

Roosevelt Elementary School

District: NEW BRUNSWICK CITY

County: MIDDLESEX

Team: Central

School Identification: ATSI

Targeted Subgroup Hispanic

CDS: 233530125

Annual School Planning 2023-2024

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Parent/Guardian	Claribel Ogando	Yes	Yes	Yes		
Community Member	Ivan Adorno	Yes	Yes	Yes		
Principal	Gisela Ciancia	Yes	Yes	Yes		
Vice Principal	Vanessa Proietto	Yes	Yes	Yes		
Reading Specialist	Jennifer Ridolfo	Yes	Yes	Yes		
Math Specialist	Felix Hui	Yes	Yes	Yes		
Special Education	Alexandria Edvin	Yes	Yes	Yes		
Grade K	Jennifer Correa	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Grade 1	Carlye Dymburt	Yes	Yes	Yes		
Grade 3	Rosa Bonilla	Yes	Yes	Yes		
Grade 4	Eunice Ortega	Yes	Yes	Yes		
Paraprofessional	Kimberly Pigeo	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
06/02/2023	Prior Year Evaluation, Priority Performance Needs and Root Cause Analysis, Smart Goal Development	Yes	Yes
06/12/2023	Prior Year Evaluation, 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)
Professional development opportunities for teachers in the area of reading with a focus teaching research based reading strategies to students.	Language Arts	Students in Grades 1-2	Yes	Yes	Yes	Teachers that participated in the professional development shared that the PD was relevant and supported their growth in teaching literacy to students in their classrooms, they engaged in analyzing qualitative data about student reading behaviors and used their findings to plan individualized literacy instruction during Guided Reading and small group instruction time. Teachers also used their new learning during the WIN period and reported seeing a difference in student performance and engagement. Moving forward teachers will collect quantitative data using Foundations assessments and continue utilizing F&P BAS and literacy assessments to mark progress in reading.

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)
<p>Implementation of Foundations a systematic and explicit instruction. Program focus on foundational skills, emphasizing:</p> <ul style="list-style-type: none"> Phonemic awareness Phonics/ word study High frequency word study Reading fluency Vocabulary Comprehension strategies Handwriting Spelling 	Language Arts	Students in Grades 1-2	Yes	Yes	Yes	<p>Student in Kindergarten and first grade continue to work with the Foundations curriculum, 2nd grade launched Foundations this year and worked closely with the district engaging in ongoing professional development. While the program was used and built into schedule the assessments that accompany the program where not mandated by the district and administered. Teacher relied on Running records and the F&P Data to mark progress. Moving forward teacher will mark progress using the assessments that are provided by the program to progress monitor.</p>

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Walkthroughs during guided reading and providing ongoing feedback to teachers with best practices following in CPTs.	All Grades	Students in Grades 1-2	Yes	Yes	Yes	ELA walkthroughs indicated that student engagement is varied by class, and even day to day. Objectives were seldomly communicated with students and/or written for students to access throughout the lessons. Additionally, it was noted that teachers made attempts to engage student in exploration of tasks and learning activities, and made conscientious efforts to play coach to students. Moving forward the administrative team and the literacy coach along with the PD facilitator will work on building teacher capacity in literacy instruction and model how to clearly communicate objectives and the purpose of lessons to students. In addition they will guide students in building connections between literacy learning progressions.

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)
Work with teachers through CPTs and PLC to develop teacher understanding of the conceptual based model and supporting students in making connections between various representations.	All Grades	Students and Teachers in grades 3-5	Yes	Yes	Yes	Teachers SGO's were grounded in the conceptual based model outcomes of multiple representations. Teachers worked with students grades 1-5 on developing their understanding and use of multiple representations in mathematics. Teachers progress monitored throughout the year and intervened during small groups and individual instruction to increase students multiple representations in math. All teachers engaged students throughout the math, WIN, and RTI blocks on showing multiple representations in mathematics.

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)
Work with math teachers to support the development of questioning to support student discourse and explanation of thinking	All Grades	Students and Teachers in grades 3-5	Yes	Yes	Yes	Common Planning time is dedicated to planning and intervention through questioning. Teachers examine performance tasks before implementation. During this time, teachers discuss multiple representations that can result from the students engaging in the task. Teachers find solutions to upcoming tasks and then present them. Teachers present their solutions and engage in asking, assessing, and advancing questions as the specialist provides feedback when necessary. Teachers then plan the lesson and utilize what they learned during the Common Planning Time (CPT) to predict misconceptions that students may have and plan questions to ask students when the need arises. In addition, teachers also plan to intervene using questioning when a student needs to show more knowledge of representations or extend their knowledge based on the representations that students presented.

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)
Provide teachers with tailored professional development to support instruction of the math content.	3-5 teachers	Students and Teachers in grades 3-5	Yes	Yes	Yes	Teachers received individualized coaching from mathematics specialists. Teachers engaged in a six-week content-focus coaching cycle. The cycle provided opportunities for the coach to model questioning to engage students in discourse. Modeling of questioning also includes asking, assessing, and advancing questions to students as they engage in discourse. In addition, the coach plan lesson with the teacher, observes the teacher implementing questioning throughout the lesson and provides feedback that teachers can apply to the upcoming task.
Partner with the Science department to provide PD on Next Generation Science Standards, equitable talk strategies, and student sense-making.	Grades 3-5	Grade 3-5 Science	Yes	Yes	Yes	Teachers engage in equitable talk strategies during science instruction CPT meetings with the science specialist.

