

Gregory Elementary School

District: LONG BRANCH CITY

County: MONMOUTH

Team: NA

Level of Support:

Level I SW

Targeted Subgroup

CDS:

252770110

Annual School Planning 2019-2020

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
School Improvement	Stephanie Dispoto	Yes	Yes	Yes	Stephanie Dispoto	6/5/19
Principal	Beth McCarthy	Yes	Yes	Yes	Beth B. McCarthy	6/5/19
Vice Principal	Laura Widdis	Yes	Yes	Yes	Laura Widdis	6/5/19
Teacher	Nicole Guerra	Yes	Yes	Yes	Nicole Guerra	6/5/19
Teacher	Nicole Campece	Yes	Yes	Yes	Nicole Campece	6/5/19
Teacher	Erin Schoonveld	Yes	Yes	Yes	Erin Schoonveld	6/5/19
Teacher	Thomas Odom	Yes	Yes	Yes	Thomas Odom	6/5/19
Student Facilitator	Nikolas Greenwood	Yes	Yes	Yes	Nikolas Greenwood	6/5/19



Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Parent	Donna Battaglia	No	No	No	<i>Donna Battaglia</i>	6/5/19

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
10/01/2018	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
11/05/2018	Root Cause Analysis	Yes	Yes
12/03/2018	Smart Goal Development	Yes	Yes
01/07/2019	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
02/04/2019	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
03/04/2019	Root Cause Analysis	Yes	Yes
04/15/2019	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/20/2019	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)



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The Treasures McGraw-Hill Literacy Program has been used as a core reading program at the Gregory Elementary School since 2013. This research-based program, provides teachers with the tools and strategies to drive ELA instruction in our 1-5 classrooms. Teachers infuse a balanced literacy approach with guided reading lessons. Evidence based interventions are implemented to support students with low academic growth in reading.	ELA-All	Yes	The LinkIt! Reading Benchmark A was administered to all students in September 2018 and used as a baseline measure for initial instruction and planning in combination with the Diagnostic Reading Assessment and the initial baseline Reading Inventory. These results enable teachers to look closely at Student Learning Standards and focus on specific skills. Students took a mid-year assessment in December 2018, Benchmark B, for teachers to assess growth and progress and alter instruction as needed. The final assessment, Benchmark C, is administered at the end of the school year and used as a comparison for year-long growth. Data comparing Benchmark A to Benchmark C is used for planning of professional development and alterations in program for the next school year. The LinkIt! Benchmarks are an integral part in determining students needs in ELA and helpful for teachers to utilize the appropriate interventions from the Treasures Program.	Student growth can be measured between benchmark assessments to monitor individual, class, and grade level progress. First grade students are assessed using Diagnostic Reading Assessment. During the first assessment in October, 45.4% students were on grade level. Students were administered the second assessment in January, 2019 and 41.3% of students were on grade level which shows a decrease of 4.1% of students. Students were administered a final assessment in May, 2019. Results are still pending. Grade levels 2 through 5 were administered a LinkIt! Benchmark Assessment. All grade levels increased their average score from Benchmark A to Benchmark C. 2nd grade students produced an average score of 38.2% on Benchmark A and 45.9% on Benchmark C (an increase of 7.7%). 3rd grade students produced an average of 38.9% on Benchmark A and 57.1% on Benchmark C (increase of 18.2%). 4th grade

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				<p>students produced an average of 45.4% on Benchmark A and 61.8% on Benchmark C (an increase of 16.4%). 5th grade students produced an average score of 41.6% on Benchmark A and 46.3% on Benchmark C (an increase of 4.7%). Overall average growth for the building as a whole was 11.75%. Though this growth rate was lower than desired, it was consistent with predetermined indicators forecasting an appropriate growth rate for the Form A to the Form C.</p>



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The Everyday Mathematics program is the core mathematics resource implemented at the Gregory School. This is a research-based and field-tested program designed to develop students' understanding in math. Teachers use real-life examples to introduce key concepts and help build a foundation with mathematical skills. The premise of this program is that students work in whole-group, small-group, and independently. Evidence based interventions are utilized to support students with low academic growth in math.	Mathematics-All	Yes	The LinkIt! Benchmark A was administered to all students in September 2018 and used as a baseline measure for initial instruction and planning. This data enabled teachers to look closely at Student Learning Standards and focus on specific skills. Students took a mid-year assessment in December 2018, Benchmark B, for teachers to assess growth and progress and alter instruction as needed. The final assessment, Benchmark C, is administered at the end of the year and used as a comparison for year-long growth. Data comparing Benchmark A to Benchmark C is used for planning of professional development and differentiating instruction for the next school year. The LinkIt! Benchmarks are an integral part in determining student needs in Math and helpful for teachers to utilize the appropriate interventions from the Everyday Math program.	Student growth can be measured between benchmark assessments to monitor individual, class, and grade level progress. The proficiency ranges fluctuate between the assessments due to the content assessed making the growth on the average score a more telling indicator of overall grade level achievement. All grade levels increased their average score from Form A to Form C. 1st grade produced an average score of 45.3% on Form A and an average score of 83.9% on Form C (an increase of 38.6%). 2nd grade produced an average score of 45% on Form A and 78.8% on Form C (an increase of 33.8%). 3rd grade produced an average score of 35.3% on Form A and 70.4% on Form C (an increase of 35.1%). 4th grade produced an average score of 38.8% on Form A and 78% on Form C (an increase of 39.2%). 5th grade produced an average score of 32.7% on Form A and 61.9% on Form C (an increase of 29.2%). This data supports significant



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				progress in all grade levels but a decline in progress as students move from 4th grade to 5th grade. Though still effective, an evaluation into the specific skills and standards of deficit should be evaluated and discussed vertically and laterally among grade levels.



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Treasures McGraw Hill Core Reading Program-Systems 44 & Read 180	ELA-SPED	Yes	As an additional resource for students with individual education plans in grades 4-5, with learning challenges in reading, systems 44 and read 180 are employed. Systems 44 is a program that benefits lacking the decoding skills needed to break down the words. It is a phonics based program focused on supplementing any lapse in phonics or phonemic skills. Systems 44 and Read 180 will work through vowel sounds, blends, and decoding in order to increase a students overall fluency and then vocabulary for comprehension.	Student growth in Language Arts can be analyzed through LinkIt! Form A and C benchmarks at this time. Of the students with individual education plans in 4th and 5th grade the following data was produced. 4th grade students increased their average score from Form A to Form C by 6.6% points. 5th grade increased their benchmark average by 1.9%. Overall the scores were not consistent with grade level trends. When using the Reading Inventory as a second indicator of effectiveness more promising and consistent results are evident. The RI is administered 5 times throughout the school year. At this time comparing the September administration until the March administration, 4th grade students using Systems 44 and Read 180 have shown an average growth of 249 points. 5th grade students using Systems 44 and Read 180 have shown an average growth of 125.8 points. Average growth for a typical student on the RI is

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				100 to 150 points over the course of a school year. This data shows that students using systems 44 and Read 180 consistently have shown above average growth on the reading inventory.

