

CLEVELAND STREET ELEMENTARY SCHOOL

District: CITY OF ORANGE TWP

County: ESSEX

Team: NA

Level of Support: Level I

Targeted Subgroup

CDS: 133880070

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	Dr. Cayce Cummins	Yes	Yes	Yes		
Resource Teacher- Gr. K-4	Stacey Estrada	Yes	Yes	Yes		
Teacher- 2nd Grade	Toshia Copeland	Yes	Yes	Yes		
World Language Teacher	Bella Gomez	Yes	Yes	Yes		
Paraprofessional - Kindergarten	Gail Matthews	Yes	Yes	Yes		
Teacher- PE and Health	Edward Harris	Yes	Yes	Yes		
School Counselor	Radalia Dixon	Yes	Yes	Yes		
Teacher- 6th-7th grade Math	James DeLoatch	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Teacher- 3rd grade ELA an Social	Ketsia Jean-Baptiste	Yes	Yes	Yes		
Teacher- 5th-7th grade Social	Marc Levenson	Yes	Yes	Yes		
Parent	Rhonda Bey	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
04/24/2018	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
10/27/2017	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
11/17/2017	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
03/27/2018	Root Cause Analysis	Yes	Yes
09/11/2017	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
09/06/2017	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
11/07/2017	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
11/21/2017	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
12/05/2017	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
02/13/2018	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/08/2018	Root Cause Analysis	Yes	Yes
03/27/2018	Comprehensive Data Analysis and Needs Assessment	Yes	Yes

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)
After School Academic Academy	ELA and Math Grades 3-7 ELLS and ELA and Math Grades 3 and 4 SWD	Yes	iReady All grades, except grade 5, in grades 3-7 met or exceeded the Average Scale Score Gain required to meet the target. Reading Plus Reading Plus Proficiency Levels (% Gains) Grade Benchmark 2 Benchmark 3 3 43% 57% 4 41% 50% 5 57% 43% 6 64% 73% 7 76% 76%	iReady and Reading Plus growth and proficiency reports

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)
Reading Plus	ELA Grades 3-7	Yes	Reading Plus Proficiency Levels (% Gains) Grade Benchmark 2 Benchmark 3 3 43% 57% 4 41% 50% 5 57% 43% 6 64% 73% 7 76% 76%	Reading Plus Benchmark and insight Reports
Math 180	Math Grade 7	Yes	Total Students = 13 Below Basic: 9 Basic: 2 Proficient : 2 Advanced Proficient: 0 3/9 BB students demonstrated growth.	SMI Growth Report
iReady	Math Grades 3-7	Yes	All grades, except grade 5, in grades 3-7 met or exceeded the Average Scale Score Gain required to meet the target.	iReady Student Growth by Grade Report

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)
iRead	K-2	Yes	Kindergarten 75% (38 students) On Grade Level 25% (13) students Above Grade Level 1st Gr.- 3% (1 student) Far below grade level 20% (8 students) Below grade level 53% (21 students) On grade level 26% (10 students) Above grade level 2nd gr. 39% (12 students) Far below grade level 26% (8 students) Below grade level 35% (11 students) On grade level	Skills Mastery Report
After School Academic Academy for ELLs	ELA and MATH Grades 3-5	Yes	Reading Plus Reading Plus Proficiency Levels (% Gains) Grade Benchmark 2 Benchmark 3 3 43% 57% 4 41% 50% 5 57% 43% 6 64% 73% 7 76% 76% For IREADY, all grades, except grade 5, in grades 3-7 met or exceeded the Average Scale Score Gain required to meet the target.	iReady and Reading Plus growth and proficiency reports