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)
Focused on using formative assessment data to increase opportunities for talk and student sense-making in science.	Grade 3-5	Grade 3-5 Science	Yes	Yes	Yes	Teachers alongside the Science specialist review data each cycle to track progress and identify areas of strength and needs regarding opportunities for talk and sense making. Teachers this year worked on developing questioning to coach and guide student through observations of phenomenon during science. the work moved from oral discussion to transferring thinking into writing.
Provide job-embedded support for educators in planning and delivering instruction that prioritizes teachers as facilitators of learning, equitable talk practices, and student voice, choice, and feedback in learning.	Teachers in 3-5	Grade 3-5 Science	Yes	Yes	Yes	Science Specialist meets with teachers for 6 week cycles, they engage in developing student centered lessons, and opportunities for students to observe and critically think about phenomenon throughout the school year. January- Driving Question Board February- Drawing Models to support Sensemaking March/April- Science Notebooks in Student-Centered Classrooms (making sense of phenomena/supporting Science practices models) May/June- Science Supplies ordering/Unit review *Unit planning/reflect on strategy implementation/assessment review Link to CPT survey

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Incorporate a daily SEL period.	All	All Grades	Yes	Yes	Yes	SEL was implemented daily in all classrooms marking periods 1 and 5. However, during marking period 3&4, teachers continued to infuse SEL within the classroom.

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<p>Provide SEL event opportunities throughout the year that will foster the following:</p> <ul style="list-style-type: none"> Building effective communication within the school Catering for individual needs Creating a health-promoting physical environment Developing democratic processes Enhancing self-esteem Fostering respect for diversity Fostering inclusive and respectful language Developing appropriate communication between home and school 	All	All Grades	Yes	Yes	Yes	<p>RS focused on social-emotional development. Some activities conducted throughout the year include the Week of respect, career day, and Student of the Month. Autism month, SEL Day, Random Acts of kindness day, and world kindness day. Students created projects, presented their ideas to their peers, and learned about related careers and college readiness strategies from members of the New Brunswick community during career day.</p>

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School counselor provide lesson supporting SEL as well create groups based on student needs.	All Students	All Grades	Yes	Yes	Yes	The school Counselor presented lessons in classrooms grades K-5. Lessons were based on teacher-identified needs. Strategies were modeled and taught to students. Students were able to role play.

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)
ESDP- Extended School Day Program	4th - 5th Grade	4th and 5th Grade	Yes	Yes	Yes	<p>ESDP- Extended School Day Program The program targets 4th & 5th grade ELL and I & RS students, as well as students who were identified as needing additional literacy and math support. The program was divided into two cycles; October- January & February- May. Our school was approved for 6 teachers for the program and we were only able to fill 3 teaching spots for each cycle. There were 38 total students enrolled in the program throughout the 2022-2023 school year. Of those 38, 14 students (37%) attended both cycles. There were 24 identified students for the program that never responded to the invitation after various attempts. Due to lack of participation in the students in grade 4 and grade 5, the program was also opened up to grade 3 students identified by teachers as being in need of additional support. The program targets math through the use of Number Talks, First in Math and TinkerCad, and Literacy through the use of guided reading. Data collection and progress monitoring for Math is done through the use of anecdotal notes, which are standard based. For Literacy, data collection and progress monitoring are done</p>

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						<p>through the use of monthly running records. Teachers have to complete one form per student. Analysis of data reflects: Attendance Cycle 1- 17 out of 27 students (63%) had an attendance rate of 82% or better Attendance Cycle 1- 4 out of 27 students (15%) had an attendance rate of 70-81% Attendance Cycle 1- 6 out of 27 students (22%) had an attendance rate of 50-69% Attendance Cycle 2- 18 out of 27 students (67%) had an attendance rate of 85% or better Attendance Cycle 2- 4 out of 27 students (15%) had an attendance rate of 70-84% Attendance Cycle 2- 5 out of 27 students (18.5%) had an attendance rate of 50-69% ELA Cycle 1- 95% of students increased their reading level by at least two levels ELA Cycle 2- 100% of students increased their reading level by at least two levels Math Cycle 1- 80% of students increased their grade by at least two levels Math Cycle 2- 58% of students increased their grade by at least two levels The program is scheduled to end on Thursday, May 25, 2023.</p>

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)
Academic Support	Math and ELA	Students in I&RS	Yes	Yes	Yes	RS Academic Support tailored in class and/or pull out tier 2 intervention support to students that were in the I&RS process. Students were provided individualized support in ELA or Mathematics once per week. Teachers worked closely with content teachers to provide individualized or group support to students using SOAR and IRLA resources.
Basic Skills- BSI	ELA	Students that qualified for tier 2 intervention according to	Yes	Yes	Yes	RS Basic Skills support students from general education, bilingual, and special education settings. The Basic Skills program focuses on building students' fluency and comprehension. The goal is to increase students' access and ability to apply reading and fluency strategies to building oral and written understanding of grade-level content.

