

CLEVELAND STREET ELEMENTARY SCHOOL

District: CITY OF ORANGE TWP

County: ESSEX

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 133880070

Annual School Planning 2020-2021

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Principal	Robert Pettit	Yes	Yes	Yes		
Teacher	Wajeehah Heyward (SpED)	Yes	Yes	Yes		
ESL	Carol Swift	Yes	Yes	Yes		
Teacher	Jamie Mills (ELA)	Yes	Yes	Yes		
School Counselor	Darryl Smith	Yes	Yes	Yes		
Paraprofessional	Sharon Duren	Yes	Yes	Yes		
Paraprofessional	Christine Sutton	Yes	Yes	Yes		
Administrative Secretary	Simone Davis	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Teacher - 5-7 (SS)	Marc Levenson	Yes	Yes	Yes		
Teacher - 5th and 7th	Kenneth Gold (Math)	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
10/28/2019	Priority Performance Needs and Root Cause Analysis	Yes	Yes
11/18/2019	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
12/23/2019	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
01/28/2020	Priority Performance Needs and Root Cause Analysis	Yes	Yes
02/25/2020	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
04/28/2020	Priority Performance Needs and Root Cause Analysis	Yes	Yes
05/26/2020	Smart Goal Development	Yes	Yes
06/04/2020	Smart Goal Development	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
Homework Help	ELA and Math	K - 3	Yes	No	No	K-3 homework program was a mid year addition. It was definitely needed. It replaced 6/7 ela and math after school academy becuase none of our middle school teachers were able to teach it.
After School Academy	ELA	Tier 3 - 3rd graders ONLY	Yes	Yes	Yes	The majority of students made gains based on 3rd grade SRI results.
After School Academy	ELA and Math	All In Program ELLs	Yes	Yes	Yes	Students made gains based on Rosetta Stone and Dreambox progres monitoring results.
After School Academy	ELA and Math	Tier 3 - 4th/5th	Yes	Yes	Yes	The majority of students made gains based on 4th and 5th grade SRI, and iReady results.

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
After School Academy	ELA and Math	Tier 3 - SpED Students - 1st, 2nd, 3rd and 5th	Yes	Yes	Yes	The majority of students made gains based on 4th and 5th grade SRI, and iReady results.

STUDENT ACHIEVEMENT									
Data Source	Factors to Consider	Prepopulated Data						Your Data (Provide any additional data)	Observations / Trends
NJSLA Proficiency	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. Link to website with access to reports.	Student Group	ELA	Math	Alg1	Alg2	Geo		It will be difficult to identify trends in the development of this plan due to covid-19 pandemic and students did not take the NJSLA this school year.
		Schoolwide	30.9 %	27.9%					
		White							
		Hispanic	*	*					
		Black or African American	30.3 %	24.8%					
		Asian, Native Hawaiian, or Pacific Islander							
		American Indian or Alaska Native							
		Two or More Races	*	*					
		Female	31.6 %	30.4%					
		Male	30.2 %	25.6%					
		Economically Disadvantaged Students	29.9 %	25.5%					
		Non-Economically Disadvantaged Students	35.7 %	39.3%					
		Students with Disabilities	14.8 %	*					
		Students without Disabilities	34.1 %	*					
		English Learners	18.5 %	22.2%					
Non-English Learners	33.3 %	29%							
Homeless Students	*	*							
Students in Foster Care	*	*							

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math	Alg1	Alg2	Geo	
		Military-Connected Students						
		Migrant Students						

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
Science	NJSLA Science Homepage, https://measinc-nj-science.com/	NJSLA-S					There were ondemand revisions to the science program which made it challenging. Additioanlly, she was a new teacher.
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	4%				
		White	*				
		Hispanic	7%				
		Black or African	4%				
		Asian, Native	*				
		American Indian or	*				
		Two or More Races	*				
		Female	6%				
		Male	4%				
		Economical ly					
		Non-Economical					
		Students with					

