessary, educators are provided with support through intervention, support services and child study team. Data analysis conducted by all members of the school community and discussed on whole school, grade level, classroom and individual needs. These needs are then used to formulate professional learning programs that drive instruction.</p>	<p>Teachers in the school effectively use the curriculum materials to support student learning. Students are still struggling with making connections to real world experiences and applying lesson content outside of the classroom environment. Also the transferring of learned skills from lesson to lesson and concept is an area that teachers have expressed concern with. Teachers have requested additional professional development in order to implement strategies in the classroom during instructional time.</p>
	A 3-Developed		
	B 3-Developed		
	C 3-Developed		
	D 3-Developed		
	E 3-Developed		
	F 3-Developed		
	2	<p>In an ever developing digital society, professional development has followed suit within our school community. Educators, content area specialists, support staff and administration are provided a solid foundation to create professional development content and share their practices and knowledge with the school and district staff. This digital library allows for 24 hour access to an array of content, all of which is aimed at increasing the overall educational experience for our student body. Additionally, administration allows time for grade level PLC's 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. When necessary, educators are provided with support through intervention, support services and child study team. Data analysis conducted by all members of the school community and discussed on whole school, grade level, classroom and individual needs. These needs are then used to formulate professional learning programs that drive instruction.</p>	<p>Teachers in the school effectively use the curriculum materials to support student learning. Students are still struggling with making connections to real world experiences and applying lesson content outside of the classroom environment. Also the transferring of learned skills from lesson to lesson and concept is an area that teachers have expressed concern with. Teachers have requested additional professional development in order to implement strategies in the classroom during instructional time.</p>
	A 3-Developed		
	B 3-Developed		
	C 3-Developed		
	D 3-Developed		
	E 3-Developed		
3	<p>In an ever developing digital society, professional development has followed suit within our school community. Educators, content area specialists, support staff and administration are provided a solid foundation to create professional development content and share their practices and knowledge with the school and district staff. This digital library allows for 24 hour access to an array of content, all of which is aimed at increasing the overall educational experience for our student body. Additionally, administration allows time for grade level PLC's 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. When necessary, educators are provided with support through intervention, support services and child study team. Data analysis conducted by all members of the school community and discussed on whole school, grade level, classroom and individual needs. These needs are then used to formulate professional learning programs that drive instruction.</p>	<p>Teachers in the school effectively use the curriculum materials to support student learning. Students are still struggling with making connections to real world experiences and applying lesson content outside of the classroom environment. Also the transferring of learned skills from lesson to lesson and concept is an area that teachers have expressed concern with. Teachers have requested additional professional development in order to implement strategies in the classroom during instructional time.</p>	
A 3-Developed			
B 4-Well Developed			
C 3-Developed	<p>In an ever developing digital society, professional development has followed suit within our school community. Educators, content area specialists, support staff and administration are provided a solid foundation to create professional development content and share their practices and knowledge with the school and district staff. This digital library allows for 24 hour access to an array of content, all of which is aimed at increasing the overall educational experience for our student body. Additionally, administration allows time for grade level PLC's 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. When necessary, educators are provided with support through intervention, support services and child study team. Data analysis conducted by all members of the school community and discussed on whole school, grade level, classroom and individual needs. These needs are then used to formulate professional learning programs that drive instruction.</p>	<p>Teachers in the school effectively use the curriculum materials to support student learning. Students are still struggling with making connections to real world experiences and applying lesson content outside of the classroom environment. Also the transferring of learned skills from lesson to lesson and concept is an area that teachers have expressed concern with. Teachers have requested additional professional development in order to implement strategies in the classroom during instructional time.</p>	
Average			3.08