STUDENT ACHIEVEMENT				
Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
NJSLA Proficiency*	<p>Consider comparing previous year's and current year's NJSLA results in the noted subject areas.</p> <p><a _blank">link<="" a>="" access="" href="http://www.nj.gov/education/schools/achievement/ target=" p="" reports.<="" to="" website="" with=""> </p>		<p>ELA</p> <p>Student in grade 5 are showing a 89% deficiency as identified on the state assessment. Additional support is needed to further develop with current instructional practices in Literacy. Students will receive small group instruction during the guided reading block as identified in the master schedule.</p>	<p>Students read the class text independently without clear focus</p> <p>Student shared We are reading to complete a log. We are jumping reading</p> <p>Students struggled with summarizing what they read</p> <p>Many students seemed unclear on the purpose of the activity they were completing</p> <p>*Lack of annotations</p> <p>Some teachers wrote anecdotal notes</p> <p>Teachers stop and regrouped when common misunderstandings were noted</p> <p>Mini-lessons were not provided</p> <p>Lack of student movement</p> <p>Range of ability with questioning techniques</p> <p>Teachers used and reviewed class models</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				<p>with students Teachers walked around and checked in with students. Next Steps: Annotation (Analysis/Interpretation) What is it? How to use It? Review purpose of objectives and expectations Review and identify mini-lesson Data CPTs Grade Level Analysis of Common Assessments Teacher Individualized Classroom Analysis of Common Assessment PD from Serravallo Group on how to develop mini lessons using reading strategies Coaching from Serravallo Group focus on providing feedback during the mini-lesson to assist students in developing understanding and application of reading strategies using grade-</p>

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

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
Science*	NJSLA Science Homepage, https://measinc-nj-science.com/		<p>Students in grade 5 are showing a 97% deficiency at the state assessment. Additional support for instructions is needed and a CPT monthly CPT was added to the schedule.</p>	<p>Use of Science Notebooks across most classrooms Unit implemented with fidelity Use of Scientific terms/vocabulary encouraged by teachers Familiarity with Unit Sequence Small group settings Development of Claims, Evidence, Reasoning (CER) Students demonstrated excitement about the learning Opportunities for students to continue developing their “scientific voice” with student talk encouraged (teacher probing)</p> <p>Next Steps Science Specialized Language (words that we “know” and words that we have “earned” in Science)- Interactive word wall- visual representations of</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				<p>Scientific Terms Implementation of a Driving Question Board (DQB) to generate, keep track of, and revisit student questions throughout the unit. How might this tool support the development of conceptual understandings in Science? Developing & Using Models to support Sensemaking/inclusive of written explanations. What information can we gather from models? Drawing Models- Instructional Strategies Analyzing Student Artifacts using SEP's rubric Collaborative overview of Unit lessons involving models as learners. Streamlining the use of Science Notebooks Grade-level team representatives will attend a session with Science Department on</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				using Science Notebooks in Student-Centered Classrooms (turnkey/collaborate if peer walkthroughs) Resources to support the implementation of Science Notebooks
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.		Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank.	Not Applicable

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					Due to the ongoing enrollment of students throughout the year, assessment participation varied. In addition, high staff absences also contributed to lower participation and completion of assessments.	Teachers need to provide opportunities for students to complete the test when they return.
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	95.5%	0%	0%	0%		
		2	91.9%	0%	0%	0%		
		3	91.4%	82.8%	84%	95%		
		4	86.8%	83.8%	68%	89%		
		5	89.9%	62.9%	81%	93%		
		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%				

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		12	0%	0%	0%	0%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	95.5%	0%	0%	0%		
		2	88.9%	0%	0%	0%		
		3	84.8%	83.2%	60.6%	70.6%		
		4	53.5%	95.4%	81.5%	78%		
		5	67.5%	92.3%	79%	76%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		

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

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment (Proficiency) ELA Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Students in grade 3 demonstrated an increase in benchmarks. Grades 4 and 5 showed growth from the first benchmark but struggled with the final benchmark. In the previous benchmark the content of the assessment was directly connected to the topic studied through the novel. The standards assessed in the benchmark were consistent and we were able to identify the need to be more intentional about writing instruction.	Students in grade 4 really engaged in the study of One Crazy Summer, civil movement and rights. This led to students being successful for this benchmark with a score of 81%
		K	0%	0%	0%	0%		
		1	14.3%	0%	0%	0%		
		2	12.1%	0%	0%	0%		
		3	1%	34.4%	43%	47%		
		4	7.1%	60.5%	81%	72%		
		5	19.6%	87%	68%	53%		
		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	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment (Proficiency) Math Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 3 in grade 3 shows a decline because students struggle with the area and composite area. This cycle was also affected by a teacher being on medical leave. This involved the score for her two sections. Grades 4 and 5 increased their score from cycle to cycle.	SOAR intervention during Marking period 2 and 3 demostarted a growth in students' performance.
		K	0%	0%	0%	0%		
		1	9.5%	0%	0%	0%		
		2	3.4%	0%	0%	0%		
		3	44.9%	38.3%	28.8%	31.2%		
		4	40.6%	75.8%	88.7%	99%		
		5	40.7%	75.5%	79.6%	86.9%		
		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	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	26.3%	<p>Students in certain grade levels did not receive instruction for most of the school year because an ESL was out on maternity leave from September 1, 2021, to June 1, 2022.</p> <p>Another teacher left, and the replacement was not able to start until after February 2022</p>	Consistency with ESL is important for the increase in language acquisition.