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
		Student Group	Grade 5	Grade 8	Grade 11		
		Students without					
		English Learners					
		Non-English					
		Homeless Students	*				
		Students in Foster Care					
		Military-Connected	*				
		Migrant Students	*				

Data Source	Factors to Consider	Prepopulated Data			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		The majority of teachers with low SGP scores are teachers with less than 2 years of experience.
		Schoolwide	40%	46%		
		White				
		Hispanic	49%	47%		
		Black or African American	33%	46%		
		Asian, Native Hawaiian, or Pacific				
		American Indian or Alaska Native				
		Two or More Races	*	*		
		Female	47%	50%		
		Male	35%	41.5%		
		Economically Disadvantaged	38%	46%		
		Non-Economically Disadvantaged				
		Students with Disabilities	47%	45.5%		
Students without Disabilities						

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math		
		English Learners	47%	47%		
		Non-English Learners				
		Homeless Students				
		Students in Foster Care	*	*		
		Military-Connected Students				
		Migrant Students				

Data Source	Factors to Consider	Prepopulated Data					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	ELA					Studf	Due to the pandemic forcing us to transition to an online learning has caused us to see a major drop in student participation during the 3rd and 4th cycle.
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	100%	100%	100%	0%		
		1	91%	100%	97%	0%		
		2	84%	92%	60%	0%		
		3	89%	97%	51%	0%		
		4	100%	100%	100%	0%		
		5	97%	100%	77%	0%		
		6	100%	100%	81%	0%		
		7	100%	100%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
11	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		12	0%	0%	0%	0%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	100%	100%	95%	0%		
		1	100%	100%	95%	0%		
		2	93%	100%	88%	0%		
		3	95%	93%	83%	0%		
		4	100%	100%	88%	0%		
		5	95%	96%	88%	0%		
		6	100%	100%	96%	0%		
		7	96%	97%	90%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
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	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		Due to the pandemic forcing us to transition to an online learning has caused us to see a major drop in student participation during the 3rd and 4th cycle.
		K	11%	36%	40%	0%		
		1	10%	41%	79%	0%		
		2	19%	27%	52%	0%		
		3	22%	56%	100%	0%		
		4	29%	43%	53%	0%		
		5	16%	35%	16%	0%		
		6	33%	39%	52%	0%		
		7	39%	42%	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	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment (Proficiency) Math Rates	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		It is difficult to perform an accurate analysis. The assessments students completed for cycle 3 and 4 are squeed. They do not provide an accurate account of students abilities. In many cases it appears that family members assisted or completed the assessment for the student.
		K	0%	58%	100%	0%		
		1	2%	61%	100%	0%		
		2	7%	47%	62%	0%		
		3	4%	45%	35%	0%		
		4	22%	46%	48%	0%		
		5	77%	88%	8%	0%		
		6	16%	34%	7%	0%		
		7	22%	7%	22%	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	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
English Language Proficiency (ELP)	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	47.6%	Based on 2018 to 2019 data 40% of ELLs made their expected growth to Proficiency.	Based on the number of ELLs we needed 2 full time teachers to provide them with the best possible support, but we only have 1.5 teachers which made things challenging, especially when we receive additional ELL students throughout the school year.

CLIMATE & CULTURE					
Data Source	Factors to Consider	Prepopulated Data		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	288	We have 62 students in our SpED sub group grades K-7 We have 40 students in our ELL sub group grades K-7	Throughout the year we have seen an increase in our sub group populations
		Subgroup 1 YTD Student Enrollment Average	62		
		Subgroup 2 YTD Student Enrollment Average	40		
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	97.48%	We have met 95% percentage rate in all subgroups	There are no major statistical differences in attendance data as it relates to Overall student attendance and the attendance of subgroups 1 and 2.
		Subgroup 1 YTD Student	96.52%		
		Subgroup 2 YTD Student Attendance Average	96.60%		

