PARKWAY ELEMENTARY SCHOOL

District:	EWING TWP		School Identification:	NA
County:	MERCER		Targeted Subgroup	
Team:	NA		CDS:	211430130

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	Shirley Williams	No	Yes	Yes		
Community Member	Sgt. Richard Herbe	No	Yes	Yes		
Principal	Michelle Conway	Yes	Yes	Yes		
Teacher, Early Childhood	Leigh Cline	Yes	Yes	Yes		
Teacher, Upper Elementary	Cayleigh Santana	Yes	Yes	Yes		
Special Education/ CST	Julie Pritchard	No	No	Yes		
School Counselor	Birgitta Donato	Yes	Yes	Yes		
Dean of Students and ETEA Union	Rob Odri	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Early Intervention Math	Eve Schroeder	Yes	Yes	Yes		
Early Intervention Reading	Stacey McKenna	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
05/25/2023	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis,	Yes	Yes
09/29/2022	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis,	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)
Using iReady and DRA assessments. Targeted Tier II and Tier III intervention support for identified students, using Wilson Reading, Orton-Gillingham and Lindamood-Bell strategies Leveled literacy and texts	ELA	Students in grades 2,3,4 and 5	Yes	Yes	Yes	Growth report from iReady-Reading indicate that typical growth for all students was 106%. When the data were disaggregated by grade level, every grade but 1st had more than 100% of students meet their Typical Growth goal. with 18-33% of students meeting their their Stretch Growth goal 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)
By adopting the reading and writing workshop framework in all classes, students will self select books that they can read with a high level of independence and accuracy to promote on-task, independent reading, with targeted independent and/or small group instruction and feedback related to phonics, phonemic awareness, vocabulary development, and reading comprehension.	ELA	Students in grades 2,3,4 and 5	Yes	Yes	Yes	EIS teachers used classroom teachers' lesson plans to modify and adapt as needed.

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)
Adopting Responsive Classroom as a framework to improve self regulation, academic performance will improve. This lends itself to the workshop model by promoting independent student choice (e.g., self selected independent reading books).	SEL	Students in grades 2,3,4 and 5	Yes	Yes	Yes	Morning Meeting was built into the schedule, and SEL Coordinators created lessons for the first six weeks of school and then weekly for the rest of the year, to promote a common vocabulary and community across the school.
All students will receive instruction aligned to the Investigations and the Do the Math Programs through Tier I instruction. These programs promote hands-on exploration and discovery of math knowledge.	Math	Students in grades 2,3,4 and 5	Yes	No	Yes	The district is adopting a new Math program for 2023-24. While Tier I instruction will continue, it will be aligned with Reveal Math and not Investigations.

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)
Classroom and Early Intervention teachers will use iReady and other data to identify areas of strength and need and will provide Tier II interventions including hands-on math exploration, reading support to help comprehend math story problems, and collaborative learning opportunities.	ELA/Math	Students in grades 2,3,4 and 5	Yes	Yes	Yes	Data were analyzed in June 2023, and quite a few students now meet the criteria to exit EIS support.
Adopting a Responsive Classroom model and infusing Morning Meeting each day will provide the opportunity to develop common expectations and a shared vocabulary across grades and classes.	SEL	All students, PreK -grade 5	Yes	Yes	Yes	Morning Meeting was built into the schedule, and SEL Coordinators created lessons for the first six weeks of school and then weekly for the rest of the year, to promote a common vocabulary and community across the school.

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)
Morning announcements and Morning Meeting lessons will be adopted to promote social emotional support and messages that promote equity and inclusivity. 3 After school cl	SEL	All students, PreK -grade 5	Yes	Yes	Yes	Morning Meeting was built into the schedule, and SEL Coordinators created lessons for the first six weeks of school and then weekly for the rest of the year, to promote a common vocabulary and community across the school.

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
After school clubs and events will be provided for students and families, some of which will build academic skills, some to provide information and resources to parents, and some to help students connect to an adult(s) within the school community beyond the school day.	SEL	All students, PreK -grade 5	Yes	Yes	Yes	All after school clubs were filled, with some needing to run additional sessions to include all students and families who were interested.

