BERKELEY ELEMENTARY

District: BLOOMFIELD TWP
County: ESSEX
Team: NA

School Identification: NA
Targeted Subgroup
CDS: 130410050

Annual School Planning 2021-2022

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Principal	Dr. Natashia Baxter	Yes	Yes	Yes		
Math Interventionist	Ms. Sarah Sexton	Yes	Yes	Yes		
Math Interventionist	Mrs. Erica McGuirk	Yes	Yes	Yes		
Language Arts Intervenionist	Mrs. Sandra Fine	Yes	Yes	Yes		
Language Arts Interventionist	Mrs. Ashley Reddick	Yes	Yes	Yes		
Language Arts Interventionist	Ms. Catherine DeLeon	Yes	Yes	Yes		
Media Specialist	Mrs. Anna Lisa Brown	Yes	Yes	Yes		
School Counselor	Mr. Moquie Headley	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
HSA President	Mrs. Iris Kelly	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
11/11/2020	Prior Year Evaluation	Yes	Yes
12/09/2020	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
01/13/2021	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
02/10/2021	Priority Performance Needs and Root Cause Analysis	Yes	Yes
03/10/2021	Priority Performance Needs and Root Cause Analysis	Yes	Yes
04/14/2021	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)
Interventionist - Small Group Pull-Out (Grades K - 6)	Language Arts	Students who are 1 or more years behind their peers.	Yes	Yes	Yes	Assessments Used: RAZ/TCA Level/STAR Early Literacy Scores/STAR Reading Scores/PAR/TOWRE-2/ NJSLA ELA Scores Outcomes: Students were selected based on multiple measures and criteria. Using this information particular skills are targeted and focused on. Students work with interventionists up to three times per week for up to forty minutes per session. On average these students increased their RAZ/TCA reading level by 1 - 2 levels. There were 69 students receiving these services through our hybrid model as well as virtually and in person.

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)
Interventionist - Small Group Push-In (Grades K - 6)	Language Arts	Students who are behind their grade level peers.	Yes	Yes	Yes	Assessments Used: RAZ/TCA Level/STAR Early Literacy Scores/STAR Reading Scores/NJSLA ELA Scores Outcomes: Students were selected based on multiple measures and criteria. Using this information particular skills are targeted and focused on. Students work with interventionists up to two times per week for up to forty minutes per session. On average these students increased their RAZ/TCA reading level by 2 levels. There were 84 students receiving these services through our hybrid model as well as virtually and in person.

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)
Interventionist - Whole Class Teacher Support (Grades K - 6)	Language Arts	Students who are behind or roughly at grade level.	Yes	Yes	Yes	Assessments Used: RAZ/TCA Level/STAR Early Literacy Scores/Star Reading Scores/NJSLA ELA Scores Outcomes: Assessment data is utilized to implement differentiated instruction to support a variety of learners. Various strategies, techniques and practices are used to help all learners.
Interventionist - Whole Class Support with Question Analysis (Grades 3 - 6)	Language Arts	Students who are behind or roughly at grade level.	Yes	Yes	Yes	Assessments Used: RAZ/TCA Level/STAR Early Literacy Scores/Star Reading Scores/NJSLA ELA Scores Outcomes: Assessment data was utilized to implement differentiated instruction to support a variety of learners. Various strategies, techniques and practices were used to help all learners. There were 255 students receiving these services. Due to COVID-19 students were unable to take a post assessment to gauge student growth.

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)
Interventionist - Small Group Pull-Out (Grades K - 6)	Mathematics	Students who are behind or roughly at grade level.	Yes	Yes	Yes	Assessments Used: STAR Math Scores/NJSLA Math Scores/Math Unit Assessments Outcomes: Students were selected based on multiple measures and criteria. Using this information particular skills are targeted and focused on. Students work with interventionists up to three times per week for up to forty minutes per session. On average these students increased their STAR Math scores by at least 15 points. There were 96 students receiving these services through our hybrid model as well as virtually and in person.

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)
Interventionist - Small Group Push-In (Grades K - 6)	Mathematics	Students who are behind or roughly at grade level.	Yes	Yes	Yes	Assessments Used: STAR Math Scores/NJSLA Math Scores/Math Unit Assessments Outcomes: Students were selected based on multiple measures and criteria. Using this information particular skills are targeted and focused on. Students work with interventionists up to two times per week for up to forty minutes per session. On average these students increased their STAR Math scores by at least 30 points. There were 110 students receiving these services through our hybrid model as well as virtually and in person.

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)
Interventionist - Whole Class Teacher Support (Grades K - 6)	Mathematics	Students who are behind their grade level peers.	Yes	Yes	Yes	Assessments Used: STAR Math Scores/NJSLA Math Scores/Math Unit Assessments Outcomes: Assessment data was utilized to implement differentiated instruction to support a variety of learners. Various strategies, techniques and practices were used to help all learners.
Interventionist - Whole Class Support with Question Analysis (Grades 3 - 6)	Mathematics	Students who are behind their grade level peers.	Yes	Yes	Yes	Assessments Used: STAR Math Scores/NJSLA Math Scores/Math Unit Assessments Outcomes: Assessment data was utilized to implement differentiated instruction to support a variety of learners. Various strategies, techniques and practices were used to help all learners. There were 255 students receiving these services. Due to COVID-19 students were unable to take a post assessment to gauge student growth.

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)
Interventionist - Whole Class Support with Question Analysis (Grades 3 - 6)	Writing	Students who are behind or roughly at grade level.	Yes	Yes	Yes	Assessments Used: RAZ/TCA Level/STAR Early Literacy Scores/Star Reading Scores/NJSLA ELA Scores Outcomes: Assessment data was utilized to implement differentiated instruction to support a variety of learners. Various strategies, techniques and practices were used to help all learners. There were 255 students receiving these services. Due to COVID-19 students were unable to take a post assessment to gauge student growth.

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)
Interventionist - Whole Class Support with Question Analysis (Grade 5)	Science	Students who are behind or roughly at grade level.	Yes	Yes	Yes	Assessments Used: NJSLA Science Scores/District Assessments/TCI Assessments Outcomes: Assessment data was utilized to implement differentiated instruction to support a variety of learners. Various strategies, techniques and practices were used to help all learners. There were 255 students receiving these services. Due to COVID-19 students were unable to take a post assessment to gauge student growth.
After School Readers Theater Program (Grades 3 - 6)	Language Arts	Students who are behind or roughly at grade level.	Yes	Yes	Yes	Assessments Used: RAZ/TCA Level/STAR Reading Scores/NJSLA ELA Scores Outcomes: Students were selected based on multiple measures and criteria. There were 70 students selected to participate in this program. Due to COVID-19 students were unable to take a post assessment to gauge student growth.