Data Source	Factors to Consider	Prepopulated Data		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	2.09%	Our chronic absenteeism is at 2% (6 students)	We observed that 1/2 of chronically absent students were special needs students. Some with medical conditions.
		Subgroup 1 YTD Chronic	4.84%		
		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	90.30%		We did not observe identifiable patterns by content, grade level or sub-group. We've observed that a Monday/Friday pattern of absences still exists. Teachers who 6 or more occasional absences either had medical conditions, I'll loved ones they were providing care for. Since the transition virtual learning staff attendance remained at over 95%

Data Source	Factors to Consider	Prepopulated Data		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%		School-wide student suspension continue to decline. Restorative Practices have been extremely effective. In the majority of cases they are repeat offenders. One student in sub-group 1 was suspended multiple times. Her medication contributed to her agressive behavior.
		Student Suspension YTD Average - In School for Subgroup 1	1.70%		
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		
		Student Suspension YTD Average - Out of School	0.68%		
		Student Suspension YTD Average - Out of School for Subgroup 1	1.65%		
		Student Suspension YTD Average - Out of School for Subgroup 2	0.00%		

Data Source	Factors to Consider	Prepopulated Data					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	Domain	ES	MS/HS	Parents	Staff		<p>This year marked the 1st decrease in student's opinions of the school's cleanliness. They do feel that it is safe, and that there are staff members they can talk to if they have problem.</p> <p>The parents overall impression of the school has improved this year compared to last year.</p> <p>The has also an increase in the staff perception of the leadership. In all categories of the staff survey 100% of the staff member that completed it Agree and/or strongly agree that the leadership is doing a great job.</p>
		Participation	80	100	31	50		
		Participation	60	80	9	60		

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

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.				
College Readiness Test Participation	Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT				
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	0		
		% of students with a C or better			
		Count of students who took the Algebra section of PARCC			
		% of students who scored 4 or 5 on the PARCC assessment			

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data)	Observations / Trends
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	Danielson 2013		Evaluation trends indicate that teachers need additional PD support in domains 3b questioning and discussion, 3c Engaging Students in Learning and 3d Using assessment during instruction
		Observation Waiver?	No		
		# Teachers to Evaluate	32		
		# Non-tenure teachers (years 1 & 2)	9		
		# Non-tenure teachers (years 3 & 4)	0		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	6		
		Observations	Total		
		# Scheduled	28		
		# Completed	28		
		# Highly Effective	11		
		# Effective	16		

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data)	Observations / Trends
		Observations	Total		
		# Partially Effective	1		
		# Ineffective	0		

< Other Indicators - NO DATA >

Process Questions and Growth and Reflection Tool

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary	
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	4-Sustaining	Our PLC teams regularly address a set of guiding questions. Answers to the questions are reflected in our curriculum units of study. We have collaboratively analyzed student data and discussed which instruction strategies/models/activities and resources contributed to successful student outcomes.	Our area of focus will be area 1.4. Effective Instruction
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
	Average		3.20		
Assessment	1	A	3-Developing	We consistently use formative assessments to monitor student progress. We record formative assessment data and provide specific feedback to students. The formative assessment drives next steps in instruction for teachers and allows students to make adjustments to their learning.	Even though it's a developing strength we will continue to focus on are 2.3. Formative Assessments
	2	A	3-Developing		
	3	A	3-Developing		
	Average		3.00		
Professional Learning Community (PLC)	1	A	3-Developing	We are organized into collaborative teams that work interdependently on goals directed related to student learning and/or the development of a climate and culture conducive to learning.	Our focus this year will be area 3.2. Time. We will try to provide teachers with more than one common planning period per week.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	Average		3.00		