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Extended Day Program	ELA-3rd and 4th grade	Yes	The Gregory Elementary School offered an after-school tutorial program for students identified in 3rd and 4th grade to be below proficiency on three indicators, The DRA2, Linkit ELA Form A and the Reading Inventory. Teachers used a project based model to address learning gaps and specific skills during instruction. Additionally, the Mobymax online program was utilized for supplemental instruction and reinforcement of identified skills in need of improvement.	Of the 6 third grade students participating in the program for the 90% of the allotted time, 100% increased their DRA2 score and SRI score. Of the 6 third grade students participating in the program for at least 90% of the allotted time, 100% of students increased their average on Linkit! Form A to Linkit! Form C. However, 0% of students showed progress from Linkit! Form A to Linkit! Form C that was consistent with the Statewide Decile Cut off Points. Of the 7 4th grade students participating in the program for at least 90% of the time allotted, 86% of students increased their average on Linkit! Form A to Linkit! Form C. Of the 8 4th graders, 4 or 57% showed progress from Form A to Form C which was consistent with the Statewide Decile Cut off Points. The one student who did not show any growth has been put on a hot list for next year.



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Extended Day Program	Math-3rd and 4th grade	Yes	The Gregory Elementary School offered an after-school tutorial program for students identified in 3rd and 4th grade to be below proficiency on two indicators, Linkit Mathematics Form A and Everyday Mathematics Unit 2 Cumulative Assessment. Teachers used a project based model to address learning gaps and specific skills during instruction. Additionally, the IXL online program was utilized for supplemental instruction and reinforcement of identified skills in need of improvement.	Of the 7 third grade students participating in the program for at least 90% of the allotted time, 100% of students increased their average on Linkit! Form A to Linkit! Form C. However, only 28.5% of students showed progress from Linkit! Form A to Linkit! Form C that was consistent with the Statewide Decile Cut off Points. Of the 8 4th grade students participating in the program for at least 90% of the time allotted, 100% of students increased their average on Linkit! Form A to Linkit! Form C. Of the 8 4th graders, 5 showed progress from Form A to Form C which was consistent with the Statewide Decile Cut off Points. One of the students who did not meet the statewide Decile Cut Off point average was evaluated for special education services and another student already receives special education services.



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Guided Reading	ELA-All Students	Yes	Guided Reading gives teachers the opportunity to observe as they read from texts at their instructional reading levels. The teacher works with a small group of students (6 or less) performing at the same instructional level. Small group instruction is driven by formal and informal data. During small group the teacher selects students to observe while they whisper read. The teacher listens closely and collects data based on observations and questioning. As students read, the teachers should prompt and coach as needed. Teacher scaffolds and guides readers with strategies that will help them become independent readers. Data collected through small group instruction is then used to plan future lessons.	The evidence of effectiveness of guided reading are evident through three data measures, the Diagnostic Reading Assessment, the Reading Inventory, and the ELA LinkIt! Benchmarks. From October 2018 to March 2019 the average of 1st grade students on grade level decreased from 45.4% on grade level to 41.3% on grade level. The average 2nd grade students on grade level decreased from 55.3% to 33.9%. The average 3rd grade students on grade level increased from 56.4% of students to 58.9% of students. 4th and 5th grade students were not all assessed using DRA data, however, 4th grade lexile ranges are measured by the Reading Inventory assessment from September until March decreased from 69.8% of students on grade level to 63% students on grade level. 5th grade students decreased from 58.7% of students on grade level to 51.4% of students on grade level. Students will be assessed one more time this

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				school year using both the DRA and the RI.



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Strategy Lessons	All Students	Yes	Small Group Strategy Instruction is a support system that brings learners together to practice a particular skill or strategy in texts that are easily accessible. The objective is to create a supportive context in which strategies are practiced while the teacher coaches and scaffolds for independence. The goal is for students to problem-solve, doing as much of the work themselves as possible, while the teacher coaches and extends understanding.	The evidence of effectiveness of guided reading are evident through three data measures, the Diagnostic Reading Assessment, the Reading Inventory, and the ELA LinkIt! Benchmarks. From October 2018 to March 2019 the average of 1st grade students on grade level decreased from 45.4% on grade level to 41.3% on grade level. The average 2nd grade students on grade level decreased from 55.3% to 33.9%. The average 3rd grade students on grade level increased from 56.4% of students to 58.9% of students. 4th and 5th grade students were not all assessed using DRA data, however, 4th grade lexile ranges are measured by the Reading Inventory assessment from September until March decreased from 69.8% of students on grade level to 63% students on grade level. 5th grade students decreased from 58.7% of students on grade level to 51.4% of students on grade level. Students will be assessed one more time this

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				school year using both the DRA and the RI.
Parent Involvement	All Students and Families	Yes	Research has shown that parental involvement in their child's education as shown an increase in student achievement both socially and academically. The Gregory Elementary School has focused on increasing parental involvement in both educational and non-educational activities both in and outside the classroom which is evidenced through parent sign-in sheets and events.	Gregory School recorded 95% attendance at Back to School Night and 93% attendance at fall conferences. Gregory School recorded 86% attendance at spring conferences. Average attendance for parent visitation week for in class activities was 24% which is a decrease from last year and below expectations.



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	2017-2018 PARCC LAL Grade 5: Not Meeting: 24% Partially Meeting: 20% Approaching: 33% Meeting: 21% Exceeding: 2%	When analyzing the 2017-2018 LinkIt! PARCC Achievement and Growth Report in determining areas in need of improvement and reviewing our own internal benchmark data, the data showed weakness in the following areas in math: Students in grades 3 and 4 demonstrated difficulty with standards in Numbers and Operations-Fractions (NF). Students in grade 5 demonstrated difficulty with standards in Measurement and Data (MD) and Numbers and Operations-Fractions (NF). When analyzing the 2017-2018 LinkIt! PARCC Achievement and Growth Report in determining areas in need of improvement and reviewing our own internal benchmark data, the data showed
		Schoolwide	31.3 %	36%				2017-2018 PARCC Math Grade 5: Not Meeting: 15% Partially Meeting: 25% Approaching: 26% Meeting: 30% Exceeding: 5%	
		White	49.3 %	50.7%				2017-2018 PARCC LAL Grade 4: Not Meeting: 24% Partially Meeting: 23% Approaching: 24% Meeting: 22% Exceeding: 6%	
		Hispanic	26.8 %	34.8%				2017-2018 PARCC Math Grade 4: Not Meeting: 22% Partially Meeting: 27% Approaching: 24% Meeting: 23% Exceeding: 4%	
		Black or African American	25.6 %	23.3%				2017-2018 PARCC ELA Grade 3: Not Meeting: 17% Partially Meeting: 15%	
		Asian, Native Hawaiian, or Pacific Islander	*	*					
		American Indian or Alaska Native	*	*					
		Two or More Races	38.1 %	47.6%					
		Female	39.7 %	39.2%					
		Male	24.1 %	33.3%					
		Economically Disadvantaged Students	26.1 %	31%					
		Non-Economically Disadvantaged Students	61.7 %	65%					
		Students with Disabilities	12%	17.4%					
		Students without Disabilities	37%	41.5%					
		English Learners	20.7 %	35.6%					
		Non-English Learners	34.2 %	36.2%					
		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
			<p>Approaching: 27% Meeting: 38% Exceeding: 4%</p> <p>2017-2018 PARCC MATH Grade 3: Not Meeting: 10% Partially Meeting: 14% Approaching: 27% Meeting: 34% Exceeding: 15%</p>	<p>weakness in the following areas in Language Arts: Students in grade 3 demonstrated difficulty with standard RL3.1-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Students in grade 4 demonstrated difficulty with standards RL4.6- Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrators and RI4.8- Explain how an author uses reasons and evidence to support particular points. Students in grade 5 demonstrated difficulty with standards RI5.7- Draw on information from multiple print or digital sources, demonstrating the</p>