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)
Saturday Success Academy (Grades 3 - 5)	Language Arts	Students who are behind their grade level peers.	Yes	No	Yes	Assessments Used: RAZ/TCA Level/STAR Reading Scores/NJSLA ELA Scores Outcomes: Due to COVID-19 schools were shut down and not offering a virtual option.
Saturday Success Academy (Grades 3 - 5)	Mathematics	Students who are behind their grade level peers.	Yes	No	Yes	Assessments Used: STAR Math Scores/NJSLA Math Scores/Math Unit Assessments Outcomes: Due to COVID-19 schools were shut down and not offering a virtual option.
Summer School Program (Grades K - 5)	Language Arts	Students who are 1 or more years behind their peers.	Yes	No	Yes	Assessments Used: RAZ/TCA Level/STAR Reading Scores/NJSLA ELA Scores Outcomes: Due to COVID-19 schools were shut down and not offering a virtual option.
Summer School Program (Grades K - 5)	Mathematics	Students who are 1 or more years behind their peers.	Yes	No	Yes	Assessments Used: STAR Math Scores/NJSLA Math Scores/Math Unit Assessments Outcomes: Due to COVID-19 schools were shut down and not offering a virtual option.

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.		Grade Level ELA Proficiency: Grade 3 - ELA: 28% Grade 4 - ELA: 47% Grade 5 - ELA: 44% Grade 6 - ELA: 48% Grade Level Math Proficiency: Grade 3 - Math: 26% Grade 4 - Math: 23% Grade 5 - Math: 24% Grade 6 - Math: 21%	Our NJSLA ELA data increased from the previously tested year. Teachers have been implementing a variety of instructional practices to expose students to grade-level content. They are doing this through whole group, small group, and one-to-one instruction. This is being done through the following teaching practices: mini-lessons, the use of multimodal texts, independent work, conferring, skill groups, strategy groups, guided reading groups, book clubs, and independent reading and writing work. Our NJSLA Math data increased from the previously tested year. Teachers have been implementing a variety

Student Group	ELA	Math	Alg1	Alg2	Geo
Schoolwide	40.7 %	24.2%			
White	44%	24%			
Hispanic	40.7 %	21.4%			
Black or African American	39.1 %	28.1%			
Asian, Native Hawaiian, or Pacific Islander	42.1 %	30.4%			
American Indian or Alaska Native					
Two or More Races					
Female	51.2 %	30.3%			
Male	29.3 %	17.5%			
Economically Disadvantaged Students	35.3 %	21%			
Non-Economically Disadvantaged Students	50%	29.5%			
Students with Disabilities	*	*			
Students without Disabilities	*	*			
English Learners	16.7 %	21.2%			
Non-English Learners	43.4 %	24.7%			
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					

of instructional practices to expose students to grade-level content. They are doing this through whole groups, small groups, and one-to-one instruction. This is being done through the following teaching practices: mini-lessons, modeling, the use of manipulatives, the use of multimodal texts, the use of mathematical language, conferring, skill groups, math centers, peer/group work, and independent work.

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data</th><th>Your Data (Provide any additional data</th><th>Observations / Trends</th></tr>
<tr>
<td>Science*</td>
<td>NJSLA Science Homepage, https: /measinc-nj-science.com/</td>
<td>
<table>
<tr><th colspan="4">NJSLA-S</th></tr>
<tr><th>Student Group</th><th>Grade 5</th><th>Grade 8</th><th>Grade 11</th></tr>
<tr><td>Schoolwide</td><td>10%</td><td></td><td></td></tr>
<tr><td>White</td><td></td><td></td><td></td></tr>
<tr><td>Hispanic</td><td>6%</td><td></td><td></td></tr>
<tr><td>Black or African</td><td>17%</td><td></td><td></td></tr>
<tr><td>Asian, Native</td><td></td><td></td><td></td></tr>
<tr><td>American Indian or</td><td>*</td><td></td><td></td></tr>
<tr><td>Two or More Races</td><td>*</td><td></td><td></td></tr>
<tr><td>Female</td><td>9%</td><td></td><td></td></tr>
<tr><td>Male</td><td>10%</td><td></td><td></td></tr>
<tr><td>Economically</td><td>6%</td><td></td><td></td></tr>
<tr><td>Non-Economical</td><td>16%</td><td></td><td></td></tr>
<tr><td>Students with</td><td>0%</td><td></td><td></td></tr>
</table>
</td>
<td>Domain and Practice Proficiency:
Earth Science - 31%
Life Science - 30%
Physical Science - 41%
Investigating Practices - 41%
Sensemaking Practices - 34%
Critiquing Practices - 43%</td>
<td>In 2016 - 2017 we took the NJASK Science Assessment, with 72% of our students scoring Advanced Proficient or Proficient.

In 2017 - 2018 we took the pilot/field test NJSLA Science Assessment and did not receive scores back for this assessment.

In 2018 - 2019 we took the NJSLA Science Assessment for the first time with reported scores. We did not meet the state proficiency levels compared to how we performed on the NJASK Science Assessment. Teachers have been implementing a variety of instructional practices to expose students to grade-level content. They are doing this through whole group and small group instruction. This is</td>
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</table>

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data	Observations / Trends
		Student Group	Grade 5	Grade 8	Grade 11		being done through the following teaching practices: mini-lessons, the use of multimodal texts peer/group work, and independent work.
		Students without	12%				
		English Learners	10%				
		Non-English	10%				
		Homeless Students	*				
		Students in Foster Care	*				
		Military-Connected	*				
		Migrant Students	*				

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th colspan="3">Prepopulated Data</th><th>Your Data (Provide any additional data</th><th>Observations / Trends</th></tr>
<tr><td rowspan="16">SGP*</td><td rowspan="16">Student growth on state assessments. (Grades 4-8)
*Identify overall school wide growth performance by content.
*Identify interaction between student proficiency level.</td><td>Student Group</td><td>ELA</td><td>Math</td><td rowspan="16">Our school-wide NJSLA ELA student growth scores increased by 19%. Through the implementation of instructional practices and additional interventions, this has facilitated and supported the increase in student achievement. Overall, the school-wide proficiency level is still lower than the state's proficiency requirements. For example, students have made growth in their understanding of literary texts, however, all grades continue to struggle with informational texts.