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	635	95.77% Hispanic 3.6% Black, Not Hispanic 65.73% ELL 88.73 Econ. Disadv. 16.74% IEPs	Enrollment continues to change from month to month with a rise in months of high travel months.																														
		Subgroup 1 YTD Student Enrollment Average	0																																
		Subgroup 2 YTD Student Enrollment Average	0																																
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	94.28%	<table border="0"> <tr> <td>K</td> <td>86</td> <td>19</td> </tr> <tr> <td></td> <td>22.09%</td> <td></td> </tr> <tr> <td>1</td> <td>88</td> <td>8</td> </tr> <tr> <td></td> <td>9.09%</td> <td></td> </tr> <tr> <td>2</td> <td>96</td> <td>19</td> </tr> <tr> <td></td> <td>19.79%</td> <td></td> </tr> <tr> <td>3</td> <td>109</td> <td>15</td> </tr> <tr> <td></td> <td>13.76%</td> <td></td> </tr> <tr> <td>4</td> <td>131</td> <td>14</td> </tr> <tr> <td></td> <td>10.69%</td> <td></td> </tr> </table>	K	86	19		22.09%		1	88	8		9.09%		2	96	19		19.79%		3	109	15		13.76%		4	131	14		10.69%		Grades K and 2 had the highest percentage of absences.
		K	86		19																														
			22.09%																																
1	88	8																																	
	9.09%																																		
2	96	19																																	
	19.79%																																		
3	109	15																																	
	13.76%																																		
4	131	14																																	
	10.69%																																		
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
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	15.34%	The data shows that students in grades K (22.09%) and 2 (19.79%) have the highest absenteeism rate. When analyzing the marking periods, it was determined that MP1 had the highest rate of chronic absenteeism with (15.62%) Students in these grades have been identified, and the truancy officer has been in contact with families. Students who were out because of an illness have also been noted.	Students' highest rate of absenteeism is MP1
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	89.44%	March had a high number of absences in January (224) and March (255) most absences were due to illness. The lowest rate of absences was October.	We identified a few teachers that have been out more than 10 % Meetings with these teachers have been created.

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%	Due to low number of suspensions this rating is not affecting our discipline	RJP was used in classroom. A dedicated period was also dedicated to SEL. This was the beginning of the year.
		Student Suspension YTD Average - In School for Subgroup 1	0.00%		
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		
		Student Suspension YTD Average - Out of School	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 2	0.00%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family	Domain	ES	MS/HS	Parents	Staff	Students [1. My school is kept clean.] Yes - 26% Sometimes - 63% No - 10.7% Use of custodial staff, Painting rooms to make them look fresher Taking down old bulletin boards and updating them Having students design the bulletin boards and their classrooms Student [6. Students at my school help each other when needed.] Yes -0.38% Sometimes - 53.8% No -42.4% Peer mentoring programs Use of buddy classrooms Students [23. My teachers are proud when I do well.] Yes -86% Sometimes - 13% No -0.8%	Students shared that both parents and staff are invested in their learning. Cleanliness is a concern for both students and staff. Custodial staff changed various times throughout the year. Students shared that the students do not help each other and with further discussion shared they would like additional time to work collaboratively. Staff shared that they feel safe in the school building. Their challenge is the planning and preparation time that is needed to successfully execute lesson. Continued absences also mean missed preps are at a high. Parents shared that they would like to be more informed about their child's academic. Oncourse is available
		Participation	93.51	0	12.7	40.2		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>Star student, ice cream days</p> <p>Students [19. My family wants me to do well in school.] Yes -96% Sometimes - 3% No -00.5%</p> <p>Speaks to our parent programs, math night literacy night, parent conferences</p> <p>Students [15. My teachers would give me help if I needed it.] Yes -83% Sometimes -14.8% No -2%</p> <p>Our students feel supported by our teachers</p> <p>Students[22. My teachers make learning interesting.] yes-84% sometimes-36.5% no-4%</p> <p>Students [2. I like my school building.] Yes -73% Sometimes -17.7 % No -9%</p>	<p>however they do not find it very friendly.</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>Highlighting all the fun activities we host</p> <p>Student [5. I feel safe in my classroom.] Yes -88.9% Sometimes -8% No -2%</p> <p>This is a huge success that students fell comfortable and want to come to school They also feel safe and want to learn</p> <p>Students [e. In my school, students have lots of chances to help decide things, like activities] Strongly Disagree - 3.5% disagree-8.8% Neutral- 42% Agree-36% Strongly agree - 9.5%</p> <p>Staff [b. The school's schedule allows adequate time for teachers preparation and planning.] Strongly disagree - 23%</p>	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>Disagree- 32% Neutral - 17% Agree- 22% Strongly agree-12%</p> <p>Staff f. I feel safe outside around the school. Strongly disagree -24% Disagree- 29% Neutral - 19% Agree- 19% Strongly agree-0.07%</p> <p>Staff [e. Teachers and students take pride in the appearance of the school] Strongly disagree -2.4% Disagree-12% Neutral -29% Agree-46% Strongly agree-9.7%</p> <p>Staff [g. I feel safe in the hallways and bathrooms.] Strongly disagree -0% Disagree-2.4% Neutral -9.7% Agree-41% Strongly agree-46%</p> <p>Staff [h. I feel safe in the classrooms.]</p>	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>Strongly disagree -2% Disagree-0% Neutral -14% Agree-39% Strongly agree-44%</p> <p>Parent Please indicate how much you agree or disagree with the following statements: [6. My child is safe going to and from school.] Strongly disagree -25% Disagree-13% Neutral -0.8% Agree-31% Strongly agree-23%</p> <p>Parent:. My child's teachers encourage students to think independently.] Strongly disagree -28% Disagree-.05% Neutral -.02% Agree-33% Strongly agree-28%</p> <p>Parent:I am well-informed</p>	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>about how my child is doing in school Strongly disagree -25% Disagree-11% Neutral -.05% Agree-36% Strongly agree-21%</p> <p>Parent [25. Adults who work in my child's school treat students with respect.] Strongly disagree -30% Disagree-0.6% Neutral -.03% Agree-33% Strongly agree-25%</p> <p>Parent 24. School staff encourages students to respect each other's differences (for example, gender, race, culture, etc.).] Strongly disagree -30% Disagree-0.6% Neutral -.04% Agree-25% Strongly agree-32%</p> <p>Parent 27. I wish my child went to a different school. Strongly disagree -27% Disagree-34%</p>	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			Neutral -12% Agree-15% Strongly agree-12%	