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

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.	Student Group	ELA	Math	Alg1	Alg2	Geo	PARCC 2018 Preliminary Data ELA Gr. 3 -22.5% Gr. 4- 27% Gr. 5- 25% Gr. 6- 41.3% Gr. 7- 24.8% Math Gr. 3- 35.8% Gr. 4- 20.8% Gr. 5- 20% Gr. 6- 37.9% Gr. 7- 23.2%	There is a percentage increase only in grade 6 for ELA. Gr. 3- -7.5% Gr. 4- -2.2% Gr. 5- -1% Gr. 6- +5.5% Gr. 7- -2.8% There is a percentage increase in Math for grades 3-7. Gr. 3- +8.8% Gr. 4- 1.9% Gr. 5- +4% Gr. 6- +16.9% Gr. 7- +6.2%																														
		Schoolwide	29.8 %	24.4%																																			
		White	*	*																																			
		Hispanic	28.8 %	32.6%																																			
		Black or African American	30.2 %	20.8%																																			
		Asian, Native Hawaiian, or Pacific Islander	*	*																																			
		American Indian or Alaska Native	*	*																																			
		Two or More Races	*	*																																			
		Female	30.8 %	17.4%																																			
		Male	28.8 %	32.6%																																			
		Economically Disadvantaged Students	26.1 %	21.1%																																			
		Non-Economically Disadvantaged Students	39.6 %	32.7%																																			
		Students with Disabilities	*	10.5%																																			
		Students without Disabilities	*	26.2%																																			
		English Learners	21.1 %	26.3%																																			
		Non-English Learners	32.4 %	23.9%																																			
		Homeless Students	*	*																																			
Students in Foster Care	*	*																																					
Military-Connected Students	*	*																																					
Migrant Students	*	*																																					

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	Student Group	ELA	Math	2015-2016 SGPs ELA- 40 Math- 39	SGPs for ELA and Math increased from the '15-'16 SY to the '16-'17 SY.
		Schoolwide	40	50.5		
		White				
		Hispanic	52	50		
		Black or African American	38	51		
		Asian, Native Hawaiian, or Pacific				
		American Indian or Alaska Native				
		Two or More Races				
		Female				
		Male				
		Economically Disadvantaged	43.5	48.5		
		Non-Economically Disadvantaged				
		Students with Disabilities	40	51		
		Students without Disabilities				
		English Learners	46	57		
		Non-English Learners				
		Homeless Students				
		Students in Foster Care				
Military-Connected Students						
Migrant Students						

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		*95% benchmark participation rate was met at all grade levels except for two 5th grade and one 6th grade class. 5th/6th Grade ELA teacher was on LOA. A long term sub, certified teacher, was in her place from 1/2/18 to 6/18/18.	

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%	iRead Kindergarten 100% of students are performing on above grade level.	iRead was not working at our school for two months due to tech issues. 1st Grade 89% of students are performing on or above grade level. 2nd Grade 35% of students are performing on or below grade level. 4 first grade students and 7 second grade students completed iRead and moved on to Reading Plus. In grade 3-students have shown significant growth in their ELA Benchmark. 7th Grade Benchmark- There was no growth in Meeting and Exceeding. 14% of students moved out of PLD 1 to a higher PLD level. In grade 3 students have shown significant and consistent growth
		1	0%	0%	0%	0%	SRI Grade 1 Cycle 1- 0% Cycle 2- .11% Cycle 3- .26% Cycle 4- .18%	
		2	0%	0%	0%	0%	Grade 2 Cycle 1- .03% Cycle 2- .08% Cycle 3- .31% Cycle 4- .39%	
		3	0%	0%	0%	0%	Grade3 Cycle 1- 23% Cycle 2- 26% Cycle 3- 56% Cycle 4- 61%	
		4	0%	0%	0%	0%	Grade 4 Cycle 1- 26% Cycle 2- 34% Cycle 3- 46% Cycle 4- 37%	
		5	0%	0%	0%	0%	Grade 5 Cycle 1- 22% Cycle 2- 31% Cycle 3- 27% Cycle 4- 39%	
		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%		