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Culture	1	A 4-Sustaining	<p>4.1 We have established clear expectations for student behavior that are part of a larger plan to address students' pro-social skills and character development. Teachers have collaboratively established consistent and grade-appropriate classroom rules that are aligned to school rules. 4.3 Mutual respect is one of the core values and is an expectation that has clearly been communicated to all stakeholders. Members of the school community hold each other accountable to meet this expectation. Students have been taught social skills that help them successfully interact with both students and adults. Adults model these skills in their interactions with both students and adults. Students infrequently experience teasing, bullying or exclusion and have been taught what to do in situations of normal conflict and bullying. There is evidence that students apply these skills which are reinforced throughout the school year. Tolerance for diversity and differences is the focus of classroom and school-wide initiatives. Diversity and differences are viewed as strengths of the school community. There is a strong sense of community. All stakeholders feel a part of the school community. Celebrations are held throughout the year. Celebrations are purposeful and occur to send a bigger message that is related to school climate goals. Celebrations involve all stakeholders. Students have an opportunity to take on leadership roles in planning and implementing school climate initiatives. The majority of students are engaged in extra-curricular,</p>	<p>Areas of focus will be 4.11 Shared Leadership is needed especially when the school only has one administrator who is responsible for everything. Key staff need to be identified and supported so they can assist the the leadership of the building. 4.12 Community and Connections and engagement is an area that we continue to struggle with. Lack of consistency and follow through seem to be a major obstacle for us to overcome.</p>
	2	A 3-Developing		
	3	A 4-Sustaining		
	4	A 4-Sustaining		
	5	A 3-Developing		
	6	A 3-Developing		
	7	A 3-Developing		
	8	A 3-Developing		
	9	A 4-Sustaining		
	10	A 3-Developing		
	11	A 3-Developing		
	12	A 3-Developing		
	13	A 4-Sustaining		
	14	A 3-Developing		
	Average	3.36		

Component	Indicator Descriptor Level	Overall Strengths Summary	Areas of Focus Summary
		<p>service learning or community related activities. 4.4 The school has a physical environment that is conducive to learning. Student work is displayed and there is an inviting feeling when parents and community members enter. School plans have been developed in collaboration with local police and clearly communicated to all staff. These plans are reviewed regularly and adjusted based on drill outcomes or other data. Parents and community members are aware that the school has plans and that they are consistently revised and updated to ensure the protection of all students. The local police have a positive relationship with students and staff and they participate in school community activities. 4.9 Adult relationships are collegial. We have the structures in place that allow professional to regularly exchange craft knowledge. There is an agreed expectation that we treat each other with mutual respect. We have an agreed upon method resolving conflict and reaching consensus. Meetings are rarely held in the parking lot. 4.13 We collect both formative and summative data related to school climate. We analyze the data throughout the year to drive school climate plan development, reflection and revision.</p>	

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Teacher and Principal Effectiveness	1	A 3-Developing	<p>Research-based evaluation frameworks are utilized to evaluate teachers and principals. The evaluation frameworks for teachers and leaders are aligned and we have created a common language about teaching and leading. All teachers and leaders have received sufficient training in the evaluation model. Student growth objectives (SGOs) are developed but are not tightly aligned to unit SLOs. Multiple measures of student growth are utilized in the evaluation process. Meaningful feedback is provided after most formal and informal observations. Professional improvement plans are linked to individual needs identified through the evaluation process.</p>	<p>5.1. Connection Between Student Learning and Evaluation will continue to be a focus.</p>
	Average	3.00		