Component	Indicator Descriptor Level	Overall Strengths Summary	Areas of Focus Summary	
School-based Activities in Support of Fiscal	1	Budget planning is conducted every year for the following year between building administration, the business office, director of grants and the superintendent of schools. Plans are developed and resources are allocated appropriately to fund all manners of educational life for students and staff. Administration takes into account the needs of students, staff and the community as a whole.	For the upcoming school year we will work on ordering the materials in a more timely fashion so that the students have access to curriculum enhancing/differentiated activities earlier on in the year to ensure greater student success.	
	A			3-Developed
	B			3-Developed
	C			3-Developed
	Average			3.00
School-based Activities in Support of Governance	1	The school engages parents by encouraging them to give input into the procedures that are established within the district parent involvement policy by inviting parents to take part in the Title 1 committee. In addition parents will be given surveys or questionnaires that will provide valuable input in regards to the district's parent involvement policy. School achievement data is reported to the public via the school report card, Parent Involvement Activities, Board Meetings and notifications set home.	Family Engagement is identified as an area needing improvement. To increase parental involvement in the school and to strengthen the home school connection, parental involvement activities in reading and writing will be implemented. It is imperative that parents are informed about the importance of education and student attendance as it related to student success. With the increased use of technology, we will continue to maintain web pages and school social media accounts in order to remain in daily contact with all families. We will also continue to research best practices to provide a link between school and community. Incentives and rewards will be provided to families in attendance, and students with outstanding attendance will be recognized.	
	A			3-Developed
	B			3-Developed
	2			3-Developed
	A			3-Developed
	B			3-Developed
	3			3-Developed
A	3-Developed			
B	3-Developed			
C	3-Developed			
D	3-Developed			
Average	3.00			

Component	Indicator Descriptor Level	Overall Strengths Summary	Areas of Focus Summary
School-based Activities in Support of Operations	1	A 3-Developed	Both ELA and Math core programs are supported with technology components as well as student components. Both ELA and Math student technology components were available for students to use from home. Teachers were able to instruct using SMART BOARD airliners. Student technology use was minimal due to the fact that classrooms are not equipped with student computers.
	B 3-Developed		
	2	A 3-Developed	
	B 3-Developed		
	C 3-Developed		
	3	A 4-Well Developed	
	B 3-Developed		
4	A 3-Developed	Teachers use multiple methods including small group instruction, one on one instruction and additional resources to address the individual needs of struggling students. In mathematics, Everyday Math identified specific areas of needs for students so that teachers could provide individualized small group instruction and whole group differentiated instruction to help reinforce weak concepts and skills in mathematics. Teachers were also encouraged to use the differentiated/readiness activities to address the individual needs of struggling student populations. Teachers use multiple measures to assess students and drive instruction.	
B 3-Developed			
Average	3.11		
1	A 3-Developed		The Lenna W. Conrow School offers a variety of both in and out of district workshop opportunities. Non tenured teachers have a comprehensive mentoring program that pairs them with a mentor for support and development. Both tenured and non tenured staff is given meaningful feedback from building and district level administration through observations and data analysis. This is then discussed through individual or grade level PLC meetings. Time is allocated throughout the week for content area and grade level professional learning. This ensures consistency among the classrooms.
2	B 4-Well Developed		
A 4-Well Developed			
B 3-Developed			
C 4-Well Developed			
D 3-Developed			
Average	3.50	Professional development will be ongoing and readily available for all staff.	



2018-2019

Root Cause Analysis

Area of Focus for SMART Goals	Performance Challenge	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
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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?)
<p>Instruction & Program ELA</p>	<p>As of January 2018, 30/115 (26%) were below proficient on DRA-2 Assessment.</p> <p>As of January 2018, 48/103 (47%) were below proficient according to mid-year dynamic writing assessment data.</p> <p>Based in the DRA2 mid-year word analysis results, students are experiencing difficulty in the following areas:</p> <ul style="list-style-type: none"> * Rhyming * Alliteration * Segmenting * Sight Word Recognition * Letter/ Sound Recognition 	<p>ELA: Teachers received ongoing professional development ,however, teachers are continuing to learn and refine components of the program and how to effectively use assessments and data to guide and drive instruction. Though teachers received professional development and support to incorporate weak curriculum areas, there is still lack of consistency from classroom to classroom. Differentiation is not evident and consistent in all classrooms. Targeted PD is needed to gain a stronger grasp of concepts and basic reading knowledge; stronger ability to differentiate instruction to students' needs.</p> <p>Writing: Teachers are in the third year of implementation of the Tools of the Mind Writing Program. Teachers are continuing to learn the components of the program and how to effectively use assessments and TOM benchmark data to guide instruction. Teachers are continuing to work towards refining the implementation of the program. Teachers received professional development and are using PLC's for inter-rater reliability exposure using the TOM Assessment. There is more consistency and collaboration among the Kindergarten classes. They are</p>	<p>All</p>	<p>1 Ensure that the adopted and aligned curriculum is reinforced in the classrooms.</p> <p>2 Use students performance data to inform instructional practices.</p> <p>3 Monitor teachers and provide coaching and professional development in ELA and Writing.</p>