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends																														
			<p>Grade 7 Cycle 1- 22% Cycle 2- 31% Cycle 3- 44% Cycle 4- 31%</p> <p>Reading Inventory Grade # of Students Proficiency Growth</p> <table border="0"> <tr><td>3</td><td>36</td></tr> <tr><td>+36%</td><td></td></tr> <tr><td>4</td><td>33</td></tr> <tr><td>+15%</td><td></td></tr> <tr><td>5</td><td>33</td></tr> <tr><td>+6%</td><td></td></tr> <tr><td>6</td><td>27</td></tr> <tr><td>+15%</td><td></td></tr> <tr><td>7</td><td>33</td></tr> <tr><td>+24%</td><td></td></tr> </table> <p>Edulastic ELA Benchmarks (Average Performance)</p> <p>Module 1 Benchmark 1</p> <table border="0"> <tr><td>3</td><td>28%</td></tr> <tr><td>4</td><td>49%</td></tr> <tr><td>5</td><td>45%</td></tr> <tr><td>6</td><td>44%</td></tr> <tr><td>7</td><td>41%</td></tr> </table> <p>Module 1 Benchmark 2 Grade</p>	3	36	+36%		4	33	+15%		5	33	+6%		6	27	+15%		7	33	+24%		3	28%	4	49%	5	45%	6	44%	7	41%	<p>from the first to last benchmark.</p> <p>Except for grade 5, there was growth in cycles 1, 2 and 3.</p>
3	36																																	
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4	33																																	
+15%																																		
5	33																																	
+6%																																		
6	27																																	
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			<p>3 44%</p> <p>4 54%</p> <p>5 49%</p> <p>6 40%</p> <p>7 46%</p> <p>*One section of 6th grade has a sub. This represents the other section.</p> <p>Module 2 Benchmark 2</p> <p>3 71%</p> <p>4 55%</p> <p>5 50%</p> <p>6 53%</p> <p>7 37%</p> <p>Module 3 Benchmark 3</p> <p>3 79%</p> <p>4 52%</p> <p>5 69%</p> <p>7 47%</p> <p>Reading Plus Proficiency Levels (% Gains)</p> <table border="0"> <tr> <td>Grade</td> <td>Benchmark 2</td> </tr> <tr> <td>Benchmark 3</td> <td></td> </tr> <tr> <td>3</td> <td>43%</td> </tr> <tr> <td>57%</td> <td></td> </tr> <tr> <td>4</td> <td>41%</td> </tr> <tr> <td>50%</td> <td></td> </tr> <tr> <td>5</td> <td>57%</td> </tr> <tr> <td>43%</td> <td></td> </tr> <tr> <td>6</td> <td>64%</td> </tr> <tr> <td>73%</td> <td></td> </tr> </table>	Grade	Benchmark 2	Benchmark 3		3	43%	57%		4	41%	50%		5	57%	43%		6	64%	73%		
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Data Source	Factors to Consider	Your Data (Prepopulated where possible)					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
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%	NWEA Kindergarten NWEA *No data for Cycle 4	iReady performance increased all three cycles. 3rd, 4th and 6th grades showed the most growth in iReady from Cycle 1 to Cycle 3.
		1	0%	0%	0%	0%	Cycle 1- 11% Cycle 2- 26% Cycle 3- 41%	
		2	0%	0%	0%	0%	1st Grade NWEA *No data for Cycle 4 Cycle 1- 35% Cycle 2- 28% Cycle 3- 21%	
		3	0%	0%	0%	0%	2nd Grade NWEA *No data for Cycle 4 Cycle 1-32% Cycle 2- 37% Cycle 3- 45%	
		4	0%	0%	0%	0%	iReady Grades 3-7 Cycles I-III On or Above Grade Level and NWEA Cycle 4 High Aver. & Hi Perf.	
		5	0%	0%	0%	0%	Grade 3 Cycle 1- 14% Cycle 2- 31% Cycle 3- 64% Cycle 4- 29%	
		6	0%	0%	0%	0%	Grade 4 Cycle 1- 22% Cycle 2- 42%	
		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%		

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
			<p>Cycle 3- 72% Cycle 4- 34%</p> <p>Grade 5 Cycle 1- 21% Cycle 2- 37% Cycle 3- 52% Cycle 4- 21%</p> <p>Grade 6 Cycle 1- 21% Cycle 2- 38% Cycle 3- 69% Cycle 4- 21%</p> <p>Grade 7 Cycle 1- 26% Cycle 2- 31% Cycle 3- 38% Cycle 4- 12%</p>	