Our school-wide NJSLA Math student growth scores increased by 2%. Through the implementation of instructional practices and additional interventions, this has facilitated and supported the increase in student achievement. Overall, the school-wide proficiency level is still lower than the state's proficiency requirements. For example, students have made growth in their ability to reason and how they derived an answer related to major content,</td><td rowspan="16">The Bloomfield Public School District established goals for teachers during the school year to help improve student growth. In literacy, teachers will continue with the implementation of the New Jersey State Standards at the elementary level, as well as carrying out the curricular initiative to support a balanced literacy approach. In mathematics, teachers will continue with the implementation of the New Jersey State Standards at the elementary level, as well as placing a greater emphasis on differentiated instruction. These goals will help to support students in progressing along the learning continuum in both literacy and mathematics.</td></tr>
<tr><td>Schoolwide</td><td>53%</td><td>54%</td></tr>
<tr><td>White</td><td>56.5%</td><td>46%</td></tr>
<tr><td>Hispanic</td><td>54%</td><td>54%</td></tr>
<tr><td>Black or African American</td><td>53%</td><td>63.5%</td></tr>
<tr><td>Asian, Native Hawaiian, or Pacific</td><td>40%</td><td>51.5%</td></tr>
<tr><td>American Indian or Alaska Native</td><td></td><td></td></tr>
<tr><td>Two or More Races</td><td></td><td></td></tr>
<tr><td>Female</td><td>59%</td><td>53%</td></tr>
<tr><td>Male</td><td>47%</td><td>54%</td></tr>
<tr><td>Economically Disadvantaged</td><td>49%</td><td>56%</td></tr>
<tr><td>Non-Economically Disadvantaged</td><td></td><td></td></tr>
<tr><td>Students with Disabilities</td><td>47%</td><td>30%</td></tr>
<tr><td>Students without Disabilities</td><td></td><td></td></tr>
</table>

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data	Observations / Trends
		Student Group	ELA	Math	however, all grades continue to struggle with using supporting content correctly, in a systematic way, to solve a specific math problem.	Our SGP on the NJSLA ELA Assessment increased substantially from the previous year. Our school utilized two full-time literacy interventionists to work with students struggling to meet grade-level standards. These interventionists worked with small groups of at-risk students both in and out of the classroom at least 2 - 3 times a week for up to forty minutes. Our SGP on the NJSLA Mathematics Assessment increased from the previous year. Unfortunately, the increase was not larger because there was not a full-time math interventionist until the 2019 - 2020 school year.
		English Learners	22.5%	73%		
		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	All students in Grades K- 6 participate in two literacy benchmark assessments at least three times per year. The STAR Early Literacy Assessment (K only) and the STAR Reading Assessment (Grades 1 - 6) are online assessments, administered through the Renaissance Learning platform. The RAZ-Plus blended learning platform is administered by the classroom teachers and interventionists. All students in Grades 1 - 6 participate in a mathematics benchmark assessment at least three times per year. The STAR Math Assessment is an online assessment administered through the Renaissance Learning platform.	By utilizing multiple assessment measures, as well as a variety of platforms, students were able to demonstrate their level of mastery. Due to COVID-19 and hybrid learning, some assessments were administered virtually and some were administered in person. Technical difficulties as well as hybrid learning impacted our participation rates. Teachers strived for high student participation in each assessment in order to tailor and drive their instruction and meet each studnets' specific academic needs. We are continuing to develop an improvement plan in order to implement more efficient instructional measures

Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4
K	0%	93%	91%	0%
1	0%	80%	85%	0%
2	0%	87%	94%	0%
3	82%	89%	98%	0%
4	96%	100%	100%	0%
5	92%	89%	95%	0%
6	94%	92%	88%	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%

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

Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4
12	0%	0%	0%	0%

Math

Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4
K	0%	0%	0%	0%
1	78%	88%	93%	0%
2	86%	87%	90%	0%
3	91%	92%	94%	0%
4	94%	96%	96%	0%
5	92%	92%	92%	0%
6	95%	94%	80%	0%
7	0%	0%	0%	0%
8	0%	0%	0%	0%
9	0%	0%	0%	0%

to address gaps in participation rates.

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	STAR Early Literacy and Reading Data: In September, Kindergarten did not take the STAR Early Literacy Assessment. In January, the Kindergarten STAR Early Literacy average scaled score was 590 and the percentile rank was 48%. In May, the Kindergarten STAR Early Literacy average scaled score was 656 and the percentile rank was 44%. In September, Grade 1 did not take the STAR Reading Assessment. In January, the Grade 1 STAR Reading average scaled score was 165 and the percentile rank was 72%. In May, the Grade 1 STAR Reading average scaled score was 229 and the percentile rank was 61%. In September, Grade 2 did not take the STAR Reading Assessment. In January, the Grade 2 STAR Reading average scaled score was 217 and the percentile rank was	STAR scores in Grades K- 6, for the Early Literacy and Reading Assessments demonstrated inconsistent proficiency growth and there is no grade at this time that is meeting the grade level expectations. Based on the student data, derived from the STAR assessments and using our district growth model, the data helped to determine which students were in need of intervention services, summer school program, and/or referral services. Additionally, teachers used this data to determine and differentiate the instructional needs of their varying student levels throughout the academic school year. RAZ scores in all grades demonstrated some growth, however no grade at this time is
		K	0%	62%	60%	0%		
		1	0%	67%	61%	0%		
		2	0%	42%	36%	0%		
		3	32%	33%	30%	0%		
		4	28%	35%	23%	0%		
		5	20%	15%	17%	0%		
		6	16%	30%	16%	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	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			40%. In May, the Grade 2 STAR Reading average scaled score was 246 and the percentile rank was 35%. In September, the Grade 3 STAR Reading average scaled score was 332 and the percentile rank was 43%. In January, the Grade 3 STAR Reading average scaled score was 339 and the percentile rank was 39%. In May, the Grade 3 STAR Reading average scaled score was 342 and the percentile rank was 33%. In September, the Grade 4 STAR Reading average scaled score was 321 and the percentile rank was 23%. In January, the Grade 4 STAR Reading average scaled score was 366 and the percentile rank was 27%. In May, the Grade 4 STAR Reading average scaled score was 373 and the percentile rank was 22%.	meeting the grade level expectations. Based on the student data, derived from the RAZ assessments and using our district growth model, the data helped to determine which students were in need of intervention services, after school tutoring, summer school program, and/or referral services. Additionally, teachers used this data to determine and differentiate the instructional needs of their varying student levels throughout the academic school year.