COLLEGE & CAREER READINESS				
Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
Graduation Cohort (HS ONLY) - Federal Graduation Rate	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)		N/A	N/A
Post-Secondary Rates	% of students that enroll in post-secondary institution.		N/A	N/A
College Readiness Test Participation	Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT		N/A	N/A

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1		N/A	N/A
		% of students with a C or better			
		Count of students who took the Algebra section of PARCC			
		% of students who scored 4 or 5 on the PARCC assessment			

EVALUATION INFORMATION					
Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data)	Observations / Trends
Learning Walks / Informal Classroom Observations	*Identify # teachers to evaluate *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	Danielson	Using questioning and discussion techniques has a 12% rating of partially effective. No, teachers will be on a CAP for 2022-23. One teacher will be receiving support as her overall rating of 2.67. Our highest rating is in Creating an Environment of Respect and Rapport, with 51% rated highly effective. Our average teacher score is effective at 3.34.	Teachers have STEM to discuss accountable talk discussion and professional development on assessing and advancing questions has been started follow up is needed. Teachers are dependent on district professional development and need to be encouraged to work on independent professional development.
		# Teachers to Evaluate	65		
		# Teachers on CAP	1		
		# Teachers receiving mSGP			
		null	Total		
		Cycle 1	1		
		Cycle 2	2		
		Cycle 3	1		
		Cycle 4	4		

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
PTO	The PTO has been a long standing organization at Roosevelt. This year the organization welcomed new board members as well as new families. They have been instrumental in providing the school with ongoing feedback on the needs and wants of the parent community. They have supported various large scale efforts throughout the year to support learning and building experiences for teachers, students, and the families.	While participation continued to vary this year, it was based on weather. overall turnout and participation in the PTO has been huge and remarkable. Parents are eager to join, discuss needs and support the school to home initiative. Learning nights have been hosted with the support of the organization, and new committees focused in supporting parent in learning the technology component, curricular components and the SEAL components of student learning have stemmed for the invaluable participation of our Parent Organization.	Begin to transition the role and responsibilities of planning,

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Bilingual Parent Meeting	<p>The Bilingual teachers at Roosevelt met with families monthly throughout the year to provide support in areas of technology instruction and supporting student at home. Teacher provided a mix of information sessions and hands on opportunities to have families engage in lessons that student partake in during the school day. They made every effort to provide parents with additional resource and supports for home to ensure student learning was happening both at school and at home.</p>	<p>Teachers provided parents with pertinent information as a result of parent feedback during teacher parent conversation, back to school night, and parent teacher conferences in the previous year. The meetings are well attended by families and the topics are curated by the teachers and the families feedback or interest. Teacher have made adjustments based on ongoing feedback from their family community.</p>	<p>The meetings this year were held both virtually and in person</p>
Reading Strategies PD	<p>Reading Strategies was a Professional Development that was launched this year in an effort to provide teachers with a better understanding of the learning progression in reading. We wanted to build their capacity in how to support reading development by teaching students reading strategies. Teachers and Specialists worked together to identify learning plans for students and discuss the overarching reading strategies that individuals apply while reading.</p>	<p>Teachers were given a mid year reflection survey and asked to assess whether teaching specific strategies to students regardless of reading levels made students more active and engaged in their reading. Reading levels did increase based on the triennial administration of the BAS F&P as well as running records in between the BAS F&P administration. Teachers find that they are able to work with more students in small strategy groups and then allow students to practice independently and in small groups.</p>	<p>Plan for continued work with 2-5th grade ELA teachers. Focus on</p>

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Literacy Night	As per family and teacher input there was an identified need for curricular learning nights for families. Teachers prepared, organized, and delivered learning sessions around increasing literacy at home. Teachers offered families activities and resources to help student develop skills in phonics, building reading stamina, and develop literacy comprehension both literal and inferential.	Participation in the Literacy night was a huge success. Families were excited and engaged in the learning sessions with teachers.	Net Year, I would like to provide families with multiple literacy
Safety Patrol	<p>Role Models of Safe Behavior ∩∩ act safely then others will follow and think they have to behave safely as well.</p> <p>Friendly and Compassionate ∩∩ Patrols use safety reminders and help that is directed at the younger students, to these students it makes their day. In fact, they help that student feel better about coming to school, which will help them learn.</p> <p>Excellent School Effort ∩∩ Patrols show good school effort and demonstrate that they are trying hard and want to do a good job.</p>	Participation is at an all time high. Every school year we have an application process that includes parents, teachers and classmate involvement in the selection/nomination process for potential safety patrol members. The number of yearly patrols is 12-15 with a rotation/advancement potential to higher responsibility among the group. We usually have a waiting list for whatever reason just in case a member has to be removed.	The program has been at the school for over 16 years, and at