2018-2019

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?)
		<p>using Jack and Annie Magic Treehouse Series as a writing prompt in all Kindergarten classes and as part of the program. Due to the fact it is the 3rd year of implementation and although it is much stronger, we are still working towards refinement. As of June 1st, End of Year data revealed 37 out 117 (32%) of students still fell below grade level.</p>		

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?)
<p>Operations - Climate & Culture</p>	<p>There is a low percentage of parental involvement for during and after school programs, including programs that pertain to parents supporting their child in the areas of ELA, Writing and Math. On average, 41% of kindergarten parents attended monthly "Treasures Time" ELA events. On average, 62% of the families attend school activities that pertain to holiday celebrations. 38% of the families attended the book club literacy events. 92% of parents attended parent teacher conferences. 85% of parents attended Back to School Night. Events with student performances are highly attended venues. Events such as curriculum visitation days are moderately attended by parents. Events which include light refreshments with a school event may increase parental involvement and encourage family time. Offering transportation during inclement weather could increase attendance for families that oftentimes walk or have to pay a fee for a taxi. The use of the district's auto-dialer for reminders of events in three languages may yield a higher turnout rate for events.</p>	<p>Lack of transportation, the language barrier, weather, working hours, and times events are held.</p>	<p>All</p>	<p>1 Promote monthly family visitation.</p> <p>2 Bi-Monthly Curriculum nights to reinforce ELA strategies to use at and include light refreshments with school events. This incentive may increase parental involvement and encourage family time.</p> <p>3 Provide rewards and incentives to families who attend Family Engagements Events.</p>

Area of Focus for SMART Goals	Performance Challenge	Possible Root Causes (Based upon the CNA and data analysis; what factors are most likely to have contributed to this)	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)						
Operations - Climate & Culture	23% of students were absent 10% or more of the days between the start of the school year and May 10, 2018.	Lack of transportation, weather, lack of parental knowledge regarding the research behind the importance of attending school regularly.	All	<table border="1"> <tr> <td data-bbox="365 1228 430 1323">1</td> <td data-bbox="430 1228 633 1323">Develop partnerships with families, community and staff in support of consistent students attendance.</td> </tr> <tr> <td data-bbox="365 1323 430 1417">2</td> <td data-bbox="430 1323 633 1417">Collect monthly data to develop an action plan to promote student attendance.</td> </tr> <tr> <td data-bbox="365 1417 430 1512">3</td> <td data-bbox="430 1417 633 1512">Collect monthly data to provide support to provide supports to students and families to promote consistent student attendance.</td> </tr> </table>	1	Develop partnerships with families, community and staff in support of consistent students attendance.	2	Collect monthly data to develop an action plan to promote student attendance.	3	Collect monthly data to provide support to provide supports to students and families to promote consistent student attendance.
1	Develop partnerships with families, community and staff in support of consistent students attendance.									
2	Collect monthly data to develop an action plan to promote student attendance.									
3	Collect monthly data to provide support to provide supports to students and families to promote consistent student attendance.									
No option for the fourth SMART Goal was selected on the Root Cause page.				<table border="1"> <tr> <td data-bbox="633 1228 698 1323">1</td> <td data-bbox="698 1228 812 1323"></td> </tr> <tr> <td data-bbox="633 1323 698 1417">2</td> <td data-bbox="698 1323 812 1417"></td> </tr> <tr> <td data-bbox="633 1417 698 1512">3</td> <td data-bbox="698 1417 812 1512"></td> </tr> </table>	1		2		3	
1										
2										
3										



2018-2019

SMART Goal 1

All students will show demonstrate growth in the areas of reading accuracy and fluency as measured by DRA-2 assessment by June, 2019.

Subgroup A - Students who score between below A and 1 on the fall baseline assessment, will show growth to level 4.

Subgroup B - Students who score between levels 2 and 3 on the fall baseline assessment, will show growth to level 6.

Subgroup C - Students who score between levels 4 and above on the fall baseline assessment, will show growth to level 8 or above.

All students will show demonstrate growth in the area of writing as measured by Dynamic Writing Assessment assessment by June, 2019.

Subgroup A - Students who score below 38% on the fall baseline assessment, will show growth to level 75%.