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			In September, the Grade 5 STAR Reading average scaled score was 402 and the percentile rank was 20%. In January, the Grade 5 STAR Reading average scaled score was 377 and the percentile rank was 17%. In May, the Grade 5 STAR Reading average scaled score was 430 and the percentile rank was 18%. In September, the Grade 6 STAR Reading average scaled score was 494 and the percentile rank was 23%. In January the Grade 6 STAR Reading average scaled score was 551 and the percentile rank was 30%. In May, the Grade 6 STAR Reading average scaled score was 528 and the percentile rank was 22%. RAZ-Plus Data: In September Kindergarten does not take RAZ. In January, the average Kindergarten RAZ level was an AA. In May, the average	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			Kindergarten RAZ level was an A. In September, the average Grade 1 RAZ level was a B. In January, the average Grade 1 RAZ level was a C. In May, the average Grade 1 RAZ level was an F. In September, the average Grade 2 RAZ level was a D. In January, the average Grade 2 RAZ level was an F. In May, the average Grade 2 RAZ level was a G. In September, the average Grade 3 RAZ level was an I. In January, the average Grade 3 RAZ level was a K. In May, the average Grade 3 RAZ level was an L. In September, the average Grade 4 RAZ level was a J. In January, the average Grade 4 RAZ level was an L. In May, the average Grade 4 RAZ level was an O. In September, the average Grade 5 RAZ level was an M. In January, the average Grade 5 RAZ level was an O. In May, the average Grade 5	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			RAZ level was a Q. In September, the average Grade 6 RAZ level was R. In January, the average Grade 6 RAZ level was a T. In May, the average Grade 6 RAZ level was V.	

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th colspan="5">Prepopulated Data</th><th>Your Data (Provide any additional data</th><th>Observations / Trends</th></tr>
<tr><td rowspan="15">Benchmark Assessment (Proficiency) Math Rates*</td><td rowspan="15">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</td><td>Grade</td><td>Cycle 1</td><td>Cycle 2</td><td>Cycle 3</td><td>Cycle 4</td><td rowspan="15">Math STAR Data:
Math STAR Data:
Kindergarten does not take the STAR Math Assessment.

In September, the Grade 1 average scaled score was 427 and the percentile rank was 88%.
In January, the Grade 1 average scaled score was 388 and the percentile rank was 71%.
In May, the Grade 1 average scaled score was 405 and the percentile rank was 57%.

In September, the Grade 2 average scaled score was 420 and the percentile rank was 48%.
In January, the Grade 2 average scaled score was 430 and the percentile rank was 39%.
In May, the Grade 2 average scaled score was 456 and the percentile rank was 30%.

In September, the Grade 3 average scaled score was 508 and the percentile rank was 47%.
In January, the Grade 3</td><td rowspan="15">STAR scores in Grades 1- 6 for Math demonstrated inconsistent proficiency growth and there is no grade at this time that is meeting grade level expectations. Based on the student data, derived from the STAR assessment and using our district growth model, the data helped to determine which students were in need of intervention services, the summer school program and/or referral services. Additionally, teachers used this data to determine and differentiate the instructional needs of their varying student levels throughout the academic school year.</td></tr>
<tr><td>K</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>1</td><td>81%</td><td>70%</td><td>50%</td><td>0%</td></tr>
<tr><td>2</td><td>37%</td><td>35%</td><td>25%</td><td>0%</td></tr>
<tr><td>3</td><td>41%</td><td>45%</td><td>34%</td><td>0%</td></tr>
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Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			average scaled score was 542 and the percentile rank was 50%. In May, the Grade 3 average scaled score was 539 and the percentile rank was 32%. In September, the Grade 4 average scaled score was 542 and the percentile rank was 31%. In January, the Grade 4 average scaled score was 568 and the percentile rank was 33%. In May, the Grade 4 average scaled score was 575 and the percentile rank was 24%. In September, the Grade 5 average scaled score was 594 and the percentile rank was 26%. In January, the Grade 5 average scaled score was 619 and the percentile rank was 28%. In May, the Grade 5 average scaled score was 632 and the percentile rank was 24%. In September, the Grade 6 average scaled score was	

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
				643 and the percentile rank was 24%. In January, the Grade 6 average scaled score was 655 and the percentile rank was 22%. In May, the Grade 6 average scaled score was 696 and the percentile rank was 28%.	
English Language Proficiency (ELP)*	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	44.4%	ESL and ELL students are tested through WIDA in order to qualify for language services. Teachers then utilize the data to determine the next steps both in the classroom as well as small group pull out.	Students who qualify are supported by either our full-time ESL teacher, part-time ESL teacher, or full-time ELL teacher. The ESL teachers either push in or pull out students to assist in the mastery of the English language. The ELL teacher either pushes in or pulls out students to ensure core assignments are translated.

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	443	Total Student Enrollment by Grade: Kindergarten: 57 Grade 1: 60 Grade 2: 63 Grade 3: 65 Grade 4: 52 Grade 5: 75 Grade 6: 65	Berkeley experiences a transient population with enrollment dynamically altering throughout the year. Extracurricular activities are popularized to assist students in becoming members of a team or group to aid in the retention of students. Student ambassadors have been selected and assigned to newly'/recently enrolled students to assist in their integration into Berkeley.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		

Data Source	Factors to Consider	Prepopulated Data		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	99.06%	Attendance Rate by Grade: Kindergarten: 97.54% First Grade: 96.44% Second Grade: 96.06% Third Grade: 99.01% Fourth Grade: 98.88% Fifth Grade: 96.56% Sixth Grade: 98.55%	Strategies for the next school year are to maintain a positive school environment and attendance rate. Take attendance in a caring manner. Personalize by taking attendance by greeting and welcoming students by name. Welcome students back after an absence. Welcome each family and child at the beginning of the year and provide family meetings by grade. A smile and a high five (due to the pandemic, a simple wave with enthusiasm) as students enter or leave for the day, staff ready to greet families and students Ensure that the materials and curricula reflect student interest. Promote culturally responsive teaching and
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
					social and emotional learning. Providing wellness checks to students who are absent (during the pandemic)
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%	N/A	We will continue with morning breakfast and lunch programs for all students to assist in bringing students into school every day and on time. Continue with daily wellness check in's associated with the COVID-19 pandemic Host virtual morning announcements to keep families and students informed. Connect with community organizations that may help with creating a more culturally responsive school environment.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	83.89%	Staff Absenteeism: 9/2/20-10/30/20 - 45 11/2/20-12/31/2020 - 71 1/4/21-3/31/21 - 198 4/1/21-5/31/21 - 154 6/1/21-6/24/21 - 65	This year, due to the pandemic, absenteeism of staff has been slightly higher than expected because of the pandemic causing family illness, possible exposure of positive COVID cases, etc. We did see a decline in absenteeism as the year progressed as COVID cases went down as well as vaccines becoming more readily available.