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Wash and Learn Program	<p>Anne-Marie McMahon. A first-grade bilingual teacher is the organizer behind the latest community program, "Wash and Learn". The program creates opportunities for students and their families to experience a playful learning space. It provides them with early literacy resources and time for parents to talk, read, and sing with their young children with educators there to facilitate the learning experience. The program was featured in the NJEA Review magazine for the month of October 2022 and was asked to present at NJTESOL in May 2023. The Wash and Learn Literacy Program was honored by the State Theater at this year's Fete at the Farm Gala in June 2023.</p>	<p>There were a total of 177 student participants and 8 teachers and staff in the 8 sessions that took place. The program met once a month at the Handy Street Laundromat. It has built strong relationships among members of the community, such as teachers, administrators, students, families, and representatives of the New Brunswick Police Department and NBEA who would donate laundry gift cards.</p>	<p>I believe the program was a success based upon the feedback</p>

Process Questions and Growth and Reflection Tool

1. Describe how the school planning team will disseminate the results of the comprehensive needs assessment and ensure all relevant stakeholders, including stakeholders outside of the ASP school planning team, receive this information in a timely and understandable manner?

This information will be shared through staff meetings and ScIP meetings. Additionally, parents will be provided information during back-to-school events.

2. How will the school's parent and family engagement program help to address the priority needs identified in the comprehensive needs assessment?

Various programs will be available to help empower parents to support the needs of their children. We will continue initiatives such as Wash and Learn PVO and Bilingual Parent meetings.

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	4-Sustaining	Teachers are aware of the curriculum and planning and preparation times.	We must focus on ensuring that students have clear expectation and understand the objective for the day.
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	3-Developing		
	5	A	2-Emerging		
Assessment	1	A	3-Developing	Teachers feel that science assessments this year did reflect some of their changes and incorporated the needs of the students of diverse needs. The district does provide assessments.	Teachers feel that they have little input in the assessment created. All assessments are vetted but change is not always reflected.
	2	A	3-Developing		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	3-Developing	Our data does not demonstrate a concern with behaviors.	Teachers would like more input with school norms. A discipline committee was formed to create norms for common areas including, bathroom, cafeteria, hallways and auditorium.
	2	A	3-Developing		
	3	A	4-Sustaining		
	4	A	2-Emerging		

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Culture	1	A 2-Emerging	Our data do not show a behavior concern and although students survey demonstrated that students feel loved and welcomed we can always continue to improve.	Teachers shared that they would like more time to analyze their students' needs. Time is often a factor when trying to plan and prepare as a district teacher felt that there are many initiatives and it can be overwhelming, especially when you are teaching multiple content areas.
	2	A 3-Developing		
	3	A 3-Developing		
	4	A 4-Sustaining		
	5	A 2-Emerging		
	6	A 1-Not Addressed		
	7	A 2-Emerging		
	8	A 3-Developing		
	9	A 3-Developing		
	10	A 4-Sustaining		
	11	A 3-Developing		
	12	A 3-Developing		
	13	A 2-Emerging		
	14	A 1-Not Addressed		
Teacher and Principal Effectiveness	1	A 2-Emerging	Framwork used is consistant.	More feedback needs to be provided and teachers also need to commit to self directed professional development.

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	Students in grade 3-5 developed accuracy and fluency during reading this past year, however they continued to struggle in developing meaning and comprehending what they read. ELA walkthroughs and CPT meetings were teachers analyzed and discussed reading observations utilizing running records indicated that students found it difficult to answer literal and inferential questions about a given test. This was also evident on common assessments where students heavily rely in inferencing and interpretation to respond to questions about a text. During the cycle 4 common assessment it was found that in 3rd grade only 47% of students attained proficiency, in 4th grade we saw an increase to 72% attaining proficiency and then in 5th we see a slight drop to 53%. This further indicates that there is a need to develop student comprehension.	Teachers in grades 3-5 have been working on developing fluency of reading during guided reading, however, there has been minimal time and effort in developing comprehension simultaneously.	ELA Grade 3-5	1	Teach teachers how to support reading strategies.
				2	Teach students to use the writing process for a variety of purpose.
				3	

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?)	
Social and Emotional Learning	The school and climate culture demostartedththe following: Student [6. Students at my school help each other when needed.] Yes -0.38% Sometimes - 53.8% No -42.4%	Students shared that although they work in groups when assigned but would like to be able to work together without guidance.	All	1	Through the Nurtured Heart Approach, use restorative practices to proactively improve relationships among students and staff and build a sense of community in classrooms and schools. Address severe misbehavior through a restorative approach to help students realize the impacts of their actions.
				2	Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate.
				3	
Climate & Culture - Attendance/Behavior	The data shows that students in grades K (22.09%) and 2 (19.79%) have the highest rate of absentism. When analyzing the marking periods it was determined that MP1 had the highest rate of chroic abseteesim with (15.62%) Students in these grades have been identified and the truancy officer has been in contact with families. Students who were out because of an illness have also been noted.	Students were out due to illness and in most cases parenst did call and informed us of illness. Students are required to stay home and not return until they have been fever free for 24 hrs.	Identified students in grades 1 and 3.	1	Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.
				2	
				3	