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Need	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?)	
Effective Instruction	An average of 30.90% of students in grades 3-7 demonstrated proficiency on the ELA portion of the NJSLA.	<ul style="list-style-type: none"> - Two 2nd year teachers at grades 4, 6 and 7 - No grade level content area teachers to have CPT with. - Transportation Logistics limiting teacher's availability for staff after school intervention programs. - Inconsistency in pedagogy and practice in 2nd grade 	Gen Ed SpED ELL	1	Post Data Analysis Planning during CPT
				2	Targeted focus on small group instruction for all tier 2 and tier 3 students.
				3	After school intervention program targeting all tier 3 students.
Effective Instruction	An average of 27.9% of students in grades 3-7 demonstrated proficiency on the Math portion of the NJSLA.	<ul style="list-style-type: none"> - One 2nd year teacher at 5th and 7th grade - struggling with classroom management - limiting teaching effectiveness - No grade level content area teachers to have CPT with. - Transportation Logistics limiting teacher's availability for staff after school intervention programs. - Inconsistency in pedagogy and practice in 2nd grade 	Gen Ed SpED ELL	1	Post Data Analysis Planning during CPT
				2	Targeted focus on small group instruction for all tier 2 and tier 3 students.
				3	After school intervention program targeting all tier 3 students.

Area of Focus for SMART Goals	Priority Performance Need	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?)	
Climate and Culture, including Social and Emotional Learning	An analysis of SY19-20 discipline referrals and in/out of school suspensions revealed a 23% reduction in school-wide suspensions, and 50% reduction in office discipline referrals. This is definitely a trend we definitely need to continue.	<ul style="list-style-type: none"> -Continue the positive shift to maintain a positive school-wide culture. -Consistent reinforcement of school-wide expectations -Continue the reduction of office discipline referrals and school-wide in/out of school suspensions. -Consistent implementation of restorative practice 	Gen Ed SpED ELL	1	Collaboratively refine our school-wide behavioral expectations, and consistently reinforce them in a positive manner.
				2	Highlight and celebrate school's, student's and teacher's successes
				3	Training teachers to implement restorative practices in their classrooms prior referring them to the school counselor.
No option for the fourth SMART Goal was selected on the Root Cause page.	A			1	
				2	
				3	

SMART Goal 1

By June 2021 at least 70-75% 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.

Priority Performance An average of 30.90% of students in grades 3-7 demonstrated proficiency on the ELA portion of the NJSLA.

Strategy 1: Post Data Analysis Planning during CPT

Strategy 2: Targeted focus on small group instruction for all tier 2 and tier 3 students.

Strategy 3: After school intervention program targeting all tier 3 students.

Target Population: Gen Ed
 SpED
 ELL

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By EOC 1, AT LEAST 100% 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 EOC 2, at least 25-30% of students in grades K-7 will meet their first cycle Lexile Growth Goals based on SRI goals set in September 2020.	SRI and iRead Growth Reports

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15	By EOC 3, at least 45-55% of students on grades K-7 will meet their first cycle Lexile Growth Goals based based on growth goals set in September 2020.	SRI and iRead Growth Reports
Jul 1	By June 2021 at least 70-75% 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

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.	9/7/20	10/5/20	Teachers
2	1	Teacher-led Differentiated learning via small groups	9/7/20	6/11/21	Teachers / Supervisors / Principal
3	2	Analyze benchmark assessment data to create Individualized Student Academic Plans	9/7/20	6/4/21	Teachers / Principal
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.	9/7/20	10/5/20	Teachers
5	2	Request and assist from content area supervisors in providing PD small group instruction (MTSS) focusing on tier 2 and tier 3 students	9/22/20	11/13/20	Principal/Supervisor s/Teachers
6	1	Assist and monitor LASW (Looking at Student Work) protocol with a concentration on writing for each cycle with grade level teams	9/7/20	6/11/21	Teachers / Principal / Supervisors
7	1	2nd grade teachers will receive focused intention PD support focused on data driven planning, Curriculum Pacing, assessment and small group instruction	9/14/20	6/11/21	Principal/Coaches/S upervisors/Teachers

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
8	3	Create a 5 week summer academy to support our lowest performing students in SWD and ELL	7/6/20	8/7/20	Summer Academy Administer / Principal / ESL Supervisor
9	2	Writing focus with small groups and targeted instruction	9/7/20	6/25/21	