Subgroup B - Students who score between 38% and 50% on the fall baseline assessment, will show growth to 88%.

Subgroup C - Students who score between 50% and above on the fall baseline assessment, will show growth to 88% or above.

Performance

As of January 2018, 30/115 (26%) were below proficient on DRA-2 Assessment.

As of January 2018, 48/103 (47%) were below proficient according to mid-year dynamic writing assessment data.

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

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

Target Population:

All

Lenna W. Conrow Elementary School (ID 11403)
LONG BRANCH CITY

06/29/2018



2018-2019

Interim Goals
SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of Cycle 1, baseline DRA2 will be administered and the assessments will be analyzed to identify current levels of proficiency among students. Students will be identified to attending tutoring program.	Baseline Link-It Data Collection and Analysis from DRA2, DRA2 word analysis tool and the baseline Tools of the Mind Dynamic Writing Assessment
Feb 15	By the end of Cycle 2, 64% of students in kindergarten will score proficient on the DRA2 assessment (DRA2 or above). By the end of Cycle 2, 83% of the students will score proficient on the mid-year Tools of the Mind Dynamic Writing Assessment.	Mid-Year Link-It Data Collection and Analysis from DRA2 , DRA2 word analysis tool and Tools of the Mind Dynamic Writing Assessment Form B
Apr 15:	By the end of Cycle 3, 70% of students in kindergarten will score proficient on the DRA2 assessment. This will represent a 6% increase from the prior cycle. By the end of Cycle 3, 85% of the students will score proficient on the Tools of the Mind Dynamic Writing Assessment. This will represent a 2% increase from the prior cycle.	End of the Year Link-It Data Collection and Analysis from DRA2 form C, DRA2 word analysis tool and Tools of the Mind Dynamic Writing Assessment Form C

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	<p>All students will show demonstrate growth in the areas of reading accuracy and fluency as measured by DRA-2 assessment by June, 2019.</p> <p>Subgroup A - Students who score between below A and 1 on the fall baseline assessment, will show growth to level 4.</p> <p>Subgroup B - Students who score between levels 2 and 3 on the fall baseline assessment, will show growth to level 6.</p> <p>Subgroup C - Students who score between levels 4 and above on the fall baseline assessment, will show growth to level 8 or above.</p> <p>All students will show demonstrate growth in the area of writing as measured by Dynamic Writing Assessment assessment by June, 2019.</p> <p>Subgroup A - Students who score below 38% on the fall baseline assessment, will show growth to level 75%.</p> <p>Subgroup B - Students who score between 38% and 50% on the fall baseline assessment, will show growth to 88%.</p> <p>Subgroup C - Students who score between 50% and above on the fall baseline assessment, will show growth to 88% or above.</p>	

Action Steps

SMART Goal 1

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Formal classroom observations will be conducted and analyzed using the McRel evaluation system.	9/14/18	10/31/18	school counselor, teachers, administration, support staff



2018-2019

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
2	1	Data from DRA2 assessment and Tools of the Mind Dynamic Writing assessment will be thoroughly analyzed through Link-it and classroom records to provide support for students.	9/14/18	10/31/18	school counselor, teachers, administration, support staff
3	1	Data will be analyzed from data walks and provide meaningful and differentiated feedback for support.	9/14/18	10/31/18	school counselor, teachers, administration, support staff
4	2	Using Link-it data to assess students baseline reading levels, DRA2 word analysis will be given to target problems and guide instruction. Anecdotal records will be created and kept to monitor the students reading proficiency throughout the year.	9/14/18	10/31/18	school counselor, teachers, administration, support staff
5	3	Identify students reading below grade level and make recommendations to I&RS team. Baseline Link-It Data Collection will be analyzed from DRA2 form A, DRA2 word analysis tool and Tools of the Mind Dynamic Writing Assessment Form A. Teachers will collect and keep a anecdotal record binder to house all student data for the year which can be easily accessible.	9/14/18	10/31/18	school counselor, teachers, administration, support staff
6	3	Intervention programs will be established for students reading below grade level through I&RS and differentiated instruction will be a part of lesson planning. All programs will be reviewed for alignment to ESEA, the NJSLS, and individual needs of the students.	9/14/18	10/31/18	school counselor, teachers, administration, support staff
7	1	Data from DRA2 assessment and Tools of the Mind Dynamic Writing assessment will be thoroughly analyzed through Link-it to provide support for students specific supports and interventions.	11/1/18	2/28/19	school counselor, teachers, administration, support staff