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	<p>The final math assesment demonstrated the following average scores:</p> <p>Grade 3 - 41.73 Grade 4 - 68.62 Grade 5 - 58</p> <p>The data does show growth from their beginning of year prerequisite data which demonstared the following: Grade 3 - Grade 4 - 16.47% Grade 5 24.67</p>	<p>The data does show growth from their beginning of year prerequisite data which demonstared the following: Grade 3 - Grade 4 - 16.47% Grade 5 24.67</p> <p>Students did receive support in BSI for grade 4, however students are still under performing. Continues support is needed to help with questioning that will support our students with questioning that will help advance their thinking.</p>	Mathematics Grades 3-5	1	Provide systematic instruction during intervention to develop student understanding of mathematical ideas. .
				2	Mathematical Language: Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts.
				3	

SMART Goal 1

By the end of the 2023-2024 school year, 75% of students in grades 3-5 will demonstrate growth towards meeting their identified EOY target goal as measured by the grade level reading assessment.

Priority Performance Students in grade 3-5 developed accuracy and fluency during reading this past year, however they continued to struggle in developing meaning and comprehending what they read. ELA walkthroughs and CPT meetings were teachers analyzed and discussed reading observations utilizing running records indicated that students found it difficult to answer literal and inferential questions about a given text. This was also evident on common assessments where students heavily rely in inferencing and interpretation to respond to questions about a text. During the cycle 4 common assessment it was found that in 3rd grade only 47% of students attained proficiency, in 4th grade we saw an increase to 72% attaining proficiency and then in 5th we see a slight drop to 53%. This further indicates that there is a need to develop student comprehension.

Strategy 1: Teach teachers how to support reading strategies.

Strategy 2: Teach students to use the writing process for a variety of purpose.

Strategy 3:

Target Population: ELA Grade 3-5

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Grade-appropriate reading assessments will be administered, and data will be analyzed; individualized student EOY targets will be established, and 20% of the students identified for Basic Skills intervention support	Fountas and Pinnell BAS BSI Class List

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	By the end of Cycle 2, 35% of all students that are assessed via running record will demonstrate that they are on the path to meeting their individual target score based on running records.	F&P Running Record
Apr 15:	By the end of cycle 3, 45% of all students that are assessed via running record will demonstrate that they are on the path to meeting their individual target score based on running records. Any adjustments of EOY targets will be made at this time	F&P Running Records
Jul 1	By the end of the 2023-2024 school year, 75% of students in grades 3-5 will demonstrate growth towards meeting their identified EOY target goal as measured by the grade level reading assessment.	Fountas and Pinnell BAS ELA Common Assessments

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Administer the BOY F&P	9/6/23	10/6/23	
1	2	Ongoing Professional Development with the Serravallo Group for all ELA teachers in 2-5	9/5/23	6/20/24	
2	2	Use CPT meetings to identify minilessons to teach during Writing instruction.	9/5/23	6/20/24	
2	1	Teachers in grades 3- 5 will engage in professional development with the Jennifer Serravallo Group in developing pedagogical practices in reading and writing instruction.	9/1/23	6/28/24	
3	1	CPTs will be used to analyze the data.	9/1/23	6/28/24	
3	2	Provide teachers with support in 6 week cycles to develop pedagogical practice in supporting literacy development.	9/5/23	6/20/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
4	1	Identified Teachers will engage in 6 week content centered coaching cycles	9/6/23	6/28/24	

Budget Items

SMART Goal 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Basic Skills and Specialist Salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	\$270,945	Federal Title I (School Allocation)
4	Instructional Resources	INSTRUCTION - Supplies & Materials / 100-600	\$66,000	SIA
1	Basic Skills and Specialist Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$173,404	Federal Title I (School Allocation)
2	Professional Development/ Purchased Professional Services	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$30,400	SIA

SMART Goal 2

By the end of the 2023 -2024 school year students will show an increase of 40% in belonging survey.

Priority Performance The school and climate culture demostartedththe following: Student [6. Students at my school help each other when needed.]
 Yes -0.38%
 Sometimes - 53.8%
 No -42.4%

Strategy 1: Through the Nurtured Heart Approach, use restorative practices to proactively improve relationships among students and staff and build a sense of community in classrooms and schools. Address severe misbehavior through a restorative approach to help students realize the impacts of their actions.

Strategy 2: Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate.

Strategy 3:

Target Population: All

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Students in grades 3-5 complete a belonging survey.	survey
Feb 15	After the implementation of strategies and SEL lessons, students demonstrate an increase in their belonging survey of 20%	survey
Apr 15:	After the implementation of strategies and SEL lessons, students demonstrate an increase in their belonging survey of 30%	survey

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By the end of the 2023 -2024 school year students will show an increase of 40% in belonging survey.	survey

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Identify where the student needs explicit instruction for appropriate behavior.	9/1/23	6/28/24	
1	2	Professional Development on Natured Heart Approach	9/6/23	6/7/24	
2	2	Commitee will identify norms for common areas	9/1/23	6/7/24	
2	1	Teach skills by providing examples, practice, and feedback.	9/6/23	6/7/24	
3	2	Give students a belonging survey to analyze growth	1/5/24	1/31/24	
3	1	Give students a belonging survey to identify needs.	9/6/23	10/27/23	

< SMART Goal 2 - Budget Items: NO DATA >

SMART Goal 3

By June 2024, 75% of severely chronically absent students will increase their number of days present in the 23-24 school year by five days.