Budget Items

SMART Goal 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
9	After school program for ELL support (teachers 2 teachers 35 x 80)	INSTRUCTION - Personnel Services - Salaries / 100-100	\$5,600	Federal Title I (School Allocation)
8	5 week summer academy for students in sub groups 1 and 2 (2 teachers at 3,937.50 per teacher)	INSTRUCTION - Personnel Services - Salaries / 100-100	\$8,000	Federal Title I (School Allocation)
9	2 Chromebook Storage/Charging Carts \$250 per cart	INSTRUCTION - Supplies & Materials / 100-600	\$500	Federal Title I (School Allocation)
9	60 chromebooks for ELLs and SWD for After School and Summer Academy - \$350 x 100	INSTRUCTION - Supplies & Materials / 100-600	\$21,000	Federal Title I (School Allocation)
4	Supplies and Materials for after school program	INSTRUCTION - Supplies & Materials / 100-600	\$750	Federal Title I (School Allocation)
8	5 week summer academy for students in sub groups 1 and 2 - 25 days x 4.5 per day x \$40 per hour = 4500	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$4,500	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
9	1 administrator for after school support (1 x 40 x 80)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$3,200	Federal Title I (School Allocation)
1	Content based study group for ELA teachers grades 3 - 7 - focused on LASW protocols and Post Data Analysis Planning (4 teachers and one Facilitator). The group would meet one Monday per month for 90 minutes each meeting. 5 teachers x 1.5 hours x \$35 per hour x 10 days = \$2625	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$2,625	Federal Title I (School Allocation)

SMART Goal 2

By June 2021 at least 70-75% of students in grades K - 7 will meet their projected growth goal as measured by iReady

Priority Performance An average of 27.9% of students in grades 3-7 demonstrated proficiency on the Math portion of the NJSLA.

Strategy 1: Post Data Analysis Planning during CPT

Strategy 2: Targeted focus on small group instruction for all tier 2 and tier 3 students.

Strategy 3: After school intervention program targeting all tier 3 students.

Target Population: Gen Ed
SpED
ELL

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the EOC 1 - 100% of students K-7 will complete baseline using the iReady diagnostic to determine growth target	iReady Report
Feb 15	By the EOC 2, at least 35% of students in grades K-7 will meet their mid year projected growth targets.	iReady Report
Apr 15	By the EOC 3, at least 50% of students in grades K-7 will meet their projected growth targets.	iReady Report
Jul 1	By June 2021 at least 70-75% of students in grades K - 7 will meet their projected growth goal as measured by iReady	iReady Report

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Administer iReady diagnostic to determine students individual growth targets	9/7/20	10/5/20	Teachers
2	1	Teacher-led Differentiated learning via small groups	9/7/20	6/11/21	Teachers/Principal/Supervisors
3	2	Analyze benchmark assessment data to create Student Academic Plans for all learning tiers - 4xs per year	9/7/20	5/28/21	Teacher / Principal
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.	10/13/20	5/14/21	Teachers/Principal
5	2	Request and assist from content area supervisors in providing PD small group instruction (MTSS) focusing on tier 2 and tier 3 students	9/22/20	11/13/20	Teachers/Principal/Supervisors
6	1	Assist and monitor LASW (Looking at Student Work) protocol for each cycle with grade level teams	9/7/20	6/11/21	Teachers/Principal/Supervisors
7	1	2nd grade teachers will receive focused intention PD support focused on data driven planning, Curriculum Pacing, assessment and small group instruction	9/14/20	6/11/21	Principal/Coaches/Supervisors
8	3	Create a 5 week summer academy to support our lowest performing students in Sub Groups 1 and 2	7/6/20	8/7/20	Summer Academy Administer / Principal / ESL Supervisor
9	1	Support for modeling and executing extended constructed response questions in mathematics	9/7/20	6/11/21	Principal/Teacher/Coach/Supervisor