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		<table border="0"> <tr> <td>Grade</td> <td># of Students</td> <td></td> </tr> <tr> <td>Prof. Level</td> <td># of Students</td> <td></td> </tr> <tr> <td>% of Students</td> <td></td> <td></td> </tr> <tr> <td>K</td> <td>15</td> <td>1</td> </tr> <tr> <td>5</td> <td>33%</td> <td></td> </tr> <tr> <td>2</td> <td>2</td> <td></td> </tr> <tr> <td>13%</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>2</td> <td></td> </tr> <tr> <td>13%</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>5</td> <td></td> </tr> <tr> <td>33%</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td>1</td> <td></td> </tr> <tr> <td>7%</td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>5</td> <td></td> </tr> <tr> <td>3</td> <td>5</td> <td></td> </tr> <tr> <td>100%</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>7</td> <td></td> </tr> <tr> <td>2</td> <td>2</td> <td></td> </tr> <tr> <td>29%</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>5</td> <td></td> </tr> <tr> <td>71%</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>2</td> <td></td> </tr> <tr> <td>3</td> <td>2</td> <td></td> </tr> <tr> <td>100%</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>1</td> <td></td> </tr> <tr> <td>4</td> <td>1</td> <td></td> </tr> </table>	Grade	# of Students		Prof. Level	# of Students		% of Students			K	15	1	5	33%		2	2		13%			3	2		13%			4	5		33%			5	1		7%			1	5		3	5		100%			2	7		2	2		29%			3	5		71%			3	2		3	2		100%			4	1		4	1		
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Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
			100% 5 4 3 2 50% 4 1 25% 5 1 25% 6 N/A 7 N/A	

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	286 Total K - 46 1st - 35 2nd - 35 3rd - 36 4th - 38 5th- 33 6th - 26 7th - 37 ELLs- 33 SWD- 38	n/a
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		
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%	96.6% Overall Grade K - 93.6% 1- 97% 2- 94.6% 3- 96.7% 4- 95.5% 5- 97.3% 6- 96.1% 7- 94.6% ESL 96.1% SE 92% Females= 95.4% Males= 95.6%	K, 2nd and 7th grade did not meet the 95% attendance rate.
		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%	Overall 8% # of students by grade level: K - 11 1st - 2 2nd - 4 3rd - 1 4th - 3 5th - 2 6th - 2 7th - 1 ESL - .006% SE- .017%	Chronic Absenteeism is down by more than 10% from last school year. Attendance referrals and letters to parents were more consistently completed by staff. Attendance officer followed up with identified students.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		
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%	76.6%	5th/6th Grade ELA teacher was on LOA. A long term sub, certified teacher, was in her place from 1/2/18 to 6/18/18. Ed. Media Specialist was on LOA and then resigned. A sub was in entire school year. 1st Grade Teacher on LOA 9/1/17-3/1/18. Retired 3/1/18. Replacement hired 1/2/18. Music Teacher on LOA- 11/21/17-6/21/18.

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%	Suspensions .027% All Students In School All Students .006%	Four suspensions (3 male students and 1 female student) for the entire school year.
		Student Suspension YTD Average - In School for Subgroup 1	0.00%	ELLs- 0% SWD- .003%	
		Student Suspension YTD Average - In School for Subgroup 2	0.00%	Out of School Suspensions All Students .02% ELLs- 0% SWD- 0%	
		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%		

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			

COLLEGE & CAREER READINESS						
Data Source	Factors to Consider	Your Data (Prepopulated where possible)			Your Data (Provide any additional data)	Observations / Trends
Graduation Cohort (HS ONLY)	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)	Student Group	5 Year Rate	4 Year Rate	N/A	
		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				

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	
Algebra	Previous year's data provided. Please provide current year's data if possible.		N/A	

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends
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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>3% (1 teacher) on CAP YTD</p> <p>Component 1a. Demonstrating Knowledge of Content and Pedagogy Staff Average= 67.8% Part. Eff. 16.1% , Eff. 60.7%, Highly Eff.7.1%</p> <p>Component 1b. Dem. Knowledge of Students Part. Eff. 10.7%, Eff. 58.9%, Highly Eff. 10.7%</p> <p>Component 1c. Setting Instructional Outcomes Part. Eff. 8.9%, Eff. 71.4%, Highly Eff. 3.6%</p> <p>Component 1e. Designing Coherent Instruction Part. Eff. 8.9%, Eff. 71.4%, Highly Eff. 1.8%</p> <p>Component 1f. /designing Student Assessments Part. Eff. 21.4%, Eff. 44.6%, Highly Eff. 0%</p> <p>Component 2a. Creating an . Environment of Respect and Rapport Part. Eff. 5.4%, Eff. 66.1%, Highly Eff. 23.2%</p>	<p>Despite ongoing support through CPTs, department PD and Coaching cycles, student assessment results have remained below target levels all year.</p> <p>Trends for PD Components 1a, 1f, 3b and 3d</p>