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%	There were 5 out of school suspensions during the school year. Types of incidents were inappropriate behavior online/virtual Students were of all genders and backgrounds.	Implemented paint nights, family meetings, read alouds, and Jeopardy during after-school hours to engage all grades. Ran group counseling for individuals with recurrent offenses, social skills groups, and guidance clubs in afternoon sessions. Provided positive incentives for Bully-Free Month of October, Say Hello Week, Read Across America, and NED assembly show.
		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	0.55%		
		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	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		N/A	In order to continue making strides in school safety, monthly workshops will be conducted in English and Spanish on topics such as peer conflict vs. bullying, conflict resolution and cyberbullying. Monthly newsletters with research and information will be sent out to assist families in education on mental health topics and overall school climate and culture trends throughout New Jersey. Provide bi-annual climate surveys to determine areas of improvement throughout the year. Positive school-wide behavior programs that set rules and provide consistent enforcement, clearly communicated rules for common areas, guidelines for adult intervention, and consistent classroom rules

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
				that staff implement and follow. In addition, monthly assembly programs are brought in from various vendors to target positive relationships with students, address an array of student topics and provide exposure to students to wrap around core subjects. Survey students for accurate information about areas of the school that students feel are threatening and require attention. Accommodating individual students needs, using mistakes and incorrect answers as opportunities to learn and teach not for correction and shame, providing feedback, offering praise for hard work, and maintaining high expectations for every student. Offer choices to students.

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
				Provide a variety of choices to students throughout the instructional day: the group with which they work, the type of project, the number of questions for homework. Foster relationships with students by making an effort to interact with each student, provide students with opportunities to excel, work with students to establish goals and overcome weaknesses, invite students to share their experiences and culture. Reach out to parents by sharing student successes. Encourage students to participate in school activities by providing opportunities for students to decorate hallways, provide displays, greet guests, and conduct some of the business of the school such as delivering messages, working in the

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
				office, etc. Assure that the physical surroundings are appealing to students and families. While continuing wellness checkups throughout the pandemic with Bloomfield Police, Mobile Response Units (Perform Care), and our school nurse.

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	Bloomfield Teaching Model (influenced by the Danielson Model)	1A - 4 1B - 3.75 1C - 4 1D - N/A 1E - 3.87 1F - N/A 2A - 3.5 2B - 4 2C - 3.8 2D - 3.6 2E - 3.8 2F - 3.25 2G - 3.94 2H - 4 2I - 3.85 3A - 3.5 3B - 3.75 3C - 3.88 3D - 4 3E - 4 4A - 3.95 4B - 3.38 4C - 3.51 4D - 3.98	Berkeley Elementary School serves students in Grades K - 6, with three teachers at every grade level, coupled with resource teachers in Kindergarten, Grade 1, Grade 2, Grade 5, and Grade 6 that are dedicated to a full-inclusion model. There is one resource teacher that splits their time between Grades 3 and 4. In addition, one teacher does pull out resource in Grades 3 - 6 and there are four self-contained teachers for students with a language learning disability. Non-tenured teachers are observed three times a year by multiple observers. Tenured teachers are observed twice a year. During the first round of
		Observation Waiver?	Yes		
		# Teachers to Evaluate	39		
		# Non-tenure teachers (years 1 & 2)	null		
		# Non-tenure teachers (years 3 & 4)	null		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	0		
		Observations	Total		
		# Scheduled	57		
		# Completed	57		
		# Highly Effective	54		

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data	Observations / Trends
		Observations	Total		observations, teachers were observed in the area of language arts based on our first SMART Goal. During the second round of observations, teachers were observed in the area of mathematics based on our second SMART Goal. During the third round of observations, teachers were observed with their choice of either language arts or mathematics. The Bloomfield Public School District has 24 components on its teacher evaluation tool. The following components presented challenges: 2F - Uses a variety of questioning techniques to promote students' higher-order thinking skills. 4B - Dedicated to teaching and strives for professional growth.
		# Effective	3		
		# Partially Effective	0		
		# Ineffective	0		

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Study Island	Study is an online program used by grades 3-6 to reinforce learning in math and ELA. *Identify sessions completed by grade level. *Identify time spent by grade level. *Identify questions answered correctly by grade level. *Identify Percentage correct by grade level.	Sessions Completed Grade 3- 902 Grade 4- 916 Grade 5- 5,676 Grade 6- 4,407 Time Spent Grade 3- 205.12.49 Grade 4- 156.51.27 Grade 5- 825:26:21 Grade 6- 928:51:52 Questions Answered Correctly Grade 3- 5,675 / 9,920 Grade 4- 5,097 / 11,121 Grade 5- 33,340 / 62,780 Grade 6- 36,533 / 60,561 Percent Correct Grade 3- 57.2% Grade 4- 45.8% Grade 5- 53.1% Grade 6- 60.3%	Students in grades 3-6th were required to utilize the Study Island program in the area of ELA and Math. Students were using this program while virtual, to further support their differentiated instruction during the balanced literacy and math periods. Students were provided one article each month to complete. Reports were provided to administration to review. Monthly goals were for students to obtain scores of higher than 70% to ensure level of comprehension on the given topic.

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Powerschool	Parents and students use Powerschool to track their grades and attendance.	Statistics by Mobile App Total Sign-in by Parents: 10,843 Total sign-in by students: 2,824 Number of students whose records were accessed: 196 / 437 Average number of sign-ins per day: 50.06 Statistics by Web Access Total Sign-in by Parents: 2,069 Total sign-in by students: 7,431 Number of students whose records were accessed: 345 / 471 Average number of sign-ins per day: 34.8	There was an increase this year of sign-ins by both parents and students. This is due to students learning virtually until April and then only a small percentage of students returning to school when it opened. Sign in increased when school opened due to a Covid Questionnaire having to be filled out upon entrance to the school.

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Parent Workshops	9 Workshops in total were given throughout the school year. Parent workshops are given throughout the year to increase parental involvement.	3/4/21- Virtual Story Night Hosted by: Anna Lisa Brown Description:This program invites students and their parents to participate in an evening of reading activities provided by K-6 teachers and the Media Specialist during Read Across America. These activities are designed to demonstrate to families that reading can be fun especially when the entire family is involved and to model reading exercises that can be continued at home to promote additional reading there. 4/22/20 & 5/5/21- Using Google Apps & More Hosted by: Emma Valdivieso and Dana Henderson Description: This workshop showed parents how to access and use the online resources offered by our district. 3/11/21 & 4/1/21- Social and Emotional Wellness During Difficult Times Hosted by: Meredith Forte and Karen SanGiovanni Description: Strategies and tips to help parents navigate online learning and wellness strategies to	The school hosted workshops after work hours so more parents could attend.