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
				<p>ability to locate an answer to a question quickly or to solve a problem efficiently and RL5.7-Analyze how visual and multimedia elements contribute to the meaning, tone, and beauty of a text.</p> <p>Content areas teams were employed to discuss reasoning behind the hinderances in progress in those areas. Critical thinking skills was a common discussion point and professional development has been sought in increasing those skills for students.</p>

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	2017-2018 PARCC LAL Grade 5: Not Meeting: 24% Partially Meeting: 20% Approaching: 33% Meeting: 21% Exceeding: 2%	When comparing student results year to year between the 2017-2018 PARCC proficiency rates to the 2016-2017 PARCC proficiency rates the following trends were found:
		Schoolwide	53	45		
		White	66	33.5		
		Hispanic	54	46.5		
		Black or African American	40.5	51	2017-2018 PARCC Math Grade 5: Not Meeting: 15% Partially Meeting: 25% Approaching: 26% Meeting: 30% Exceeding: 5%	The percentage of 5th grade students who took the 4th grade PARCC and were meeting or exceeding the state requirements in Math remained the same from 2016-2017. The percentage of 5th grade students who took the 4th grade PARCC increased the overall percentage of students meeting or exceeding state requirements by 7% in Language Arts.
		Asian, Native Hawaiian, or Pacific	*	*		
		American Indian or Alaska Native	*	*		
		Two or More Races	43	35		
		Female			2017-2018 PARCC LAL Grade 4: Not Meeting: 24% Partially Meeting: 23% Approaching: 24% Meeting: 22% Exceeding: 6%	Students in 5th grade during the 2017-2018 academic year, increased the percentage of students meeting or exceeding
		Male				
		Economically Disadvantaged	48.5	44		
		Non-Economically Disadvantaged				
		Students with Disabilities	46	28	2017-2018 PARCC Math Grade 4: Not Meeting: 22% Partially Meeting: 27% Approaching: 24% Meeting: 23% Exceeding: 4%	
		Students without Disabilities				
		English Learners	54	53.5		
		Non-English Learners				
		Homeless Students			2017-2018 PARCC ELA Grade 3: Not Meeting: 17% Partially Meeting: 15%	
		Students in Foster Care				
		Military-Connected Students				
		Migrant Students				



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			Approaching: 27% Meeting: 38% Exceeding: 4% 2017-2018 PARCC MATH Grade 3: Not Meeting: 10% Partially Meeting: 14% Approaching: 27% Meeting: 34% Exceeding: 15%	the state requirements in Math by 3% and increased the percentage of students meeting or exceeding the state requirements in Language Arts by 2%. Overall, students assessed in math grew but not to the rate expected. Students assessed in language arts also grew but not to the rate expected. Hinderances in this progress may be linked to attendance and chronic absenteeism.
Benchmark Assessment Participation	Please list any cycles where the 95% participation rate was not met. Please provide explanation. *Identify patterns by subgroup *Identify patterns by grade			

Data Source	Factors to Consider	Your Data (Prepopulated where possible)					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	Below are the proficiency ranges for Linkit Benchmark assessments, mid year assessments, and end of the year assessments. Grade 2: Linkit! G2 NJSLs ELA Form A Not Meeting: 5% Partially Meeting: 20% Approaching: 38% Bubble: 11% Meeting: 23% Exceeding: 3% Linkit! G2 NJSLs ELA Form B: Not Meeting: 0% Partially Meeting: 25% Approaching: 33% Bubble: 18% Meeting: 22% Exceeding: 3% Linkit! G2 NJSLs ELA Form C: Not Meeting: 1% Partially Meeting: 31% Approaching: 33% Bubble: 13% Meeting: 8% Exceeding: 14% Grade 3: Linkit! G3 NJSLs ELA Form A: Not Meeting: 2% Partially Meeting: 23% Approaching: 35%	When analyzing the proficiency ranges for growth between the September Linkit! Form A baseline assessment and the May Form C End of the Year assessment, the following is evident: In 2nd grade, from Form to Form C the proficiency rate has decreased by 4%. In 3rd grade, from Form A to Form C the proficiency rate has increased by 18%. In 4th grade, from Form A to Form C the proficiency rate has increased by 26%. In 5th grade, from Form A to Form C the proficiency rate has increased by 4%. The overall trend in the school is consistent with growth which is a
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	26%	24%	0%	0%		
		3	21%	34%	0%	0%		
		4	32%	54%	0%	0%		
		5	22%	23%	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%		

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
			<p>Bubble: 18% Meeting: 18% Exceeding: 3%</p> <p>Linkit! G3 NJSLs ELA Form B: Not Meeting: 10% Partially Meeting: 23% Approaching: 20% Bubble: 13% Meeting: 31% Exceeding: 3%</p> <p>Linkit! G3 NJSLs ELA Form C: Not Meeting: 11% Partially Meeting: 13% Approaching: 23% Bubble: 14% Meeting: 27% Exceeding: 12%</p> <p>Grade 4: Linkit! G4 NJSLs ELA Form A: Not Meeting: 0% Partially Meeting: 22% Approaching: 30% Bubble: 17% Meeting: 18% Exceeding: 14%</p> <p>Linkit! G4 NJSLs ELA Form B: Not Meeting: 0% Partially Meeting: 6% Approaching: 19% Bubble: 21% Meeting: 28%</p>	<p>positive. The growth rate in 2nd grade may have shown a decrease due to the higher number of students who receive special education services. The growth rate in 5th grade may be lower due to the fact that they display the highest number and percentage of chronically absent students. This attendance conflict may be a direct correlation.</p> <p>It should be noted that the fluctuation in cut scores increases the difficulty of the assessment from Form A to Form C.</p>

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
			<p>Exceeding: 26%</p> <p>Linkit! G4 NJSLs ELA Form C: Not Meeting: 0% Partially Meeting: 6% Approaching: 24% Bubble: 11% Meeting: 32% Exceeding: 26%</p> <p>Grade 5: Linkit! G5 NJSLs ELA Form A: Not Meeting: 1% Partially Meeting: 40% Approaching: 29% Bubble: 9% Meeting: 18% Exceeding: 4%</p> <p>Linkit! G5 NJSLs ELA Form B: Not Meeting: 5% Partially Meeting: 26% Approaching: 33% Bubble: 13% Meeting: 21% Exceeding: 2%</p> <p>Linkit! G5 NJSLs ELA Form C: Not Meeting: 0% Partially Meeting: 29% Approaching: 33% Bubble: 12% Meeting: 22% Exceeding: 4%</p>	