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends
			Component 2b. Establishing a Culture for Learning Part. Eff. 8.5%, Eff. 72.2%, Highly Eff. 8.9%	

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Personnel Recordkeeping	Teaching staff absences, retirement and resignation	<p>5th/6th Grade ELA teacher was on LOA. A long term sub, certified teacher, was in her place from 1/2/18 to 6/18/18.</p> <p>Ed. Media Specialist was on LOA entire school year.</p> <p>1st Grade Teacher on LOA 9/1/17-3/1/18. Retired 3/1/18. Replacement hired 1/2/18.</p> <p>Music Teacher on LOA- 11/21/17-6/21/18.</p>	null

NJ School Needs Assessment

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
School-Based Activities in Support of Instruction and Program	1	A 3-Developed	1.1A School leaders and teachers implement coherent systems of curriculum, instruction and assessment that promote the mission, vision and core values of the school.	The curriculum is generally followed, most instruction is of good quality and assessment systems are in place. The mission and vision are promoted and often fulfilled.
		B 3-Developed		
		C 4-Well Developed		
		D 3-Developed		
		E 3-Developed		
		F 2-Developing		
	2	A 3-Developed		
		B 3-Developed		
		C 3-Developed		
		D 3-Developed		
	3	A 3-Developed		
		B 3-Developed		
		C 3-Developed		
Average	3.00			
School-based Activities in Support of Fiscal	1	A 3-Developed	All students, including English language learners and students with disabilities, have equitable access to school resources necessary for success, including effective teachers, academic and social support and learning opportunities.	Continue to work with central office departments to align fiscal budget with instructional priorities and student needs.
		B 1-Under Developed		
		C 4-Well Developed		
	Average	2.67		

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
School-based Activities in Support of Governance	1	A 3-Developed	The school has stated core values that align with the mission and vision and are present in some aspects of school culture and community. School leaders and staff create and sustain positive, collaborative and productive relationships with families of all students and the community and systematically solicit feedback on school decisions.	Work more with parents, families and staff to strengthen pto membership and involvement in school activities and projects.
		B 3-Developed		
	2	A 3-Developed		
		B 4-Well Developed		
	3	A 4-Well Developed		
		B 4-Well Developed		
		C 3-Developed		
D 3-Developed				
Average	3.38			
School-based Activities in Support of Operations	1	A 2-Developing	School leaders and staff work strategically to build and maintain a safe, caring and healthy school environment that meets the academic, social, emotional and physical needs of each student.	School leaders and staff attempt to create a school environment in which students are accepted and respected; a majority of students are known well by an adult.
		B 3-Developed		
	2	A 4-Well Developed		
		B 3-Developed		
		C 3-Developed		
	3	A 3-Developed		
		B 3-Developed		
	4	A 3-Developed		
		B 4-Well Developed		
	Average	3.11		

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
School-based Activities in Support of Personnel	1	A 2-Developing	School leaders provide routine opportunities to share leadership responsibilities with teachers and other members of the school community.	School leaders occasionally take steps to recruit, support, develop, retain and recognize qualified and effective teachers and other professional staff.
		B 3-Developed		
	2	A 3-Developed		
		B 3-Developed		
		C 3-Developed		
	D 3-Developed			
Average	2.83			