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
8	5 week summer academy for students in sub groups 1 and 2 (2 teachers at 3,937.50 per teacher)	INSTRUCTION - Personnel Services - Salaries / 100-100	\$7,875	Federal Title I (School Allocation)
4	Supplies and Materials for after school programs	INSTRUCTION - Supplies & Materials / 100-600	\$750	Federal Title I (School Allocation)
1	300 iReady Licenses K-7	INSTRUCTION - Supplies & Materials / 100-600	\$7,500	Federal Title I (School Allocation)
1	Content based study group for Mathematics teachers grades 3 - 7 - focused on LASW protocols and Post Data Analysis Planning (4 teachers and one Facilitator). The group would meet one Monday a month for 90 minutes each meeting. 5 teachers x 1.5 hours x \$35 per hour x 10 days = \$2625	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$2,625	Federal Title I (School Allocation)

SMART Goal 3

By June of 2021 there will be a 20% decrease in school-wide suspensions and/or office discipline referrals.

Priority Performance An analysis of SY19-20 discipline referrals and in/out of school suspensions revealed a 23% reduction in school-wide suspensions, and 50% reduction in office discipline referrals. This is definitely a trend we definitely need to continue.

Strategy 1: Collaboratively refine our school-wide behavioral expectations, and consistently reinforce them in a positive manner.

Strategy 2: Highlight and celebrate school's, student's and teacher's successes

Strategy 3: Training teachers to implement restorative practices in their classrooms prior referring them to the school counselor.

Target Population: Gen Ed
 SpED
 ELL

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By EOC 1 the school SLT/Data will perform a trends analysis of school-wide suspensions and office discipline referrals, and develop next steps.	Genesis Conduct Reports
Feb 15	By EOC 2 there will be a minimum of a 10% decrease in the number of school-wide suspensions and/or office discipline referrals compared to the same time last year.	Genesis Conduct Reports
Apr 15	By EOC 3 there will be a minimum of a 15% decrease in the number of school-wide suspensions and/or office discipline referrals compared to the same time last year.	Genesis Conduct Reports

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June of 2021 there will be a 20% decrease in school-wide suspensions and/or office discipline referrals.	Genesis Conduct Reports

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Review last years school-wide behavioral expectations and collaboratively make revisions	9/7/20	9/21/20	Principal/Teachers/school counselor/student council and SLT
2	2	Highlight and celebrate student, staff , district and community success	9/7/20	6/11/21	Principal/Teachers/school counselor/student council and SLT
3	3	All teachers will receive training on how to effectively implement restorative practices in their classrooms	11/17/20	2/12/21	Principal and Counselor
4	1	Teachers in grades K-3 will receive on full day of training on restorative practices and circles, and teachers in Grades 4-7 will also receive one full day of training on restorative practices and circles	9/7/20	11/13/20	Principal/Teacher

Budget Items

SMART Goal 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Poster Maker - to highlight students of the month, homerooms with highest rates of attendance and school-wide/Community events	FACILITIES - Noninstructional Equipment / 400-732	\$3,000	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	School incentive specialized field trips	INSTRUCTION - Other Objects / 100-800	\$1,500	Federal Title I (School Allocation)
2	Incentive field trips transportation	SUPPORT SERVICES - Other Purchased Services / 200-500	\$2,000	Federal Title I (School Allocation)
3	2 full day trainings on Restorative Practices and Circles (2,500 per day)	SUPPORT SERVICES - Other Purchased Services / 200-500	\$5,000	Federal Title I (School Allocation)
2	School-wide incentives for meeting/exceeding expectations	SUPPORT SERVICES - Supplies & Materials / 200-600	\$1,500	Federal Title I (School Allocation)

SMART Goal 4

Priority Performance A

Strategy 1:

Strategy 2:

Strategy 3:

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 s Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	\$0	\$0	\$21,475	\$0	\$0	\$0	\$0	\$0	\$21,475
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$30,500	\$0	\$0	\$0	\$0	\$0	\$30,500
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$1,500	\$0	\$0	\$0	\$0	\$0	\$1,500
INSTRUCTION	Sub-total		\$0	\$0	\$53,475	\$0	\$0	\$0	\$0	\$0	\$53,475
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$12,950	\$0	\$0	\$0	\$0	\$0	\$12,950
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
SUPPORT SERVICES	Other Purchased Services	200-500	\$0	\$0	\$7,000	\$0	\$0	\$0	\$0	\$0	\$7,000
SUPPORT SERVICES	Travel	200-580	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Supplies & Materials	200-600	\$0	\$0	\$1,500	\$0	\$0	\$0	\$0	\$0	\$1,500
SUPPORT SERVICES	Other Objects	200-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Indirect Costs	200-860	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Sub-total		\$0	\$0	\$21,450	\$0	\$0	\$0	\$0	\$0	\$21,450
FACILITIES	Buildings	400-720	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Instructional Equipment	400-731	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Noninstructional Equipment	400-732	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$0	\$3,000
FACILITIES	Sub-total		\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$0	\$3,000
SCHOOLWIDE	Schoolwide Blended	520-930	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
Total Cost			\$0	\$0	\$77,925	\$0	\$0	\$0	\$0	\$0	\$77,925

Overview of Total Title 1 Expenditures

	Federal Title 1 (Priority/Focus Interventions)	Federal Title 1 (School Allocation) Total	Federal Title 1 (Reallocated Funds)	TOTAL
Included in SMART Goal Pages	\$0	\$77,925	\$0	\$77,925
Other Title 1 Expenditures	\$0	\$0	\$0	\$0
Total	\$0	\$77,925	\$0	\$77,925

School Level Certification Page

x	The results of the Comprehensive Needs Assessment are included in the designated tabs. For designated Targeted Support and all Comprehensive Support schools, the Comprehensive Data Analysis and Needs Assessment process must be completed in collaboration, and with the concurrence of your Comprehensive Support Network (CSN) Team.	
x	The Annual School Plan requires a minimum of three SMART goals with an option to create a fourth. At least one of these goals must be developed with an area of focus "Effective Instruction." Goals must address the areas of priority performance needs identified during Comprehensive Needs Assessment process. Check all the SMART Goal areas included in your ASP.	
x		Effective Instruction
x		Effective Instruction
x		Climate and Culture, including Social and Emotional Learning
x		No option for the fourth SMART Goal was selected on the Root Cause page.
	For Comprehensive Support and Targeted Support schools, the Annual School Plan includes evidence-based interventions to improve academic achievement for all students who are not yet performing on grade level, and all SIA funds will be used for evidence-based interventions that meet the requirements set forth in the Every Student Succeeds Act (ESSA).	
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 submitted for final review and approval by the District Business Administrator, Federal Programs Administrator, Chief School Administrator, and any other district personnel with responsibility for expenditures of federal funds to ensure all purchases and uses of funds (SIA, other Title I, other federal, and state/local) are reviewed and approved.	

Completed By: Robert Pettit

Title: Principal

Date: 06/10/2020

District Business Administrator or District Federal Programs Administrator Certification

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.
x	I certify that I have reviewed this school's ASP and ensure proposed funding in the ASP is aligned with the ESEA Consolidated application in EWEG and used to address the school's priority performance needs.

For Comprehensive Support and Targeted Support schools only:

	I certify I have completed and certified the required LEA Resource Equity Review.
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Certified By: Adekunle James
 Title: Business Administrator/Board Secretary
 Date: 06/19/2020

ASP District CSA Certification and Approval Page

x	The Annual School Plan (ASP) has been reviewed by the District CSA/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
x	I certify that I have reviewed this school's ASP and ensure proposed funding in the ASP is aligned with the ESEA Consolidated application in EWEG and used to address the school's priority performance needs.

Certified By: Mary Teresa B. Russo
Title: Director of Curriculum and Instruction
Date: 06/19/2020