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)
Attendance and chronic absenteeism will be monitored and interventions adopted as needed. The building principal, Absenteeism Coordinator, and I&RS Team will adopt a tiered intervention approach as promoted by the NJ DOE and similar to the EWIMS.	ELA Math SEL	All students grade K-5	No	Yes	No	Post-pandemic illnesses and absences continue to be a concern, so this will certainly serve as an area of focus for 2023-24.
Programs such as the Zones of Regulation and Mindfulness will be used to help students learn to self-regulate when they become frustrated. Strategies in support of all students will be adopted and taught to both students and families.	SEL	All students grade K-5	Yes	Yes	Yes	The number of office referrers decreased

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.		PreK - 22 students Kindergarten - 65 students 1st Grade - 51 students 2nd Grade - 44 students 3rd Grade - 58 students 4th Grade - 78 students 5th Grade - 69 students Total = 372 students Black or African American - 236 students White - 141 students Hispanic - 112 students Asian - 11 students American Indian - 5 students Pacific Islander - 10 students	The number of students enrolled at Lore School remains close to 400, but there are trends in enrollment. There has also been an increase in the number of students speaking English as a Second Language. The increased diversity of our student population supports the identified need for honest conversations and professional learning related to issues of equity.

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
Science*	NJSLA Science Homepage, https: /measinc-nj-science.com/		We collect no internal science data .	Without any internal science data, it is difficult to say what we are doing well and what we need to modify. This is an area of concern that I will bring to the district STEM supervisor.
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					MP1 - Kindergarten, 2nd, and 3rd grade had participation rates of below 95%.	NA
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		

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	0%	0%	0%	0%
2	0%	0%	0%	0%
3	0%	0%	0%	0%
4	0%	0%	0%	0%
5	0%	0%	0%	0%
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	There is great growth across all grade levels. This is really positive and does mirror the growth data that we see with NJSLA as well.	As with NJSLA, student proficiency in Math is lower than that of Reading proficiency. Bringing in a new math program at this time is a smart move. PD for teachers will promote better math instruction as this program rolls out as well.
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	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	Same as above	Same as above
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	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	45.8%	This year, 5 students will exit ESL with a 4.5 on the ACCESS test.	NA

2023-2024

	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	0	PreK - 22 students Kindergarten - 65 students 1st Grade - 51 students 2nd Grade - 44 students 3rd Grade - 58 students 4th Grade - 78 students 5th Grade - 69 students Total = 372 student	NA
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	0.00%	NA	NA
		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	0.00%	NA	NA
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	0.00%	This information is kept through Human Resources.	This information is kept through Human Resources.

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%	NA	NA
		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		No climate/culture surveys are administered by the district.	No climate/culture surveys are administered by the district.

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)		NA	NA
Post-Secondary Rates	% of students that enroll in post-secondary institution.		NA	NA
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		NA	NA

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		NA	NA
		% of students with a C or better			
		Count of students who took the Algrbra 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		Walkthroughs were conducted this year, but they were done individually and without much data collection. Moving forward, building principals will conduct walkthroughs with curriculum supervisors to ensure alignment in expectations	NA

< Other Indicators - NO DATA >

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?

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

Expanding communication between families, community partners and school

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	3-Developing	This is an area where building admin needs to work more closely with the district curriculum team. A new math program is being adopted in 2023-24, with a reading program the year after. That should improve both admin and teacher support in this area.	Student Learning Objectives and Effective Instruction is an area in need of support. The district's curriculum team works in all buildings, K-12, so their ability to support teachers as much as they need to be supported is limited. Building admin must be trained so we can then support teacher's regarding learning objectives.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
Assessment	1	A	3-Developing	We do have district formative and diagnostic assessments in most areas, with data collected and analyzed.	Pre-assessments as formative assessments would be a positive next step.
	2	A	3-Developing		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	3-Developing	We adopted PLCs this year and we look forward to continuing them next year.	Embed the academic information at monthly faculty meetings, making that a full staff PLC focused on academics.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	3-Developing	Building climate and culture has been a focus since returning from Covid. However, the need to establish norms and then work together to hold each of us accountable to those collaboratively created norms is important.	Student and parent input is needed to establish expectations and norms. This is a good next step.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
	6	A	3-Developing		
	7	A	3-Developing		
	8	A	3-Developing		
	9	A	3-Developing		
	10	A	3-Developing		
	11	A	3-Developing		
	12	A	3-Developing		
	13	A	3-Developing		
	14	A	3-Developing		
Teacher and Principal Effectiveness	1	A	3-Developing	Pre-post conferences, both formal and informal, are done regularly. Formal observations and walkthroughs are scheduled at the district level.	Data of informal walkthroughs needs to be collected and analyzed.