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?)	
Instruction & Program ELA	An average of 30.1% of students in grades 3-7 demonstrated proficiency on PARCC ELA.	<p>Teacher Absences (LOA, Retirement, Resignation) occurred in grades K (inclusion), grade 1 and grade 5/6 ELA</p> <p>Interim/novice replacement teachers (in grades K-inclusion, grade 1 and grade 5/6 ELA) occurred in grades K (inclusion), grade 1 and grade 5/6 ELA</p> <p>Students not meeting target goals in benchmark assessments in grades K - 7.</p>	K-7 ELL SE	1	Increased and consistent data review and analysis
				2	Increased modeling and ongoing follow up Provide PD on NJSLS
				3	Increased Teacher-led Differentiated learning via small groups
Instruction & Program Math	An average of 29.2% of students in grades 3-7 demonstrated proficiency on the PARCC Math, ave	<p>Teacher Absences (LOA, Retirement, Resignation) occurred in grades K (inclusion), grade 1 and grade 5/6 ELA</p> <p>Interim/novice replacement teachers occurred in grades K (inclusion), grade 1 and grade 5/6 ELA</p> <p>Students not meeting target goals in benchmark assessments. (17)</p>	K-7 ELL SE	1	Engage teachers during CPT and targeted staff meetings in data analysis and the specific analysis of student work samples, formative assessments and summative assessments
				2	Implement Eureka Math in grades K - 5 and Illustrative Math in grades 6 - 7. Implement iREADY in grades K-7.
				3	Differentiated learning via small groups

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>2018 STUDENT SURVEY OVERVIEW Gr. 3-5 Most students in my school try to talk to other students if they are having a problem with them,,, 18.75% Yes 60.42% Sometimes 20.83% No I feel safe around the outside of my school...No 41.67% (20) Sometimes 22.92% (11) Yes 35.42% Students in my school help each other when needed...No 4.17% (2) Sometimes 66.67% (32) Yes 29.17% (14)</p> <p>2018 STUDENT SURVEY OVERVIEW Gr. 6-7 I feel safe outside and around my school... Safe 31,58% (30) Somewhat Safe 45,26% (43) Mostly Safe 14,74% (14) Very Safe 8.42% (8) I have opportunities to express myself at school... Strongly Disagree 12.63% (12) Disagree 5.26% (5) Neutral 65.26% (62) Agree 10.53% (10) Most students in my school are easily able to work out disagreements with other students... Strongly Disagree 43.16% (41) Disagree 27.37% (26) Neutral 18.95% (18) Agree 3.16% (3)</p>	<p>An increasing number of students are affected by social and safety issues that impede their learning and reaching their full academic and social potential.</p>	<p>K-</p>	1	<p>PD for teachers in Social Emotional Learning (SEL) to recognize and address the stress that students feel that keeps them from reaching their potential.</p>
				2	<p>Expand the October Week of Respect to a year long initiative for students and staff.</p>
				3	<p>Implement grade level appropriate conflict resolution strategies and peer mediation.</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?)
English Language Learners (ELL)				1
				2
				3

SMART Goal 1

By June 2019 at least 65-70% of students in grades 3-7 will meet or exceed the projected growth as measured by the Student Reading Inventory (SRI) and iRead Summary Report.

Performance An average of 30.1% of students in grades 3-7 demonstrated proficiency on PARCC ELA.

Target Population: K-7
ELL
SE

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By EOC1, AT LEAST 95% of students will complete baseline with the SRI or FRI (iRead) diagnostic to determine lexile level and set goals for each individual student for June.	SRI and iRead Growth Reports
Feb 15	By EOC2, at least 20-25% of students in grades K-7 will meet their first cycle Lexile Growth Goals based on SRI goals set in September 2018.	SRI and iRead Growth Reports Culminating Task Scores (K-2)
Apr 15:	By EOC3, at least 40-50% of students on grades K-7 will meet their first cycle Lexile Growth Goals based based on growth goals set in September 2018.	SRI and iRead growth reports Culminating Task Scores (K-2)
Jul 1	By June 2019 at least 65-70% of students in grades 3-7 will meet or exceed the projected growth as measured by the Student Reading Inventory (SRI) and iRead Summary Report.	SRI and iRead Growth Reports Culminating Task Scores (K-2)