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Data Source	Factors to Consider	Your Data (Prepopulated where possible)					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment (Proficiency) Math Rates	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Below are the proficiency ranges for LinkIt! Benchmark assessments, midyear assessments, and end of the year assessments. Grade 1: LinkIt! G1 NJSL Math Form A: Not Meeting: 27% Approaching: 35% Bubble: 28% Meeting: 10% LinkIt! G1 NJSL Math Form B: Not Meeting: 19% Approaching: 27% Bubble: 23% Meeting: 31% LinkIt! G1 NJSL Form C: Not Meeting: 18% Approaching: 40% Bubble: 19% Meeting: 26% Grade 2: LinkIt! G2 NJSL Math Form A: Not Meeting: 0% Partially Meeting: 15% Approaching: 33% Bubble: 15% Meeting: 27%	From the baseline Form A assessment to the end of the year, Form C assessment, the proficiency rates are as follows: In 1st grade, from Form A to Form C the proficiency rate has increased by 16%. In 2nd grade, from Form A to Form C the proficiency rate has increased by 11%. In 3rd grade, from Form A to Form C the proficiency rate has increased by 23%. In 4th grade, from Form A to Form C the proficiency rate has increased by 30%. In 5th grade, from Form A to Form C the proficiency rate has increased by 17%. The overall trend in the
		K	0%	0%	0%	0%		
		1	38%	54%	0%	0%		
		2	37%	53%	0%	0%		
		3	19%	31%	0%	0%		
		4	20%	35%	0%	0%		
		5	12%	19%	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%		

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
			<p>Exceeding: 10%</p> <p>Linkit! G2 NJSLS Math Form B:</p> <p>Not Meeting: 0%</p> <p>Partially Meeting: 12%</p> <p>Approaching: 18%</p> <p>Bubble: 17%</p> <p>Meeting: 40%</p> <p>Exceeding: 13%</p> <p>Linkit! G2 NJSLS Math Form C:</p> <p>Not Meeting: 3%</p> <p>Partially Meeting: 11%</p> <p>Approaching: 19%</p> <p>Bubble: 20%</p> <p>Meeting: 21%</p> <p>Exceeding: 27%</p> <p>Grade 3:</p> <p>Linkit! G3 NJSLS Math Form A:</p> <p>Not Meeting: 0%</p> <p>Partially Meeting: 12%</p> <p>Approaching: 43%</p> <p>Bubble: 27%</p> <p>Meeting: 14%</p> <p>Exceeding: 5%</p> <p>Linkit! G3 NJSLS Math Form B:</p> <p>Not Meeting: 2%</p> <p>Partially Meeting: 20%</p> <p>Approaching: 26%</p>	<p>school is consistent growth which is a positive.</p>

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
			<p>Bubble: 22% Meeting: 24% Exceeding: 7%</p> <p>Linkit! G3 NJSLS Math Form C Not Meeting: 10% Partially Meeting: 12% Approaching: 14% Bubble: 23% Meeting: 37% Exceeding: 5%</p> <p>Grade 4: Linkit! G4 NJSLS Math Form A: Not Meeting: 1% Partially Meeting: 34% Approaching: 28% Bubble: 16% Meeting: 15% Exceeding: 5%</p> <p>Linkit! G4 NJSLS Math Form B: Not Meeting: 1% Partially Meeting: 25% Approaching: 30% Bubble: 9% Meeting: 27% Exceeding: 8%</p> <p>Linkit! G4 NJSLS Math Form C: Not Meeting: 2% Partially Meeting: 9%</p>	



Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
			<p>Approaching: 23% Bubble: 15% Meeting: 26% Exceeding: 24%</p> <p>Grade 5: Linkit! G5 NJSL Math Form A: Not Meeting: 4% Partially Meeting: 13% Approaching: 61% Bubble: 10% Meeting: 8% Exceeding: 4%</p> <p>Linkit! G5 NJSL Math Form B: Not Meeting: 8% Partially Meeting: 33% Approaching: 31% Bubble: 9% Meeting: 14% Exceeding: 5%</p> <p>Linkit! G5 NJSL Math Form C: Not Meeting: 6% Partially Meeting: 28% Approaching: 27% Bubble: 10% Meeting: 17% Exceeding: 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			



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	555	Currently we have the following students enrolled: Grades K-2 Autism: 11 Grades K-1 SCLD: 9 Grade 1: 117 Grade 2: 104/13 SPED Grades 3-5 Autism: 5 Grade 3: 85/8 SPED Grade 4: 91/4 SPED Grade 5: 100/9 SPED	Student enrollment increased from the 2017-2018 school year due to the addition of two bilingual classrooms added to the school population. Our current enrollment for the 2018-2019 school year has increased by 47 students from the 2017-2018 school year. Racial and Ethnic diversity remains consistent with the overall trend of our community with approximate 50% of our student body being of Hispanic origin.
		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	95.30%	Monthly Attendance Rates: September: 96.97% October: 95.8% November: 93.96% December: 96.05% January: 94.26% February: 94.45% March: 93.09% April: 95.75% Current School Year Average: 94.959%	Daily attendance remains consistent through the school year averaging 94.9%. An unusually large amount of absences were recorded in November and March due to a heightened flu season. Interventions for attendance have included individual, class, and grade level incentives. Incentives have ranged from small prizes to awards. All staff has been provided with professional development on the impact of chronic absenteeism through attendanceworks.org . Parents were contacted with students at risk of becoming chronic attendance concerns where the impact of education was discussed, attendance contracts were formed and additional services were provided when applicable.
		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%	As of this writing, 74 students or 13.1% of our student population are chronically absent. 1st grade: 19 out of 117 students or 16% 2nd grade: 11 out of 127 students or 9% 3rd grade: 8 out of 93 students or 9% 4th grade: 15 out of 85 students or 16% 5th grade: 20 out of 109 students or 18%	Chronic absenteeism remains consistent in the 2018-2019 school year compared to the 2017-2018 school year. The current 13% absenteeism rate is equal to last year's 13% absenteeism rate and is still not at the target rate of 8.4%. Interventions for attendance have included individual, class, and grade level incentives. Incentives have ranged from small prizes to awards. All staff has been provided with professional development on the impact of chronic absenteeism through attendanceworks.org. Letters and flyers informing all parents of the negative impacts of chronic absenteeism were disseminated through social media, emails, and flyers sent home. Parent meetings were conducted with students
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic	0.00%		

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



Data Source	Factors to Consider	Your Data (Prepopulated where possible)		Your Data (Provide any additional data)	Observations / Trends
		Staff Attendance YTD	93.95%		
Attendance Rate (Staff)	<p>The average daily attendance for staff</p> <p>*Identify patterns by grade</p> <p>*Identify chronic absenteeism</p> <p>*Identify reasons for absenteeism</p>			<p>Average daily attendance for staff is 93%.</p> <p>September: 96.5%</p> <p>October: 92.8%</p> <p>November: 93.1%</p> <p>December: 93.2%</p> <p>January: 94.8%</p> <p>February: 92.7%</p> <p>March: 90.1%</p> <p>April: 93.6%</p> <p>Of the days taken:</p> <p>Dock/Unpaid: 18 or 1.9%</p> <p>Exchange Day: 29 or 3%</p> <p>Family Illness: 5 or <1%</p> <p>Floating Holiday: 2 or >1%</p> <p>Personal Business: 23 or 2.5%</p> <p>Sick: 363 or 39.9%</p> <p>Sick Less Sub Pay: 28 or 3%</p>	<p>Gregory School also used 36 maternity leave days and 99 for medical leave.</p> <p>4 staff members were deemed as a chronic absence, however three of the staff members absences were documented with medical documentation on a personal level.</p>