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	When considering growth over proficiency, students scored "Met Standard" for ELA Growth for Spring 2022.	Students are growing toward grade level proficiency, while not yet achieving it. Many students continue to build foundational literacy skills, possibly lost during the Covid pandemic. Teachers have not been given sufficient training, guidance, and support to use district materials to truly differentiate within the reading workshop, including developing student skills related to textbased writing	2-5	1	Content-Focused Coaching
				2	iReady Personalized Instruction Reading
				3	SIPPS
Effective Instruction	27.9% of students scored proficient on NJSLA-Math in Spring 2022, where the annual target was 47.6% When considering growth over proficiency, these same students scored "Met Standard" or "Exceeds Standard" for Math Growth for Spring 2022.	Students are growing toward grade level proficiency, while not yet achieving it. Since the return from Covid, teachers have been using some district materials while also creating materials of their own to fill in learning gaps for students. A systemic math curriculum and program must be adopted, professional development must be provided, and universal expectations for teaching and learning must be clearly articulated and monitored.	K-5	1	iReady Personalized Instruction Math
				2	Systematic Instruction: Math
				3	Content-Focused Coaching
Climate & Culture - Attendance/Behavior	students were categorized as "chronically absent" (more than 10% of school days). While this was below the state average of 17.8%,	Since the return from the Covid pandemic, students have been encouraged to stay at home when they are sick. As a result, trends in family travel and non-illness related absences have been observed. Parents have not been made aware of the NJDOE attendance requirements, nor the district policy regarding attendance and absenteeism.	All Students, PreK - 5	1	Absenteeism and ProblemSolving Team or Committee
				2	Data-based Decision Making - Implement and Monitor for Tier II and Tier III support
				3	Recognize Good and Improved Attendance

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	During the 2022-23 school year, incidents were reported to the main office regarding discipline infractions; these incidents involved different students.	Office referrals for subjective infractions including "disrespect, excessive horseplay, or inappropriate behavior" may be based upon behaviors that are misunderstood by staff members. Staff members may be over-referring students to the office for behaviors that do not align with "traditional" behaviors expected by some.	K-5	1	Create a systemic SEL program, where students are involved in creating schoolwide expectations and families are engaged in the school community
				2	Responsive Classroom and Morning Meeting
				3	Professional Learning for Staff

SMART Goal 1

To continue support each student's individual growth toward reading on grade level, the number of iReady-Reading lessons completed on students' individual learning pathways will increase by at least 5%

Priority Performance	When considering growth over proficiency, students scored "Met Standard" for ELA Growth for Spring 2022.
Strategy 1:	Content-Focused Coaching
Strategy 2:	iReady Personalized Instruction Reading
Strategy 3:	SIPPS
Target Population:	2-5

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Each student will take the fall iReady-Reading benchmark assessment. From there, he/she will work on the lessons assigned in his/her independent pathway in the classroom and for homework. EIS rosters will be developed using these data. All teachers will monitor student completion of iReady lessons and will provide incentives to those successfully completing lessons and motivation to those who are not. EIS teachers will support students in class and through Tier II and III interventions (e.g., Wilson, Orgon-Gillingham, etc.).	iReady diagnostic results report iReady individual pathway report Faculty or grade level meeting sign-in sheets

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	Each student will take the winter iReady-Reading benchmark assessment in January 2024. Again, teachers will monitor growth or lack thereof, and each teacher will provide an iReady certificate to students for growth on the diagnostic, performance on their pathway, or other iReady connected goal. EIS rosters will be adjusted or modified, and targeted intervention will continue. After school reading clubs will be offered, and specific outreach will be provided for students identified as needing additional support in reading.	iReady diagnostic results report iReady diagnostic growth report iReady individual pathway report Faculty or grade level meeting sign-in sheets Book Club sign-in sheets
Apr 15:	Time will be spent during grade level meetings and faculty meetings looking at the iReady-Reading data, reports, and Teacher Toolbox, which will allow teachers to differentiate assignments based upon groups. This will align fully with the workshop model and ELA curriculum supervisor expectations. An evening family reading event will be scheduled for students and families.	Faculty and/or grade level meeting notes and sign-in sheets Lesson plans Literacy Night sign-in and feedback sheets
Jul 1	To continue support each student's individual growth toward reading on grade level, the number of iReady-Reading lessons completed on students' individual learning pathways will increase by at least 5%	iReady diagnostic results report iReady diagnostic growth report iReady individual pathway report