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
		help calm themselves and students during remote learning. 3/18/21 & 6/3/21- Acing Math with Playing Cards and Dice & Summer Math Support Hosted by: Sarah Sexton Description: Helping parents work with their children to build mathematical fluency in addition, subtraction, multiplication and division through games, by using a deck of cards or dice. How to support your child in Math during the summer to prevent regression. 5/20/21 & 6/17/21- Literacy Strategies and Resources Hosted by: Catherine DeLeon A review of district ELA resources.	

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Typing Club	A typing program used to increase the speed and accuracy of students typing in grades 2-6.	Grade 2 Fall Spring Speed Speed 8.5 WPM 9.6WPM Accuracy Accuracy 91.0% 97.6% Grade 3 Fall Spring Speed Speed 10 WPM 12.2 WPM Accuracy Accuracy 91.6% 95.3% Grade 4 Fall Spring Speed Speed 11.5 WPM 14.9 WPM Accuracy Accuracy 89.4% 96.2% Grade 5 Fall Spring Speed Speed 13.6 WPM 16.5 WPM Accuracy Accuracy 94.2% 97.1% Grade 6	Students in grades 2-6 worked on the Typing Club website to improve their Speed and accuracy in typing.

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
		Fall Spring Speed Speed 15.5 WPM 17.1 WPM Accuracy Accuracy 93.9% 98.4%	
Book Fairs	Book Fairs give out students the opportunity to purchase books while benefiting the school at the same time.	Fall Book Fair (Online Only) 11/11/20 - 11/24/20 Spring Book Fair was cancelled due to Covid-19.	Due to poor fall participation, the Spring book fair was cancelled.
Author Visits	Visits from authors provided our students with lessons on reading and writing.	Mariana Llanos 4/3/21 2nd & 3rd Graders Kutu: The Tiny Inca Princess Najani LaRocca 6/9/21 2 Sessions for Reading 2 Sessions for Writing	All students were provided an opportunity to meet with an author this school year.

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	2-Emerging	We have been utilizing data and were able to compile information that helped us in creating targeted and differentiated instruction that hit on specific student instructional needs.	We are working on a set of guiding questions that will allow us to identify our strengths and weaknesses to better support each other and student achievement
	2	A	3-Developing		
	3	A	2-Emerging		
	4	A	3-Developing		
	5	A	2-Emerging		
Assessment	1	A	3-Developing	We have common summative assessments for each subject and unit of study to determine student mastery and understanding. We use formative assessments to determine student progress towards meeting the student learning objectives.	We are working on collaborating and analyzing our common summative assessment data to determine student strengths and weaknesses. We are working on recording our formative assessment data and then providing feedback to students. This will also assist in driving instruction for teachers, while giving students ownership in their learning by allowing them to make adjustments
	2	A	2-Emerging		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	3-Developing	We have continued to collaborate as grade level teams on goals directly related to student learning outcomes by meeting at least once a week for common planning time.	We are working on incorporating our SMART goals to help push and drive instruction. By analyzing the assessment data we can use this information to drive instruction and student learning.
	2	A	3-Developing		
	3	A	2-Emerging		
	4	A	3-Developing		

Component	Indicator	Descriptor	Level	Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	4-Sustaining	We have established clear expectations for student behaviors both in the classroom and school wide. Teachers and staff have created an environment that is conducive to learning by maintaining strong classroom management, displaying student work and celebrating student successes.	We are working on having students be a more active partner in their learning process. We want them to take ownership of their learning and establish peer partnerships that welcome them to take the initiative to ask questions and seek assistance when needed from each other or the teacher.
	2	A	2-Emerging		
	3	A	3-Developing		
	4	A	4-Sustaining		
	5	A	4-Sustaining		
	6	A	2-Emerging		
	7	A	3-Developing		
	8	A	3-Developing		
	9	A	3-Developing		
	10	A	3-Developing		
	11	A	3-Developing		
	12	A	2-Emerging		
	13	A	2-Emerging		
	14	A	1-Not Addressed		
Teacher and Principal Effectiveness	1	A	3-Developing	We have created a common language for effective teaching and leading that allows for student growth and achievement.	We are working on using the data collected from SGOs to help drive the ongoing revisions of instruction and assessments.

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	ELA: Low student achievement in literacy. Two years ago 41% of our students met or exceeded expectations on the NJSLA ELA assessment.	Regression over the summer. Gaps in the curriculum leading to issues with vertical and horizontal articulation. Inconsistent pacing throughout the school year leading to lack of time for adequate practice. Lack of informal assessments to guide and support frequent monitoring of student mastery and understanding. Lack of fundamental skills and reinforcement of them to help build on understanding of specific content. Inconsistent standards based instruction related to higher order thinking questions.	School Wide	1	Use NJSLA evidence statements to identify standards and domains that lead to student struggles.
				2	Utilizing data derived from assessments to drive instruction.
				3	Base intervention services on the knowledge and skills needed for specific targeted students to be successful in whole group and small group settings.

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	Math: Low student achievement in mathematics. Two years ago 24% of our students met or exceeded expectations on the NJSLA math assessment.	Regression over the summer. Gaps in the curriculum leading to issues with vertical and horizontal articulation. Inconsistent pacing throughout the school year leading to lack of time for adequate practice. Lack of informal assessments to guide and support frequent monitoring of student mastery and understanding. Lack of fundamental skills and reinforcement of them to help build on understanding of specific content. Inconsistent standards based instruction related to higher order thinking questions.	School Wide	1	Use NJSLA evidence statements to identify standards and domains that lead to student struggles.
				2	Utilizing data derived from assessments to drive instruction.
				3	Base intervention services on the knowledge and skills needed for specific targeted students to be successful in whole group and small group settings.

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	Science: Low student achievement in science. Two years ago 10% of our students met or exceeded expectations on the NJSLA Science assessment.	Gaps in the curriculum leading to issues with vertical and horizontal articulation. Inconsistent pacing throughout the school year leading to lack of time for adequate practice. Lack of informal assessments to guide and support frequent monitoring of student mastery and understanding. Lack of fundamental skills and reinforcement of them to help build on understanding of specific content. Inconsistent standards based instruction related to higher order thinking questions.	School Wide	1	Use NJSLA evidence statements to identify domains and practices that lead to student struggles.
				2	Utilizing data derived from assessments to drive instruction.
				3	Dedicate extra curricular time towards the review of the three science domains and practices.