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%	As of this writing the Gregory School has issued the following disciplinary actions: In school suspensions: 1 Out of school suspensions for 1 day: 9 Out of school suspensions for 2 days: 5 Out of the above, 3 out of school suspensions for 1 day were of special education students. There have been no other suspensions issued.	When analyzing the disciplinary data for the 2018-2019 school year the following was discussed: 40% of suspensions were due to inappropriate behavior in which students were disturbing class. 20% of suspensions were due to horseplay. Horseplay was categorized as non malicious physical contact between 2 or more peers which was deemed unsafe by school administration. 10% of suspensions were due use of electronics. 10% of suspensions were due to fighting. Fighting is categorized as physical alterations with malicious intent. 10% of suspensions were due to gross misconduct. Gross misconduct is categorized as the student being disrespectful to a fellow student or staff member.
		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	0.40%		
		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



Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
Climate & Culture Surveys	<p>Results from surveys</p> <ul style="list-style-type: none"> *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family 		<p>The climate and culture survey was given to 174 students in grades 3, 4, and 5. The domain scores were as follows:</p> <p>Physical Environment: 71.5% Teaching and Learning: 60.7% Morale in the School Community: 75% Student Relationships 44.6% Parental Support and Engagement: 80.5% Safety: 76.4% Emotional Environment: 59%</p> <p>The climate and culture survey was given to 44 staff members. The domain scores were as follows:</p> <p>Physical Environment: 62.8% Teaching and Learning: 64.8% Morale in School Community: 62.5% Relationships: 62.1% Parental Support and Engagement: 68.3% Safety: 82.2% Emotional Environment: 59.1% Administrative Support: 73.1%</p>	<p>The lowest domain for students was student relationships. Student Relationships assesses the degree to which relationships between students are open, honest, and respectful and lead to positive outcomes rather than negative, preventable outcomes such as bullying, harassment, and intimidation. The lowest rating was "students at this school are picked on, teased, made fun of, or called names".</p> <p>The highest domain for students was parental support and engagement. Parental support and engagement is concerned with the degree to which parents and community members are incorporated into both the social and academic fabric of the school. This includes assessing the efficacy of school-home communications and an</p>

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
				<p>assessment of the degree of home support for learning. The highest rating was "parents ask me if I get my homework done".</p> <p>The lowest domain for staff was emotional environment. Emotional Environment addresses attitudes toward the social environment. This includes perceptions of how the average student ought to, and does, behave, as well as the general fairness of the school. The lowest rating was "students in this school are well-behaved". The highest domain for staff was safety. Safety consists of the individual's sense of physical safety in and around the school. The highest ratings were "I feel safe in the classroom" and "I feel safe in the bathrooms and hallways".</p>

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

COLLEGE & CAREER READINESS

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

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

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	% of teachers on CAP YTD	4.0%	Three instructional staff members which make up 6% of all staff members were on a CAP in September 2018 or placed on a CAP during the 2018-2019 academic year.	Similarities between the staff members include a lack of cohesion in instructional planning, chronic absenteeism and an ineffective use of data to support instruction. These trends may have resulted in student achievement scores not consistent with the overall trend of the school and grade level. All staff were provided professional development in data analysis and the effective use of said data in instructional planning by administration and content level supervisors. Furthermore, staff engage in grade level and content area professional learning communities three times per month to discuss trends and needs based on data analysis.

< Other Indicators - NO DATA >

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	In an ever developing digital society, professional development has followed suit within our school community. Educators, content area specialists, support staff, and administration have been provided a platform to create professional development content and share their practice and knowledge with the staff. The digital library allows for 24 hour unfettered access to a litany of content aimed at increasing the overall educational experience for our student body. Additionally, administration allow time dedicated for content area and grade level PLC's during and after school hours. Administration and content area supervisors are frequent attendees at these PLC's to offer insight and collaboration on effective data analysis and instructional practices. Staff may request training or support in specific content areas or programs utilized within the instructional day. Administration regularly provides these services either in-house or from external resources when necessary. Educators are also provided with financial support in the pursuit of advanced degrees in their fields of practice. Educators are also provided support through intervention and support services as well as the child study team when necessary. Data analysis is conducted by all members of the school community and discussed on whole school, grade level, classroom, and individual student needs. These needs are then used to formulate professional learning programs and drive instruction.	Time and attention have been spent on evaluation of both the Math and Language Arts programs employed to deliver the curriculum on an elementary level. During this academic year, structural changes to scheduling and content delivery were introduced in order to increase the time spent and focus of instruction on areas of concern and need.
		B		
		C		
		D		
		E		
		F		
	2	A		
		B		
		C		
		D		
	3	A		
		B		
		C		
	Average	3.31		

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
School-based Activities in Support of Fiscal	1	A	4-Well Developed	Additional time may be spent on an administrative level analyzing areas where resources allocated were under utilized. Our school is fortunate to have many avenues of funding for various components of the educational experience. A deeper understanding of which line to draw funds would be beneficial to all.
		B	4-Well Developed	
		C	4-Well Developed	
	Average		4.00	
			<p>Budget planning is conducted every year for the following year between building administration, the business office, the Coordinator of Grants and Innovative Programs, and the superintendent of schools. At said meeting, plans are developed and resources are allocated appropriately to fund all manners of educational life for students and staff. Administration takes into account the needs of students, staff, and the community as a whole. Additionally, Gregory School administration received the PIECE grant for instructional supplies as well as the Rockville Institute Grant for money to support health and wellness. The Coordinator of Grants and Innovative Programs communicates with schools administration as to the allocation of Title I funds for supplemental academic programs, parent involvement, and additional resources as needed through Title I. All budgeting and school spending is managed by the school administrator and the business office.</p>	



Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
School-based Activities In Support of Governance	1	A	The mission and vision of Gregory Elementary School is evident, clear, and reflective of the Long Branch Public Schools mission and vision statement. Where children matter most and continuous growth and achievement for all students, without expectations is a uniform and shared culture by all members of our educational community. By including all stakeholders under the mission and vision, students, staff, and families are able to focus on details and programs to enhance that vision and mission. School leaders actively and constructively work in collaboration with educational staff to enhance the overall reach and performance of each member of our community by setting short and long term goals laying out the ground work and pathways to reach those goals. School leaders are guided by the central office administration on a monthly basis through leadership meetings to discuss educational trends that can be brought back to the school level, ensuring the district wide mission is heard and delineated.	School leaders can continue to improve in the area of communication with families and community. Currently, all members of the educational community are welcome within various parts of the school experience but participation by parents, guardians, and the community remains lower than desired. Misconceptions and timing seems to be a factor in the decisions of parents and guardians on when and which events to attend. The main events such as back to school night and parent teacher conferences are highly attended, but curriculum nights and information sessions suffer from lower parent involvement. Exploring ideas on drawing in a higher percentage of parents to multiple events throughout the year would benefit the educational community was an entity.
		B		
	2	A		
		B		
	3	A		
		B		
		C		
	Average	D		
		3.13		



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

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
School-based Activities in Support of Personnel	1	A	3-Developed	A comprehensive mentoring program has been in place for all non-tenured teachers, pairing them with a mentor for support and development. In addition, all staff are provided constant feedback from building and district level administration through observations and data analysis, which is discussed through individual or grade level meetings. Staff is allotted time through the week for content area and grade level professional learning, as well as professional development opportunities throughout the school year.	The district and school shall continue to broaden our reach in reference to the recruitment of highly certified educators through various avenues including current infrastructure and outside resources. By increasing depth and breadth of potential employees, the district and school will enjoy a larger pool of candidates and skills.
		B	4-Well Developed		
	2	A	4-Well Developed		
		B	4-Well Developed		
		C	3-Developed		
		D	4-Well Developed		
	Average		3.67		