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Literacy coach will support teachers in their understanding of the iReady data, as well as how to use the grouping tools and Teacher Toolbox within iReady to differentiate assignments based upon student need.	9/1/23	6/21/24	
1	3	EIS-ELA teachers will use fall iReady and other diagnostic data to identify students in need of Tier II support for ELA	9/1/23	6/21/24	
1	2	iReady Diagnostic Assessments will be given in fall, winter, and spring, administered to all students K-5Literacy coach will assist with the planning and organization of Family Literacy Night in spring 2023.	9/1/23	6/21/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	3	Classroom and EIS teachers will identify students in need of additional reading opportunities, and after school book clubs will be offered.	9/1/23	6/21/24	
2	2	Teachers will review data, access reports, and use the data to differentiate and target instruction, using materials including those provided in the Teacher Toolkit	9/1/23	6/21/24	
2	1	iReady Diagnostic Assessments will be given in fall, winter, and spring, administered to all students K-5	9/1/23	6/21/24	
3	3	SIPPS materials will be used by EIS-ELA teachers as a Tier III intervention for specific students during the REACH period	10/1/23	6/21/24	
3	2	EIS-ELA teachers will work with the building principal and ELA supervisor to create a schedule ensuring support of all students, through a Tiered Intervention Model.	9/1/23	6/21/24	
3	1	EIS-ELA teachers will use fall iReady and other diagnostic data to identify students in need of Tier II support for ELA	9/1/23	6/21/24	

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Literacy Coach	INSTRUCTION - Personnel Services - Salaries / 100-100	$27,000	Federal Title I (School Allocation)
2	Family Literacy Night - March 2023 (Salaries)	INSTRUCTION - Personnel Services - Salaries / 100-100	$2,200	Federal Title I (School Allocation)
3	After School Clubs, to extend reading opportunities for students (Salaries)	INSTRUCTION - Personnel Services - Salaries / 100-100	$5,000	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	After School Book Clubs (Supplies)	INSTRUCTION - Supplies & Materials / 100-600	$3,600	Federal Title I (School Allocation)

SMART Goal 2

100% of teachers will be trained to use the Reveal Math materials with the goal of building foundational math skills, ensuring a common mathematical language, and developing a systemic math program K-5.

Priority Performance	27.9% of students scored proficient on NJSLA-Math in Spring 2022, where the annual target was 47.6% When considering growth over proficiency, these same students scored "Met Standard" or "Exceeds Standard" for Math Growth for Spring 2022.
Strategy 1:	iReady Personalized Instruction Math
Strategy 2:	Systematic Instruction: Math
Strategy 3:	Content-Focused Coaching
Target Population:	K-5

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Every teacher will receive all Reveal Math materials, including textbooks, student workbooks, dashboard login information, and hands-on manipulatives. Along with the materials, teachers will receive support through professional development presented by either the district supervisor, the elementary math coach, or a trainer from McGraw-Hill.	PD sign-in sheets Grade level meeting sign-in sheets Lesson plans
Feb 15	Grade level meetings will be dedicated time for teachers to collaborate to understand the many resources provided with the new math program. Further, time will be spent discussing how to shift math instruction from teachercentered to student-centered through the use of Number Talks or through the parts of the Reveal lessons (e.g., Notice & Wonder, Activity Based Exploration).	iReady-Math Reveal Math resources Link It!
Apr 15:	Student math learning and growth will be assessed through the use if iReadyMath diagnostic assessments and through the use of end-of-unit math assessments, which will be uploaded into LinkIt for analysis and planning.	Lesson plans Observations Walkthrough data
Jul 1	100% of teachers will be trained to use the Reveal Math materials with the goal of building foundational math skills, ensuring a common mathematical language, and developing a systemic math program K-5.	iReady diagnostic results report iReady diagnostic growth report iReady individual pathway report