2018-2019

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



2018-2019

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
14	1	Continue to identify students reading below grade level and make recommendations to I&RS team. Mid Year Link-It Data Collection will be analyzed from DRA2 form C, DRA2 word analysis tool and Tools of the Mind Dynamic Writing Assessment Form C. Teachers will collect and keep a anecdotal record binder to house all student data for the year which can be is easily accessible.	3/1/19	6/28/19	school counselor, teachers, administration, support staff
15	1	Data from DRA2 assessment and Tools of the Mind Dynamic Writing assessment will be thoroughly analyzed through Link-it to provide support for students specific supports and interventions.	3/1/19	6/28/19	school counselor, teachers, administration, support staff
16	1	Data driven, differentiated supports will be provided to the students based on evidence and best practices.	3/1/19	6/28/19	school counselor, teachers, administration, support staff
17	1	Classroom instruction will be monitored for effectiveness reading strategies that are aligned to the NJSLs.	3/1/19	6/28/19	school counselor, teachers, administration, support staff
18	1	Data will be analyzed from data walks and provide meaningful and differentiated feedback for support.	3/1/19	6/28/19	school counselor, teachers, administration, support staff
19	1	Formal classroom observations will be conducted and analyzed using the McRel evaluation system.	3/1/19	6/28/19	school counselor, teachers, administration, support staff
20	2	PLC, department and grade level meetings will be used to analyze data and create action steps.	3/1/19	6/28/19	school counselor, teachers, administration, support staff



2018-2019

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
21	3	Intervention programs will be monitored to determine the programs effectiveness. Data will be analyzed and reorganized based on the progress of the students, classroom level assessments, anecdotal records, the from DRA2 form C, DRA2 word analysis tool and Tools of the Mind Dynamic Writing Assessment Form C.	3/1/19	6/28/19	school counselor, teachers, administration, support staff

Budget Items
SMART Goal 1

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

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

Performance

There is a low percentage of parental involvement for during and after school programs, including programs that pertain to parents supporting their child in the areas of ELA, Writing and Math. On average, 41% of kindergarten parents attended monthly "Treasures Time" ELA events. On average, 62% of the families attend school activities that pertain to holiday celebrations. 38% of the families attended the book club literacy events. 92% of parents attended parent teacher conferences. 85% of parents attended Back to School Night. Events with student performances are highly attended venues. Events such as curriculum visitation days are moderately attended by parents. Events which include light refreshments with a school event may increase parental involvement and encourage family time. Offering transportation during inclement weather could increase attendance for families that oftentimes walk or have to pay a fee for a taxi.

The use of the district's auto-dialer for reminders of events in three languages may yield a higher turnout rate for events.

Target Population: All

Interim Goals SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	At the end of cycle 1, parent surveys and feedback will be analyzed and measure to gauge parent interest to drive planning and implementation for family involvement events. Auto-dialer system will be used as a reminder for all events.	Parent sign in sheets, Parent surveys and feedback forms



2018-2019

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	A family involvement incentive program will be implemented to reward families for participation at curricular events. In collaboration with the PTO, we will hold fundraiser to in order to provide refreshments at all family involvement events.	Parent sign in sheets
Apr 15:	Families that have participated and attended various activities throughout the year will be invited to a luncheon/dinner to celebrate their dedication to their child's success.	Parent sign in sheets
Jul 1	Parent involvement will increase by 5% at events that highlight curricular activities such as ELA, literacy and writing during the 2018-2019 school year.	Parent sign in sheets

Action Steps
SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1		Provide the Community Needs Survey to families to determine interest and needs for future family events.	9/14/18	10/31/18	
2		Work with TDLA to set up auto-dialer and social media to promote all family involvement events.	9/14/18	10/31/18	
3		Collaborate with Long Branch Public Library and Early Childhood Advisory Council members to plan and coordinate events.	9/14/18	10/31/18	
4	2	Collaborate with PTO to set up fundraisers to provide refreshments for all parent events.	9/14/18	10/31/18	



2018-2019

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
5	3	Coordinate a parent involvement committee to help plan future events and devise a parent incentive program.	9/14/18	10/31/18	
6	1	Provide feedback surveys to families to determine interest and needs for future family events.	11/1/18	3/29/19	
7	1	A School Climate Survey will be given to parents, students and staff.	11/1/18	3/29/19	

Budget Items
SMART Goal 2

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



2018-2019

SMART Goal 3

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

Performance 23% of students were absent 10% or more of the days between the start of the school year and May 10, 2018.