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?)	
Instruction & Program ELA	<p>The results of the Reading Inventory from March (2019) have indicated an increase in the average reading level for Grades 2-5. 64% of 2nd grade students are reading on grade level. 61.3% of 3rd grade students are reading on grade level. 63% of 4th grade students are reading on grade level. 51.4% of 5th grade students are reading on grade level. The results have shown overall growth in reading level for students in grades 2-5, however, the majority of students are still performing below grade level. According to 2019 LinkIt! Form C data, 3rd grade students experienced the most difficulty in standard RL3.9 Compare, contrast, and reflect on (e.g. practical knowledge, historical/cultural context, background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author or similar characters (e.g. books in a series). 4th grade students experienced the most difficulty in standard RI4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. 5th grade students experienced the most difficulty in standard RL5.7</p>	<p>Due to socioeconomic status, environmental disadvantages, and non-English speaking homes, much of the population comes to school with limited background knowledge and exposure to foundational skills for reading, such as phonics and word recognition. Additionally, deficiencies in reading proficiency stemmed from a gap in foundational reading instruction at the elementary level. Lack of PD focusing on early childhood reading strategies in Kindergarten through third grade have yielded lower than average growth in literacy proficiency in the later grades.</p>	Targeted Students	1	Provide materials and training to help parents to work with their children to improve their child's reading achievement through literacy training and use of technology.
				2	Use common planning sessions and grade level PLC Meetings to support teachers in their understanding of the data, and provide guidance in using the data to plan future lessons. Incorporate professional development that promotes how to use effective practices that support areas of need identified through the data.
				3	Continue to track and analyze Benchmark Assessments, SRI, DRA-2, and NJSLA data to identify low performing content areas and provide PD supporting components of phonological awareness and ways to help young children to learn to read.



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?)
	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). According to the results on LinkIt! Benchmark C(May 2019), students have an average score of the following: Grade 2 students Grade 3 students have an average score of 57.1%. Grade 4 students have an average score of 61.8%. Grade 5 students have an average score of 46.3%. Although there has been an increase in overall growth, there is still a low performance average for the test.			



Area of Focus for SMART Goals	Performance Challenge	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Instruction & Program Math	Based on Math LinkIt! Benchmark data, students in grade 1 demonstrated difficulty with standards-Numbers and Operations in Base Ten (NBT). Students in grade 2 demonstrated difficulty with standards in Measurement and Data (MD) Students in grades 3 and 4 demonstrated difficulty with standards in Numbers and Operations-Fractions (NF). Students in grade 5 demonstrated difficulty with standards in Measurement and Data (MD). This data is supported by LinkIt! Form C assessments for each grade level.	During strategic planning on a district wide level it was identified that elementary students across district have difficulties with problem solving. Students have displayed the ability to solve computation and number sense questions, however, due to a low literacy rate, students have difficulty with word problems. This correlates to Language Arts difficulties in critical thinking. Mathematical discourse provides students an opportunity for deeper understanding through communication. Individually or in groups, students must articulate and defend their ideas and analyze the reasoning of others. Increasing mathematical discourse will have a positive effect on students' mathematical understanding as they increase the connections between ideas and representations.	Targeted Students	1	Continue to track and analyze Benchmark Assessments, Everyday Math Assessments, and NJSLA data to identify low performing content areas and provide professional development supporting the components of problem solving and guided math.
				2	Provide differentiated coaching and professional development to all educational staff members, either individually and specific or as a group on an as needed basis with a goal of increasing student engagement and knowledge acquisition.
				3	Provide PD for teachers to encourage new instructional strategies for low-growth and ELL students. Continue to provide feedback from classroom observations that can assist teachers with new instructional strategies.



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	Parental involvement in their child's education continues to improve on yearly basis. However, parental involvement and support in terms of attendance is in need of continued improvement. Based on current attendance data, 73 students or 13.1% of our student population is chronically absent. An additional 85 students or 15.3% of the school population is habitually tardy with over 10 tardy as of this writing. Of the two groupings, 36 students are both chronically absent and habitually tardy. These numbers have increased from 2018-2019 and the missed instructional time for these students is a hindrance in their educational progress.	At an elementary school age, absenteeism is often attributed to the culture of the home, student illness, or other non student centered factors. School wide interventions and incentives for positive attendance as well as individual student incentives have been in place to foster student desire to attend school. However, Elementary students are often not in control of their attendance or their arrival time as their transportation is dictated by their parents. Research has shown that parent/guardians with a lack of understanding of educational focus (those who are less willing to attend workshops) will also support attendance concerns.	Targeted Students	1	Parent Education-Workshops to address and inform on educational, instructional, and the importance of attendance in a timely manner and the impact nonattendance has on a student in all manners of education. Education should include appropriate times to keep a child home from school due to illness or when to send them in, correlation between attendance and academic achievement, and the policy and procedures of the school and the state of New Jersey in regards to attendance.
				2	Staff professional development in the areas of attendance incentives and effective communication with homeroom student families on the importance of attendance.
				3	I&RS support for all chronically absent students and those identified as at risk for chronic absence in order to both educate and support families in positive attendance.



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?)	
No option for the fourth SMART Goal was selected on the Root Cause page.				1	
				2	
				3	

SMART Goal 1

Students will demonstrate growth in the areas of reading accuracy and fluency as measured by DRA2 assessment and the Linkit! Benchmark Assessment by June, 2020.

Subgroup (A) All first grade students who score between levels A-4 will demonstrate growth based on the DRA2 growth chart.

Subgroup (B): All second grade students who score between levels A-24 will show growth based on the DRA2 growth chart.

Subgroup (C): All third grade students who score between levels A-34 will show growth based on the DRA2 growth chart.

Subgroup (D): All fourth grade students who score between 0-79% on Benchmark A will meet the growth based on the decile growth chart.

Subgroup (E): All fifth grade students who score between 0-79% on Benchmark A will meet the growth based on the decile growth chart.

Performance

The results of the Reading Inventory from March (2019) have indicated an increase in the average reading level for Grades 2-5. 64% of 2nd grade students are reading on grade level. 61.3% of 3rd grade students are reading on grade level. 63% of 4th grade students are reading on grade level. 51.4% of 5th grade students are reading on grade level. The results have shown overall growth in reading level for students in grades 2-5, however, the majority of students are still performing below grade level.

According to 2019 Linkit! Form C data, 3rd grade students experienced the most difficulty in standard RL3.9 Compare, contrast, and reflect on (e.g. practical knowledge, historical/cultural context, background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author or similar characters (e.g. books in a series). 4th grade students experienced the most difficulty in standard RI4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. 5th grade students experienced the most difficulty in standard RL5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). According to the results on Linkit! Benchmark C(May 2019), students have an average score of the following: Grade 2 students Grade 3 students have an average score of 57.1%. Grade 4 students have an average score of 61.8%. Grade 5 students have an average score of 46.3%. Although there has been an increase in overall growth, there is still a low performance average for the test.

Strategy 1:

Provide materials and training to help parents to work with their children to improve their child's reading achievement through literacy training and use of technology.