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Every teacher will receive all Reveal Math materials including teachers' editions, hands-on materials for students, and online login information	9/1/23	9/29/23	
1	3	The district math coach will support teachers with the adoption of Reveal Math, specifically focusing on the fidelity of adoption as well as the shift from teacher-centered to student-centered learning in the math classroom.	9/1/23	6/21/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	The iReady-Math diagnostic assessment will be administered to every student in the fall, winter, and spring of the school year.	9/1/23	6/21/24	
2	3	Math coach will assist with the planning and organization of Family Math and Bingo Night in spring 2023.	11/1/23	6/21/24	
2	2	Walkthroughs and observations will be conducted and lesson plans reviewed to ensure that the program is being adopted with fidelity.	9/1/23	6/21/24	

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Family Math and Bingo Night (Supplies)	INSTRUCTION - Supplies & Materials / 100-600	$2,500	Federal Title I (School Allocation)
2	Math coach will assist with the planning and organization of Family Math and Bingo Night in spring 2023.	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$2,200	Federal Title I (School Allocation)
2	MAth COach	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$27,000	Federal Title I (School Allocation)

SMART Goal 3

The number of students chronically absent during the 2023-24 school year will decrease by at least 10% when compared to 2022-23, resulting in fewer than 12.6% students chronically absent.

Priority Performance	students were categorized as "chronically absent" (more than 10% of school days). While this was below the state average of 17.8%,
Strategy 1:	Absenteeism and ProblemSolving Team or Committee
Strategy 2:	Data-based Decision Making - Implement and Monitor for Tier II and Tier III support
Strategy 3:	Recognize Good and Improved Attendance
Target Population:	All Students, PreK - 5

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	An Absenteeism Committee will be created to review the students who are absent 10% or more each marking period. The committee will meet in early November to analyze MP1 absenteeism data and generate a personalized plan for any student whose absences exceed 10% at this time.	Committee sign-in sheet and notes MP1 absenteeism data Absenteeism Intervention Pyramid

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	Second meeting of the Absenteeism Committee, to analyze MP2 data and generate the Intervention Pyramid and next steps for any student with 10% or more absences. Also, an incentive program will begin for students with 100% attendance or with improved attendance	Committee sign-in sheet and notes MP3 absenteeism data Absenteeism Intervention Pyramid Positive Incentive Certificates (or other incentive)
Apr 15:	MP3 meeting of the Absenteeism Committee, to analyze third quarter data and generate the Intervention Pyramid and next steps. Incentive program will continue.	Committee sign-in sheet and notes MP3 absenteeism data Absenteeism Intervention Pyramid Positive Incentive Certificates (or other incentive)
Jul 1	The number of students chronically absent during the 2023-24 school year will decrease by at least 10% when compared to 2022-23, resulting in fewer than 12.6% students chronically absent.	End-of-Year Absenteeism data chart Positive Incentive celebration for improved or perfect attendance

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Committee members will help develop an Absenteeism Plan and Incentive Program to celebrate perfect attendance, promote attendance during times of high absenteeism (e.g., days before a holiday break), and honor improved attendance.	9/1/23	6/21/24	
1	2	Committee members will help develop an Absenteeism Plan and Incentive Program to celebrate perfect attendance, promote attendance during times of high absenteeism (e.g., days before a holiday break), and honor improved attendance.	9/1/23	6/21/24	
1	1	Key stakeholders will be invited to join the committee, and four meetings will be placed on everyone's schedule, one at the end of each marking period.	9/1/23	10/2/23	
2	1	Committee members will help develop an Absenteeism Plan and Incentive Program	9/1/23	11/10/23	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	2	After each quarterly meeting, the Attendance Pyramid will be used to identify students at the Tier II and Tier III levels of support. I&RS meetings may be scheduled, parents will be personally contacted, and supports will be provided as needed. The district attendance officer will be kept informed.	9/1/23	6/21/24	
3	1	Committee will meet quarterly to analyze marking period attendance data, utilize the Absenteeism Pyramid to promote a tiered intervention plan, and discuss next steps for each student at the Tier II or Tier III level on the pyramid.	9/1/23	6/21/24	
3	2	Committee will meet quarterly to analyze marking period attendance data, utilize the Absenteeism Pyramid to promote a tiered intervention plan, and discuss next steps for each student at the Tier II or Tier III level on the pyramid.	9/1/23	6/21/24	

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Incentives and celebrations to honor perfect and improved attendance.	INSTRUCTION - Supplies & Materials / 100-600	$500	Federal Title I (School Allocation)

SMART Goal 4

https://drc.casel.org/strengthen-adult-sel-competencies-and-capacity/professional-learning/