Target Population: All

Interim Goals SMART Goal 3

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



2018-2019

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	By the end of Cycle 3, no more than 15% of students will be identified as chronically absent according to the Genesis database attendance report.	District- wide Attendance Policy, Initiatives, Sign in Sheets, Copies of I&RS action plans, Attendance data, Attendance meetings, Evidence of parent contact with flyers, social media and auto calls.
Jul 1	By June 2019, less than 10% of the kindergarten students will be identified as chronically absent according to the Genesis database attendance report.	District- wide Attendance Policy, Initiatives, Sign in Sheets, Copies of I&RS action plans, Attendance data, Attendance meetings, Evidence of parent contact with flyers, social media and auto calls.

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1		Chronically absent students will be identified at weekly meetings and monitored through Genesis database. Parents and Guardians will be contacted and supports will be provided.	9/14/18	10/31/18	
2		Hold family events to support and educate parents in positive, social and academic behaviors.	9/14/18	10/31/18	
3	2	Classroom observations to ensure action plans are in place, implemented and reinforced (follow steps on district action plan).	9/14/18	10/31/18	
4	2	PLC, Department and Grade Level meetings, monitoring of teachers, and analysis of data action steps.	9/14/18	10/31/18	



2018-2019

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
5	3	Students will be rewarded with monthly attendance incentives	9/14/18	10/31/18	
6	3	Weekly review of chronically absentee student data. Advisors will provide follow-up to staff regarding latest data and develop strategies accordingly based on findings.	9/14/18	10/31/18	
7	1	Chronically absent students will be identified at weekly meetings and monitored through Genesis database. Parents and Guardians will be contacted and supports will be provided.	11/1/18	2/28/19	
8	1	Hold family events to support and educate parents in positive, social and academic behaviors.	11/1/18	2/28/19	
9	2	PLC, Department and Grade Level meetings, monitoring of teachers, and analysis of data action steps.	11/1/18	2/28/19	
10	2	Classroom observations to ensure action plans are in place, implemented and reinforced (follow steps on district action plan)	11/1/18	2/28/19	
11	3	Weekly review of chronically absentee student data. Advisors will provide follow-up to staff regarding latest data and develop strategies accordingly based on findings.	11/1/18	2/28/19	
12	3	Students will be rewarded with monthly attendance incentives	11/1/18	2/28/19	
13	1	Chronically absent students will be identified at weekly meetings and monitored through Genesis database. Parents and Guardians will be contacted and supports will be provided.	3/1/19	6/28/19	
14	1	Hold family events to support and educate parents in positive, social and academic behaviors as well as combat chronic absenteeism.	3/1/19	6/28/19	



2018-2019

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
15	2	Classroom observations to ensure action plans are in place, implemented and reinforced (follow steps on district action plan).	3/1/19	6/28/19	
16	2	PLC, Department and Grade Level meetings, monitoring of teachers, and analysis of data action steps.	3/1/19	6/28/19	
17	3	Weekly review of chronically absentee student data. Advisors will provide follow-up to staff regarding latest data and develop strategies accordingly based on findings.	3/1/19	6/28/19	
18	3	Students will be rewarded with monthly attendance incentives.	3/1/19	6/28/19	
19	1	A School Climate Survey will be given to parents, students and staff.	11/1/18	2/28/19	

Budget Items

SMART Goal 3

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



2018-2019

SMART Goal 4

Performance

Target Population:

Interim Goals
SMART Goal 4

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

< SMART Goal 4 - Action Steps: NO DATA >



2018-2019

< SMART Goal 4 - Budget Items: NO DATA >



2018-2019

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title (Priority/Focus or 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

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title (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
Included in SMART Goal Pages	0	3	3
Other Title 1 Expenditures	0	0	0
Total	0	3	3



2018-2019

Confirmation Page

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 ELA
	Operations - Climate & Culture
	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/focal) have been reviewed and approved by the District Business Administrator, Title I Coordinator or other designated

Completed By: Bonita Potter Brown

Date: 6/29/18



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Certification Page

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