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Complete baseline with the SRI or FRI (iRead) diagnostic to determine lexile level and set goals for each individual student for June.	9/11/18	9/29/18	Teachers
2	3	Teacher-led Differentiated learning via small groups	9/18/18	9/29/18	Teachers
3	1	Analyze assessment data for trends and to create action plans.	11/6/18	11/24/18	Teachers
4	3	Identify students who are 2 or more reading levels below grade level; plan and implement an intervention system to address their specific needs in after school programming and Saturday school programming	10/2/18	10/26/18	Principal, ELA teachers
5	2	Request and assist in providing PD in pedagogy and small group instruction with a focus on: comparing two texts, determining main idea and supporting details, explaining and citing textual evidence in writing	10/1/18	3/29/19	Principal, Content Supervisors, Coach
6	2	Perform monthly classroom walkthroughs and share data with staff and students; provide workshops for parents on how to assist their child at home	10/16/18	2/28/19	Principal and ELA teachers
7	1	Monitor and evaluate student artifacts that demonstrate teacher guided small group instruction (i.e. conferring notes, IREAD, Reading Plus, etc.)	10/1/18	6/7/19	Principal
8	1	Assist and monitor LASW (Looking at Student Work) protocol for each cycle with grade level teams	10/2/18	6/7/19	Principal, Content Supervisors, ELA Coach
9	1	Conduct quarterly individual/grade level/school wide data reviews and develop/implement action plans as needed	11/13/18	6/7/19	Principal, Teachers
10	1	Review data on all technology programs (i.e. IREAD, System44, Reading Plus) and SRI/PI assessments; hold teachers accountable to using to fidelity; provide teacher training on all technology programs	9/11/18	6/7/19	Principal

< SMART Goal 1 - Budget Items: NO DATA >

SMART Goal 2

By June 2019 at least 60% of students in grades K - 7 will meet their projected growth goal as measured by the MAP NWEA.

Performance An average of 29.2% of students in grades 3-7 demonstrated proficiency on the PARCC Math, ave

Target Population: K-7
ELL
SE

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the EOC1 , at least 95% of students K-7 will complete baseline using the NWEA diagnostic to determine growth target.	NWEA Data iReady reports
Feb 15	By the EOC2, at least 30% of students in grades K-7 will meet their mid year projected growth targets.	NWEA Data iReady reports
Apr 15:	By the EOC3, at least 45% of students in grades K-7 will meet their projected growth targets.	NWEA Data iReady reports
Jul 1	By June 2019 at least 60% of students in grades K - 7 will meet their projected growth goal as measured by the MAP NWEA.	NWEA Data iReady reports

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Purchase IREADY licenses for students in grades K - 2	8/1/18	9/28/18	Principal, Director of Math and Science
2	2	Provide workshops for parents on curriculum, Eureka Math and Illustrative Math, PARCC and IREADY	10/30/18	3/29/19	Principal, Math teachers
3	1	Create a data table to track 2018 PARCC scores, NWEA assesments, IREADY assessments and district benchmark assessments; using this data to assist in creating small learning groups	9/11/18	10/19/18	Principal, Math teachers
4	1	Create a schedule and outline meeting protocol/framework for weekly CPT focusing on the review of student work, achievement data and plans for adjusting instruction	8/1/18	9/14/18	Principal, Math Supervisor, Math Coach
5	3	Provide closer monitoring of Math block and intervention periods to review effectiveness of lessons and station rotations; conduct walkthroughs in all math classes at least twice per month and provide written feedback	9/11/18	6/14/19	Principal, Math Supervisor
6	3	Implement a program for Tier 2 and Tier 3 interventions to address the students specific needs; After school program will focus on Tier 3 instruction and Saturday program will focus on Tier 2	10/2/18	5/24/19	Principal
7	3	Build a 45 minute period for Tier 2 interventions that supports the personalized learning model and MTSS for grades K - 4	7/3/18	9/11/18	Principal
8	2	Create a format and schedule to conduct walkthroughs of math classes in collaboration with math department with a focus on small group instruction and anchor tasks	7/3/18	9/28/18	Principal, Content Supervisors, Math coaches
9	1	Create a schedule and outline meeting protocol and framework for weekly CPT focusing on the review of student work, achievement data and plans for adjusting instruction	7/3/18	8/31/18	Principal

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
6	(6) teachers for Saturday program, 18 days @ 3hrs. per day	INSTRUCTION - Personnel Services - Salaries / 100-100	\$11,340	Federal Title I (School Allocation)
2	(3) teachers to conduct workshops, 3 hrs @ \$35/hr.	INSTRUCTION - Personnel Services - Salaries / 100-100	\$1,260	Federal Title I (School Allocation)
1	IREADY licenses	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$4,500	Federal Title I (School Allocation)

SMART Goal 3

By May 2018, 60% of all students surveyed in Grades 3 - 7 will demonstrate an increased rating in their perception of "how well students resolve disagreements" as measured by their responses on the Spring 2019 Student Survey.