Priority Performance	During the 2022-23 school year, incidents were reported to the main office regarding discipline infractions; these incidents involved different students.
Strategy 1:	Create a systemic SEL program, where students are involved in creating schoolwide expectations and families are engaged in the school community
Strategy 2:	Responsive Classroom and Morning Meeting
Strategy 3:	Professional Learning for Staff
Target Population:	K-5

Interim Goals
SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Every teacher will collaboratively create Classroom Expectations and will forward a copy to the office. Each class will select two students as class representatives to help develop grade level expectations. From there, a subcommittee of students will develop building-wide expectations for behaviors in the classroom, hallway, cafeteria, bathroom, and at recess.	Classroom expectations Grade Level expectations Building-Wide expectations
Feb 15	Professional development with guest speakers, staff presentations, article study, and book study will take place during faculty meetings, grade level meetings, and on professional development days.	Sign-in sheets PDF of presentation slides Staff feedback
Apr 15:	The Equity PLC and SEL PLC groups will share their research and researchbased best practice suggestions with staff to promote an all-inclusive school where all student and family experiences are valued. The PLCs will make suggested changes for moving forward based upon their research	PLC sign-in sheets PLC presentations and suggested next steps
Jul 1	https://drc.casel.org/strengthen-adult-sel-competencies-and-capacity/professional-learning/	Professional development of staff and studentgenerated expectations will be collected and evaluated to determine next steps, in coordination with PLC recommendations.

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Morning Meeting lessons will be provided in the school's SEL Map; every teacher will adopt the Morning Meeting lessons in the first six weeks of school and once per week for the rest of the school year	9/1/23	6/21/24	
1	1	Each classroom will send two delegates to a grade level meeting facilitated by building leadership to generate grade level expectation for the classroom, hallway, cafeteria, bathroom, and at recess.	9/1/23	10/31/23	
1	3	Faculty meeting time will be dedicated to issues related to equity, behavior, microaggressions, etc.	9/1/23	6/21/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	2	lessons will be provided for all teachers to adopt to honor celebrate and educate the school community (holidays, celebrations concerns)	9/1/23	6/21/24	
2	1	Every classroom teacher will facilitate a whole group discussion to develop classroom expectations, to be posted in the classroom and a copy sent to the Main office	9/1/23	9/29/23	
3	2	Afterschool SEL Clubs	11/1/23	6/21/24	
3	1	Families will be invited to an evening event focused on socialemotional development, with an emphasis on issues of equity and acceptance	9/1/23	6/21/24	
4	1	School-Based Community Liaison will coordinate with building administration, staff, parent organizations, and the community to further improve home-school-community relationships	9/1/23	6/21/24	

Budget Items

SMART Goal 4

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	SEL Environmental, Percussion and Ensemble Club Staff	INSTRUCTION - Personnel Services - Salaries / 100-100	$6,000	Federal Title I (School Allocation)
2	Club Materials and Supplies	INSTRUCTION - Supplies & Materials / 100-600	$1,000	Federal Title I (School Allocation)

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	$40,200	$0	$0	$0	$0	$0	$40,200
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	$7,600	$0	$0	$0	$0	$0	$7,600
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Sub-total		$0	$0	$47,800	$0	$0	$0	$0	$0	$47,800
SUPPORT SERVICES	Personnel Services - Salaries	200-100	$0	$0	$2,200	$0	$0	$0	$0	$0	$2,200
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	$27,000	$0	$0	$0	$0	$0	$27,000
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	$29,200	$0	$0	$0	$0	$0	$29,200
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	$77,000	$0	$0	$0	$0	$0	$77,000

Overview of Total Title 1 Expenditures

	Federal Title 1 (Priority/Focus Interventions	Federal Title 1 (School Allocation) Total	Federal Title 1 (Reallocated Funds)	TOTAL
Included in SMART Goal Pages	$0	$77,000	$0	$77,000
Other Title 1 Expenditures	$0	$0	$0	$0
Total	$0	$77,000	$0	$77,000

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		Effective Instruction
x		Climate & Culture - Attendance/Behavior
x		Social and Emotional Learning
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: Michelle Conway

Title: Principal

Date: 07/19/2023

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:

	I certify I have completed and certified the required LEA Resource Equity Review.

Certified By: Harry Louth

Title: Director of Grants

Date: 09/05/2023

ASP District CSA Certification and Approval Page

< NO DATA >