Strategy 2:

Use common planning sessions and grade level PLC Meetings to support teachers in their understanding of the data, and provide guidance in using the data to plan future lessons. Incorporate professional development that promotes how to use effective practices that support areas of need identified through the data.

Strategy 3:

Continue to track and analyze Benchmark Assessments, SRI, DRA-2, and NJSLA data to identify low performing content areas and provide PD supporting components of phonological awareness and ways to help young children to learn to read.

Target Population: Targeted Students

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of Cycle 1, baseline DRA2 and Linkit! Benchmark A will be administered and the assessments will be analyzed to identify current levels of proficiency among students. Results will also be analyzed to drive instruction and plan PD.	Baseline Link-it! Collection and analysis from DRA2 baseline assessment, Student Form A Linkit! Assessment Results, PLC agendas, Professional Development Agendas
Feb 15	By the end of Cycle 2, 80% of targeted students in all grade levels will meet their growth goals on the DRA2 assessments or Linkit! Benchmark Assessment.	Student Form B Linkit! Assessment Results, DRA2 Mid year assessment data
Apr 15	By the end of Cycle 3, 100% of instructional staff in ELA will participate in 2 professional development sessions focused on skills and standards identified in November.	Student Form B Linkit! Assessment Results, DRA2 Midyear Assessment Data
Jul 1	Students will demonstrate growth in the areas of reading accuracy and fluency as measured by DRA2 assessment and the Linkit! Benchmark Assessment by June, 2020. Subgroup (A) All first grade students who score between levels A-4 will demonstrate growth based on the DRA2 growth chart. Subgroup (B): All second grade students who score between levels A-24 will show growth based on the DRA2 growth chart. Subgroup (C): All third grade students who score between levels A-34 will show growth based on the DRA2 growth chart. Subgroup (D): All fourth grade students who score between 0-79% on Benchmark A will meet the growth based on the decile growth chart. Subgroup (E): All fifth grade students who score between 0-79% on Benchmark A will meet the growth based on the decile growth chart.	Student Form C Linkit! End of the Year Assessment Results, DRA2 End of the Year Assessment Data

Action Steps

SMART Goal 1

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Analyze end of year 2018 -2019 Linkit and DRA2 data to assist in initial reading level placement for instruction	9/6/19	10/31/19	Teacher
2	1	Once baseline Linkit and DRA2 data assessments are completed, utilize results to compare previous years scores. Identify students for student growth objectives	9/6/19	10/31/19	Teacher
3	1	During professional learning communities, create grade level attainable goals, on identified standards for the first and second marking period	9/6/19	10/31/19	Teacher
4	2	Analyze results from mid year assessments, locate areas of deficiency and continue to monitor student progress.	11/1/19	1/31/20	Teacher
5	2	Review grade level goal from beginning of year and monitor student progress	11/1/19	1/31/20	Teacher
6	2	Teachers will create an action plan to address to target at risk students and provide interventions within classroom instruction	11/1/19	1/31/20	Teacher
7	2	Principals will use formal observations to evaluate lessons as well as suggest how grade level and independent goals can be met, they will offer suggestions and new interventions	11/1/19	1/31/20	Principals
8	2	Review student growth objectives and monitor progress.	2/3/20	4/1/20	Teachers, Principals
9	3	Continue to monitor student progress as well as grade level goals.	4/1/20	6/12/20	Teachers, Principals
10	3	Use data to monitor, differentiate, and drive instruction.	4/1/20	6/12/20	Teachers

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	The district blends its Title I 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 I money.	FACILITIES - Buildings / 400-720	\$1	Federal Title I (Reallocated Funds)

SMART Goal 2

Students will demonstrate growth in the area of mathematics as measured by the Linkit! Benchmark Assessment by June, 2020.

Subgroup (A) All first grade students who score between 0-79% on Benchmark A will demonstrate typical to high growth based on the decile growth chart.

Subgroup (B): All second grade students who score between 0-79% on Benchmark A will demonstrate typical to high growth based on the decile growth chart.

Subgroup (C): All third grade students who score between 0-79% on Benchmark A will demonstrate typical to high growth based on the decile growth chart.

Subgroup (D): All fourth grade students who score between 0-79% on Benchmark A will demonstrate typical to high growth based on the decile growth chart.

Subgroup (E): All fifth grade students who score between 0-79% on Benchmark A will demonstrate typical to high growth based on the decile growth chart.

Performance

Based on Math Linkit! Benchmark data, students in grade 1 demonstrated difficulty with standards-Numbers and Operations in Base Ten (NBT). Students in grade 2 demonstrated difficulty with standards in Measurement and Data (MD). Students in grades 3 and 4 demonstrated difficulty with standards in Numbers and Operations-Fractions (NF). Students in grade 5 demonstrated difficulty with standards in Measurement and Data (MD). This data is supported by Linkit! Form C assessments for each grade level.

Strategy 1:

Continue to track and analyze Benchmark Assessments, Everyday Math Assessments, and NJSLA data to identify low performing content areas and provide professional development supporting the components of problem solving and guided math.

Strategy 2:

Provide differentiated coaching and professional development to all educational staff members, either individually and specific or as a group on an as needed basis with a goal of increasing student engagement and knowledge acquisition.

Strategy 3:

Provide PD for teachers to encourage new instructional strategies for low-growth and ELL students. Continue to provide feedback from classroom observations that can assist teachers with new instructional strategies.

Target Population:

Targeted Students

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 2019, all students will be administered the baseline LinkIt! Assessment. Results of the benchmark assessment as well as NJSLA math assessment, mathematics portfolio, formative assessments, and unit assessment data will be analyzed to identify current levels of proficiency among students.	
Feb 15	By the end of Cycle 2, 60% of targeted students in all grade levels will meet their growth goals on LinkIt! Benchmark Assessment.	
Apr 15	By the end of Cycle 3, 100% of instructional staff in math will participate in 2 professional development sessions focused on skills and standards identified in November.	
Jul 1	<p>Students will demonstrate growth in the area of mathematics as measured by the LinkIt! Benchmark Assessment by June, 2020.</p> <p>Subgroup (A) All first grade students who score between 0-79% on Benchmark A will demonstrate typical to high growth based on the decile growth chart.</p> <p>Subgroup (B): All second grade students who score between 0-79% on Benchmark A will demonstrate typical to high growth based on the decile growth chart.</p> <p>Subgroup (C): All third grade students who score between 0-79% on Benchmark A will demonstrate typical to high growth based on the decile growth chart.</p> <p>Subgroup (D): All fourth grade students who score between 0-79% on Benchmark A will demonstrate typical to high growth based on the decile growth chart.</p> <p>Subgroup (E): All fifth grade students who score between 0-79% on Benchmark A will demonstrate typical to high growth based on the decile growth chart.</p>	

Action Steps

SMART Goal 2

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Analyze end of year 2018-2019 LinkIt! and Everyday Math data to assist in initial math level placement for instruction	9/5/19	10/31/19	Teachers
2	1	Once baseline LinkIt! assessments are completed, utilize results to compare previous years scores. Identify students for student growth objectives.	9/5/19	10/31/19	Teachers
3	1	During professional learning communities, create grade level attainable goals, on identified standards for the first and second marking period.	9/5/19	10/31/19	Teachers
4	2	Analyze results from mid year assessments, locate areas of deficiency and continue to monitor student progress	11/1/19	1/31/20	Teachers
5	2	Review grade level goals from the beginning of the year and monitor student progress	11/1/19	1/31/20	Teachers
6	2	Teachers will create an action plan to address and target at risk students and provide interventions within classroom instruction	11/1/19	1/31/20	Teachers
7	2	Principals and supervisors will use formal observations to evaluate lessons as well as suggest how grade level and independent goals can be met. They will offer suggestions and interventions	11/1/19	1/31/20	Principals and Supervisors
8	2	Review student growth objectives and monitor progress	11/1/19	1/31/20	Principals and Teachers
9	3	Continue to monitor student progress as well as grade level goals.	2/4/20	4/1/20	Teachers, Principals
10	3	Use data to monitor, differentiate, and drive instruction	2/4/20	4/1/20	Teachers

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	The district blends its Title I 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 I money.	FACILITIES - Buildings / 400-720	\$1	Federal Title I (School Allocation)

SMART Goal 3

By June 2020, less than 10% of students will be identified as chronically absent according to the Genesis database attendance report.