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	Technology: Lack of mastery with technology. Teachers have had limited training on our technology applications, platforms, and databases within our district.	Mastering new technology can be complicated. Limited to no experience using various platforms and tools. Familiarity with different platforms and tools. Minimal time available to transition and adapt to virtual platforms.	New to district, novice, developing or veteran teachers.	1	Assess teachers' knowledge of the various applications with a survey and assessment to identify weaknesses to be focused on during meetings or other forms of professional development.
				2	Provide adequate and substantial professional development around the different types of technology used within the classroom and district.
				3	Work with and assist teachers in lesson planning to ensure they're incorporating these various tools within their classrooms.

SMART Goal 1

This year 46% or more of our students will meet or exceed expectations on the NJSLA ELA assessment during the 2021 - 2022 school year.

Priority Performance: ELA: Low student achievement in literacy. Two years ago 41% of our students met or exceeded expectations on the NJSLA ELA assessment.

Strategy 1: Use NJSLA evidence statements to identify standards and domains that lead to student struggles.

Strategy 2: Utilizing data derived from assessments to drive instruction.

Strategy 3: Base intervention services on the knowledge and skills needed for specific targeted students to be successful in whole group and small group settings.

Target Population: School Wide

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Due to COVID-19 the NJSLA was not taken during the 2019 - 2020 or 2020 - 2021 school years. Therefore we will be using the 2018 - 2019 NJSLA ELA evidence statements. They will be analyzed to identify strengths and weaknesses of students. We will also be analyzing the 2021 Fall STAR assessments to identify any additional strengths and weaknesses of students. Students in need of interventions and tutoring will be notified if they are failing to achieve standard and domain mastery.	Assessments: 2018 - 2019 NJSLA ELA Evidence Statements 2021 Fall Early Literacy/Reading STAR Assessment Data TCAs RAZ District Based Assessments Reading Initiative Program: School-wide Assemblies Author Visits Parent Workshops Book Buddies Family Literacy Night Read Across America Reading Calendars
Feb 15	We will be using the 2022 Winter STAR assessments to monitor student progress towards achieving standard and domain mastery. Test preparation materials will be utilized to prepare students with successful testing strategies. If students are failing to achieve standard and domain mastery, intervention groups will be reassessed and students in need of interventions and tutoring will be notified. Additionally students will be invited to participate in after school tutoring support to provide more exposure to different questioning types.	Assessments: 2022 Winter Early Literacy/Reading STAR Assessment Data TCAs District Based Assessments Reading Initiative Program: School-wide Assemblies Author Visits Parent Workshops Book Buddies Family Literacy Night Read Across America Reading Calendars

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15	We will be using the 2022 Spring STAR assessments to monitor student progress towards achieving standards and domain mastery. Test preparation materials will be utilized to prepare students with successful testing strategies. If students are failing to achieve standard and domain mastery, intervention groups will be reassessed and students in need of interventions and tutoring will be notified.	Assessments: 2022 Spring Early Literacy/Reading STAR Assessment Data TCAs District Based Assessments Reading Initiative Program: School-wide Assemblies Author Visits Parent Workshops Book Buddies Family Literacy Night Read Across America Reading Calendars
Jul 1	This year 46% or more of our students will meet or exceed expectations on the NJSLA ELA assessment during the 2021 - 2022 school year.	2021 - 2022 NJSLA ELA Evidence Statements

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Analyze formative and summative assessments to progress monitor students and to help drive standards based scaffolded instruction.	9/8/21	6/24/22	Interventionists Classroom Teachers
2	2	Implement identified ELA standards and domains into literacy blocks during the school day as well as dedicate extra curricular time towards review.	9/8/21	6/24/22	Interventionists Classroom Teachers

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
3	3	Inform teachers and parents of ways we will offer additional support to students in school, as well as how they can continue to support at home, to create a unified front between home, school, and interventionists.	9/8/21	6/24/22	Interventionists Classroom Teachers Principal
4	3	Implement and maintain school based assemblies which will offer additional support to students in school.	9/8/21	6/24/22	Interventionists Principal

< SMART Goal 1 - Budget Items: NO DATA >

SMART Goal 2

This year 29% or more of our students will meet or exceed expectations on the NJSLA Math assessment during the 2021 - 2022 school year.

Priority Performance: Math: Low student achievement in mathematics. Two years ago 24% of our students met or exceeded expectations on the NJSLA math assessment.

Strategy 1: Use NJSLA evidence statements to identify standards and domains that lead to student struggles.

Strategy 2: Utilizing data derived from assessments to drive instruction.

Strategy 3: Base intervention services on the knowledge and skills needed for specific targeted students to be successful in whole group and small group settings.

Target Population: School Wide

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Due to COVID-19 the NJSLA was not taken during the 2019 - 2020 or 2020 - 2021 school years. Therefore we will be using the 2018 - 2019 NJSLA Math evidence statements. They will be analyzed to identify strengths and weaknesses of students. We will also be analyzing the 2021 Fall Math STAR assessments to identify any additional strengths and weaknesses of students. Students in need of interventions and tutoring will be notified if they are failing to achieve standards and domain mastery.	Assessments: 2018 - 2019 NJSLA Math Evidence Statements 2021 Fall Math STAR Assessment Data District/Pearson Based Assessments Math Initiative Program: Freckle ALEKS School-wide Assemblies Parent Workshops Family Math Night 100th Day of School Pi Day

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	We will be using the 2022 Winter Math STAR assessments to monitor student progress towards achieving standards and domain mastery. Test preparation materials will be utilized to prepare students with successful testing strategies. If students are failing to achieve standards and domain mastery, intervention groups will be reassessed and students in need of interventions and tutoring will be notified. Additionally students will be invited to participate in Saturday Success Academy to provide more exposure to different questioning types.	Assessments: 2022 Winter Math STAR Assessment Data District/Pearson Based Assessments Math Initiative Program: Freckle ALEKS School-wide Assemblies Parent Workshops Family Math Night 100th Day of School Pi Day
Apr 15	We will be using the 2022 Spring Math STAR assessments to monitor student progress towards achieving standards and domain mastery. Test preparation materials will be utilized to prepare students with successful testing strategies. If students are failing to achieve standards and domain mastery, intervention groups will be reassessed and students in need of interventions and tutoring will be notified.	Assessments: 2022 Spring Math STAR Assessment Data District/Pearson Based Assessments Math Initiative Program: Freckle ALEKS School-wide Assemblies Parent Workshops Family Math Night 100th Day of School Pi Day
Jul 1	This year 29% or more of our students will meet or exceed expectations on the NJSLA Math assessment during the 2021 - 2022 school year.	2021 - 2022 NJSLA Math Evidence Statements