Priority Performance The data shows that students in grades K (22.09%) and 2 (19.79%) have the highest rate of absentism. When analyzing the marking periods it was determined that MP1 had the highest rate of chronic absenteeism with (15.62%) Students in these grades have been identified and the truancy officer has been in contact with families. Students who were out because of an illness have also been noted.

Strategy 1: Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.

Strategy 2:

Strategy 3:

Target Population: Identified students in grades 1 and 3.

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of cycle 1, students in grades 1 and 3 with a history of chronic absenteeism will be identified. Parents will receive an attendance contract.	Previous years data
Feb 15	By the end of cycle 2, 30% of severely chronically absent students will increase their number of days present in the 23-24 school year by five days."	Attendance analysis

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	By the end of cycle 3, 50% of severely chronically absent students will increase their number of days present in the 23-24 school year by five days."	Attendance analysis
Jul 1	By June 2024, 75% of severely chronically absent students will increase their number of days present in the 23-24 school year by five days.	Attendance analysis

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Monthly shout out for perfect attendance.	9/1/23	6/28/24	
1	1	Call the parents of all studentst who were identified as having chronic absentism.	9/1/23	11/15/23	
1	3	Identify students in need of mentor.	9/1/23	6/28/24	
2	1	Review students that are absent 3 or more days in a row. Call to parent must be completed.	9/1/23	6/28/24	
2	2	Identify studentst who have perfect ttendance for the month	9/1/23	6/28/24	
2	3	Identify teachers who would like to work as a mentor.	9/1/23	6/28/24	
3	1	Call and send out notifications once students are out 6, 8 and 10 days.	9/1/23	6/28/24	
3	2	Identify and create certificates for marking periods	9/1/23	6/28/24	
3	3	Assign students mentors	9/1/23	6/28/24	

< SMART Goal 3 - Budget Items: NO DATA >

SMART Goal 4

By the end of the 2023-2024 school year, 75% of students in grades 3-5 will close the proficiency deficit in math by 3%.

Priority Performance

The final math assesment demontrated the following average scores:

Grade 3 - 41.73

Grade 4 - 68.62

Grade 5 - 58

The data does show growth from their beginning of year prerequisite data which demonstared the following:

Grade 3 -

Grade 4 - 16.47%

Grade 5 24.67

Strategy 1:

Provide systematic instruction during intervention to develop student understanding of mathematical ideas. .

Strategy 2:

Mathematical Language: Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts.

Strategy 3:

Target Population:

Mathematics Grades 3-5

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the conclusion of the first cycle, baseline data from Prerequisite Assessments, 2022/2023 NJSLA, and district assessments will be analyzed to establish areas of focus.	NJSLA, Unit Assessment, Prerequisite.
Feb 15	By the end of the 2023-2024 school year, 25% of students in grades 3-5 will close the proficiency deficit in math by 3%.	Unit assessment
Apr 15:	By the end of the 2023-2024 school year, 45% of students in grades 3-5 will close the proficiency deficit in math by 3%.	Unit assessment
Jul 1	By the end of the 2023-2024 school year, 75% of students in grades 3-5 will close the proficiency deficit in math by 3%.	Unit assessment

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Hold professional development / PLC meetings centered around the progressions in learning in those domains	9/1/23	6/7/24	
1	2	Establish baseline data to gauge current student level of understanding through a SOAR diagnostic. Use this baseline data to begin the remediation process to help students fill in gaps in understanding.	9/1/23	6/7/24	
2	1	Extend the conversations to include grades 1-2, to help support foundational understanding of place value and connect the relationship between addition/subtraction and multiplication/division	12/1/23	6/7/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	2	Provide collaborative opportunities to staff to help them develop pedagogical best practices to press for student learning through multiple representations.	9/1/23	6/7/24	
3	1	Walk throughs	9/1/23	6/7/24	

< 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	\$66,000	\$0	\$66,000
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$66,000	\$0	\$66,000
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	\$30,400	\$0	\$30,400
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	\$30,400	\$0	\$30,400
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	\$96,400	\$0	\$96,400

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. If applicable, the Comprehensive Data Analysis and Needs Assessment process was completed in collaboration, and with the concurrence of the assigned Regional Support Team (RST) member from the Office of Comprehensive Support. (Note: RSTs are assigned to LEAs with CII, CSI, or have at least three ATSI or TSI schools)	
x	The Annual School Plan includes at least three SMART goals with at least one area of focus being Effective Instruction. If my school was designated as CII, CSI, ATSI or TSI, the plan includes a fourth goal. All goals address the areas of priority performance needs identified during Comprehensive Needs Assessment process. The following SMART Goal areas, denoted by a checkmark, are included in this ASP.	
x		Effective Instruction
x		Social and Emotional Learning
x		Climate & Culture - Attendance/Behavior
x		Effective Instruction
x	For CII, CSI, ATSI and TSI Schools Only: 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 strong, moderate or promising evidence tier as 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: Gisela Ciancia

Title: Principal

Date: 07/10/2023

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:

x	I certify I have completed and certified the required LEA Resource Equity Review.
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Certified By: Richard Jannarone
 Title: Business Administrator
 Date: 07/10/2023

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: Dr. Aubrey Johnson
Title: Superintendent of Schools
Date: 07/12/2023