Performance

Parental involvement in their child's education continues to improve on yearly basis. However, parental involvement and support in terms of attendance is in need of continued improvement. Based on current attendance data, 73 students or 13.1% of our student population is chronically absent. An additional 85 students or 15.3% of the school population is habitually tardy with over 10 tardy as of this writing. Of the two groupings, 36 students are both chronically absent and habitually tardy. These numbers have increased from 2018-2019 and the missed instructional time for these students is a hindrance in their educational progress.

Strategy 1:

Parent Education-Workshops to address and inform on educational, instructional, and the importance of attendance in a timely manner and the impact nonattendance has on a student in all manners of education. Education should include appropriate times to keep a child home from school due to illness or when to send them in, correlation between attendance and academic achievement, and the policy and procedures of the school and the state of New Jersey in regards to attendance.

Strategy 2:

Staff professional development in the areas of attendance incentives and effective communication with homeroom student families on the importance of attendance.

Strategy 3:

I&RS support for all chronically absent students and those identified as at risk for chronic absence in order to both educate and support families in positive attendance.

Target Population:

Targeted Students

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Identify all students at risk for chronic attendance concerns. Hold individual meetings with 80% of parents/guardians of identified students. Have 1 event in addition to back to school night focused on academic instruction.	Parent sign in sheets, Attendance data monitored by Genesis information system. School data, homeroom attendance data, student attendance data.

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	All parents and guardians will be informed of the state and district attendance policy, procedures, and ramifications of negative attendance and correlation to academic achievement.	Attendance data as monitored by Genesis information system. School wide attendance data, grade level attendance data, homeroom attendance data, student attendance data.
Apr 15	Identification of all students at risk for chronic attendance concerns. Hold individual meetings with 100% of parents/guardians of identified students. Identification of all parents who have not yet attended an academic related event and support their participation in any way possible.	Parent sign in sheets. Attendance data as monitored by Genesis information system. School wide attendance data, grade level attendance data, homeroom attendance data, student attendance data.
Jul 1	By June 2020, less than 10% of students will be identified as chronically absent according to the Genesis database attendance report.	Attendance data as monitored by Genesis information system. School wide attendance data, grade level attendance data, homeroom attendance data, student attendance data.

Action Steps

SMART Goal 3

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	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.	9/5/19	10/31/19	School counselor, teachers, administration, support staff
2	3	Weekly review of chronically absent student data. Advisors will provide follow-up to staff regarding the latest data and develop strategies accordingly based on findings.	9/5/19	10/31/19	School counselor, teachers, administrators
3	3	Students will be rewarded with monthly attendance incentives.	9/5/19	10/31/19	School counselor, teachers
4	2	PLC, Department, and Grade Level meetings, monitoring of teachers, and analysis of data action steps.	9/5/19	10/31/19	administration, teachers, support staff

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
5	1	Hold family events to support and educate parents in positive, social, and academic behaviors	9/5/19	10/31/19	school counselor, teachers, administration
6	2	Classroom observations to ensure action plans are in place, implemented and reinforced (follow steps on district action plan)	9/5/19	10/31/19	school counselor, teachers, administration, support staff
7	1	Chronically absent students will be identified at weekly meetings and monitored through the Genesis database. Parents and Guardians will be contacted and supports will be provided.	11/1/19	2/28/20	school counselor, teachers, administration, support staff
8	3	Weekly review of chronically absent student data. Advisors will provide follow-up to staff regarding the latest data and develop strategies accordingly based on findings.	11/1/19	2/28/20	school counselor, teachers, administration, support staff
9	3	Students will be rewarded with monthly attendance incentives	11/1/19	2/28/20	school counselor, teachers
10	2	PLC, Department, and Grade Level Meetings, monitoring of teachers, and analysis of data action steps.	11/1/19	2/28/20	school counselor, teachers, administration, support staff
11	1	Hold family events to support and educate parents in positive, social, and academic behaviors	11/1/19	2/28/20	school counselor, teachers, administration support staff
12	2	Classroom observations to ensure action plans are in place, implemented, and reinforced. (follow steps on district action plan).	11/1/19	2/28/20	school counselor, teachers, administration support staff
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.	3/3/20	5/29/20	school counselor, teachers, administration, support staff



Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
14	3	Weekly review of chronically absent student data. Advisors will provide follow-up to staff regarding the latest data and develop strategies accordingly based on findings.	3/3/20	5/29/20	school counselor, teachers, administration, support staff
15	3	Students will be rewarded with monthly attendance incentives	3/3/20	5/29/20	school counselor, teachers, administration, and support staff
16	2	PLC, Department, and Grade Level Meetings, monitoring of teachers, and analysis of data action steps.	3/3/20	5/29/20	school counselor, teachers, administration, support staff
17	1	Hold family events to support and educate parents in positive, social, and academic behaviors	3/3/20	5/29/20	school counselor, teachers, administration, support staff
18	2	Classroom observations to ensure action plans are in place, implemented, and reinforced (follow steps on district action plan).	3/3/20	5/29/20	school counselor, teachers, administration, support staff

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	The district blends its Title I 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 I money.	FACILITIES - Buildings / 400-720	\$1	Federal Title I (School Allocation)

SMART Goal 4

Performance

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 >

Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
Social and Emotional Learning	9/5/19	5/1/20	Teachers, Administration, Support Staff	INSTRUCTION - Supplies & Materials / 100- 600	\$17,984.00	Federal Title I (Reallocated)

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventio	Federal Title I (School Allocation)	Federal Title I (Reallocate d Funds)	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	\$0
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Other Purchased Services	200-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Travel	200-580	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventio	Federal Title I (School Allocation)	Federal Title I (Reallocate d Funds)	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	\$0
SUPPORT SERVICES	Other Objects	200-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Indirect Costs	200-860	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Buildings	400-720	\$0	\$0	\$2	\$1	\$0	\$0	\$3
FACILITIES	Instructional Equipment	400-731	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Noninstructional Equipment	400-732	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Sub-total		\$0	\$0	\$2	\$1	\$0	\$0	\$3
SCHOOLWIDE	Schoolwide Blended	520-930	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Cost			\$0	\$0	\$2	\$1	\$0	\$0	\$3



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	\$2	\$1	\$3
Other Title 1 Expenditures	\$0	\$0	\$1	\$1
Total	\$0	\$2	\$2	\$4



2019-2020

Confirmation Page

< NO DATA >

Certification Page

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