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Analyze formative and summative assessments to progress monitor students and to help drive standards based scaffolded instruction.	9/8/21	6/24/22	Interventionists Classroom Teachers
2	2	Implement identified math standards and domains into math blocks during the school day as well as dedicate extra curricular time towards the review.	9/8/21	6/24/22	Interventionists Classroom Teachers
3	3	Inform teachers and parents of ways we will offer additional support to students in school, as well as how they can continue to support at home, to create a unified front between home, school, and interventionists.	9/8/21	6/24/22	Interventionists Classroom Teachers Principal
4	3	Implement and maintain school based assemblies which will offer additional support to students in school.	9/8/21	6/24/22	Interventionists Principal

< SMART Goal 2 - Budget Items: NO DATA >

SMART Goal 3

This year 15% or more of our students will meet or exceed expectations on the NJSLA Science assessment during the 2021 - 2022 school year.

Priority Performance: Science: Low student achievement in science. Two years ago 10% of our students met or exceeded expectations on the NJSLA Science assessment.

Strategy 1: Use NJSLA evidence statements to identify domains and practices that lead to student struggles.

Strategy 2: Utilizing data derived from assessments to drive instruction.

Strategy 3: Dedicate extra curricular time towards the review of the three science domains and practices.

Target Population: School Wide

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Due to COVID-19 the NJSLA was not taken during the 2019 - 2020 or 2020 - 2021 school years. Therefore we will be using the 2018 - 2019 NJSLA Science evidence statements. They will be analyzed to identify strengths and weaknesses of students.	Assessments: 2018 - 2019 NJSLA Science Evidence Statements District/TCI Assessments Science Initiative Program: School-wide Assemblies Parent Workshops Family Science Night Science Fair

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	We will be using district and TCI assessments to monitor student progress towards achieving standards and domain mastery. Test preparation materials will be utilized to prepare students with successful testing strategies. If students are failing to achieve standards and domain mastery, flexible tutoring groups will be assigned and students in need of interventions and tutoring will be notified.	Assessments: District/TCI Assessments Science Initiative Program: School-wide Assemblies Parent Workshops Family Science Night Science Fair
Apr 15	We will be using district and TCI assessments to monitor student progress towards achieving standards and domain mastery. Test preparation materials will be utilized to prepare students with successful testing strategies. If students are failing to achieve standards and domain mastery, flexible tutoring groups will be reassessed and students in need of interventions and tutoring will be notified.	Assessments: District/TCI Assessments Science Initiative Program: School-wide Assemblies Parent Workshops Family Science Night Science Fair
Jul 1	This year 15% or more of our students will meet or exceed expectations on the NJSLA Science assessment during the 2021 - 2022 school year.	2021 - 2022 NJSLA Science Evidence Statements

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Analyze formative and summative assessments to progress monitor students and to help drive standards based scaffolded instruction.	9/8/21	6/24/22	Classroom Teachers
2	2	Implement identified science standards and domains into science blocks during the school day as well as dedicate extra curricular time towards the review.	9/8/21	6/24/22	Classroom Teachers

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
3	3	Inform parents of ways we will offer additional support to students in school, as well as how they can continue to support at home, to create a unified front between home and school.	9/8/21	6/24/22	Classroom Teachers
4	3	Implement and maintain school based assemblies which will offer additional support to students in school.	9/8/21	6/24/22	Interventionists Principal

< SMART Goal 3 - Budget Items: NO DATA >

SMART Goal 4

By June 2022, all staff members will increase their use and understanding of technology by 50% or more as measured by pre- and post- year surveys and skills assessments.

Priority Performance: Technology: Lack of mastery with technology. Teachers have had limited training on our technology applications, platforms, and databases within our district.

Strategy 1: Assess teachers' knowledge of the various applications with a survey and assessment to identify weaknesses to be focused on during meetings or other forms of professional development.

Strategy 2: Provide adequate and substantial professional development around the different types of technology used within the classroom and district.

Strategy 3: Work with and assist teachers in lesson planning to ensure they're incorporating these various tools within their classrooms.

Target Population: New to district, novice, developing or veteran teachers.

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	New to district, novice, developing, and veteran teachers will complete a survey and assessment on their technology competency.	Scheduled Trainings Staff Meetings Workshops
Feb 15	New to district, novice, developing, and veteran teachers will be trained on the use of existing district and school wide specific technology applications.	Completed Survey Assessment Workshops

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15	New to district, novice, developing, and veteran teachers will be trained on additional virtual tools to strengthen their ability to use technology within the classroom.	Scheduled Trainings Staff Meetings Workshops
Jul 1	By June 2022, all staff members will increase their use and understanding of technology by 50% or more as measured by pre- and post- year surveys and skills assessments.	Completed Survey Assessment

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Identify areas of struggle by analyzing assessments and surveys from professional development sessions.	9/8/21	6/24/22	Media Specialist Interventionists Principal
2	2	Professional development will be given to new to district, novice, developing, and veteran teachers in regards to all online applications that will be utilized in and outside the classroom.	9/8/21	6/24/22	Media Specialist Interventionists Principal
3	3	Observe and give constructive and supportive feedback to new district, novice, developing, and veteran teachers using technology and virtual tools within their classrooms.	9/8/21	6/24/22	Media Specialist Interventionists Principal

< 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 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
INSTRUCTION	Personnel Services - Salaries	100-100	$0	$0	$0	$0	$0	$0	$0	$0	$0
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	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Sub-total		$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Personnel Services - Salaries	200-100	$0	$0	$0	$0	$0	$0	$0	$0	$0
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	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Travel	200-580	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Supplies & Materials	200-600	$0	$0	$0	$0	$0	$0	$0	$0	$0
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	$0	$0	$0	$0	$0	$0	$0
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	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Sub-total		$0	$0	$0	$0	$0	$0	$0	$0	$0
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	$0	$0	$0	$0	$0	$0	$0

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	$0	$0	$0
Other Title 1 Expenditures	$0	$0	$0	$0
Total	$0	$0	$0	$0

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		Effective Instruction
x		Effective Instruction
x	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: Dr. Natashia Baxter

Title: Principal

Date: 07/08/2021

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.

Certified By: Joanne Decker

Title: Director of Student Achievement

Date: 07/08/2021

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: Joanne Decker

Title: Director of Student Achievement

Date: 07/08/2021