Performance

2018 STUDENT SURVEY OVERVIEW Gr. 3-5

Most students in my school try to talk to other students if they are having a problem with them,,,

18.75% Yes 60.42% Sometimes 20.83% No

I feel safe around the outside of my school...No 41.67% (20) Sometimes 22.92% (11) Yes 35.42%

Students in my school help each other when needed...No 4.17% (2) Sometimes 66.67% (32) Yes 29.17% (14)

2018 STUDENT SURVEY OVERVIEW Gr. 6-7

I feel safe outside and around my school...

Safe 31,58% (30) Somewhat Safe 45,26% (43) Mostly Safe 14,74% (14) Very Safe 8.42% (8)

I have opportunities to express myself at school...

Strongly Disagree 12.63% (12) Disagree 5.26% (5) Neutral 65.26% (62) Agree 10.53% (10)

Most students in my school are easily able to work out disagreements with other students... Strongly Disagree 43.16% (41) Disagree 27.37% (26) Neutral 18.95% (18) Agree 3.16% (3)

Target Population: K-

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By EOC 1, all students in grades 3 - 7 will have taken their Fall Student Survey to determine our baseline data.	Fall Student surveys, grades 3 - 7
Feb 15	By EOC 3, 70% of students in grades 3 - 7 will have participated in at least (2) classroom presentations on conflict resolution and peer mediation.	Student pre and post assessments
Apr 15:	By EOC 2, 70% of students in grades 3 - 4 will participate in at least one in-school service project with our primary grades and students in grades 5 - 7 completing at least one service project within the outside school community.	Student artifacts (i.e. pictures, presentations)
Jul 1	By May 2018, 60% of all students surveyed in Grades 3 - 7 will demonstrate an increased rating in their perception of "how well students resolve disagreements" as measured by their responses on the Spring 2019 Student Survey.	Spring Student surveys, grades 3 - 7

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Professional Development for Instructional and Noninstructional Staff in Social Emotional Learning (SEL)	10/2/18	2/28/19	Principal, School Social Worker
2	3	Provide student incentives for meeting school wide goals on conflict resolution/peer mediation	11/1/18	6/14/19	Principal, School Social Worker

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Professional development on Social Emotional Learning	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$3,000	Federal Title I (School Allocation)
2	Student incentives for Conflict Resolution/Peer Mediation	INSTRUCTION - Supplies & Materials / 100-600	\$4,512	Federal Title I (School Allocation)

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 >

< SMART Goal 4 - Budget Items: NO DATA >

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority/Focus Intervention)	Federal Title I (School Allocation)	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	0	0	12600	0	0	12600
INSTRUCTION	Purchased Professional & Technical Services	100-300	0	0	7500	0	0	7500
INSTRUCTION	Other Purchased Services	100-500	0	0	0	0	0	0
INSTRUCTION	Supplies & Materials	100-600	0	0	4512	0	0	4512
INSTRUCTION	Other Objects	100-800	0	0	0	0	0	0
INSTRUCTION	Sub-total		0	0	24612	0	0	24612
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

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	0	0	0	0
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	0	0	0	0
Total Cost			0	0	24612	0	0	24612

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	24612	24612
Other Title 1 Expenditures	0	0	0
Total	0	24612	24612

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.	
x		Instruction & Program ELA
x		Instruction & Program Math
x		Operations - Climate & Culture
x		English Language Learners (ELL)
	For Level II and III schools, the Annual School Plan includes interventions that address the performance of the targeted lowest-	
x	The Budget Summary includes all planned expenditures, as identified within the 'Budget Items' section of the SMART goal pages.	
x	This plan has been 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: Dr. Cayce Cummins

Date: 2018-06-29

Certification Page

	The Annual School Plan (ASP) has been reviewed by designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and 2 CFR Part 200.
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Certified By: Mary Teresa B. (Terri) Russo
Title: Director of Curriculum and Instruction
Date: 2018-06-29