George L Catrambone

District: LONG BRANCH CITY
County: MONMOUTH
Team: NA

School Identification: NA
Targeted Subgroup
CDS: 252770300

Annual School Planning 2021-2022

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Building Principal	Jessica Alonzo	Yes	Yes	Yes		
Building Vice Principal	Nikolas Greenwood	Yes	Yes	Yes		
Building Representative	Maria Manzo	Yes	Yes	Yes		
Guidance Counselor	Gabriela Stanziale	Yes	Yes	Yes		
Guidance Counselor	Carlos Villacres	Yes	Yes	Yes		
Bilingual Teacher Representative	Kelly Vargas	Yes	Yes	Yes		
ELL Teacher Representative	Elizabeth Kaeli	Yes	Yes	Yes		
Paraprofessional	Dudley Davis	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Teacher Representative	Laurie Demuro	Yes	Yes	Yes		
Teacher Representative	Michelle Morey	Yes	Yes	Yes		
Teacher Representative	Lisa Roesch	Yes	Yes	Yes		
Teacher Representative	Kelly Stone	Yes	Yes	Yes		
Teacher Representative	Laura Tracey	Yes	Yes	Yes		
Teacher Representative	Katie Wachter	Yes	Yes	Yes		
Teacher Representative	Kalliopi Papayiannis	Yes	Yes	Yes		
Parent Representative	Renee White	Yes	Yes	Yes		
Parent Representative	Jessica Ratcliffe	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
09/25/2020	Prior Year Evaluation	Yes	Yes
11/11/2020	Priority Performance Needs and Root Cause Analysis	Yes	Yes
12/17/2020	Priority Performance Needs and Root Cause Analysis	Yes	Yes
01/21/2021	Smart Goal Development	Yes	Yes
02/18/2021	Smart Goal Development	Yes	Yes
03/16/2021	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
04/26/2021	Comprehensive Data Analysis and Needs Assessment	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)
The Everyday Mathematics Curriculum has been the math curriculum for several years at GLC School. This is a research-based and field-tested program designed to develop student's understanding in math. Teachers use real-life examples to introduce key concepts and help build a foundation with mathematical skills. The premise of this program is that students work in whole-group, small-group, and individually. Evidence based interventions	Mathematics	All	Yes	Yes	Yes	The i-Ready Mathematics Diagnostic is administered to all students in September. This is used as a baseline Math Assessment that will allow teachers to tier their students according to level and needs. The results of the assessment allow teachers to look closely at the New Jersey Student Learning Standards and focus on specific skills. Students take a mid-year, the Winter Diagnostic, for teachers to assess growth and progress and alter instruction as needed. The final assessment, Spring Diagnostic, is administered at the end of the year and used as a comparison for year-long growth and anticipated achievement. The i-Ready Diagnostics are an integral part in determining student needs in mathematics and helpful for teachers to utilize the appropriate interventions from the Everyday Math Program. Data from i-Ready Mathematics assessment (September 2020) to the Spring Diagnostic (May 2021) shows the following: Grade 1 showed 22% in Tier 1 on the Fall Diagnostic and 29% on the

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)
are utilized to support students with low academic growth in math.						Spring Diagnostic (increase of 7%). Grade 2 showed 14% in Tier 1 on the Fall Diagnostic and 27% on the Spring Diagnostic (increase of 13%). Grade 3 showed 5% in Tier 1 on the Fall Diagnostic and 26% on the Spring Diagnostic (increase of 21%). Grade 4 showed 7% in Tier 1 on the Fall Diagnostic and 29% on the Spring Diagnostic (increase of 22%). Grade 5 showed 14% in Tier 1 on the Fall Diagnostic and 29% on the Spring Diagnostic (increase of 15%). Overall the average growth for GLC was 16% which is lower than the typical growth. However, it must be stated that COVID-19 had a major effect on academics due to changes in learning environments (virtual/in-person).

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
Guided Reading gives teachers the opportunity to observe as they read from texts at their instructional reading levels. The teacher works with a small group of students (6 or less) performing at the same instructional level. Small group instruction is driven by formal and informal data. During small group the teacher selects students to observe while they whisper read. The teacher listens closely and collects data based on observations and questioning. As students read, the teachers should prompt and coach as needed. Teacher	English and Language Arts	All	Yes	Yes	Yes	The evidence of effectiveness of guided reading are evident through two data measures: Scholastic Reading Inventory (SRI) and the i-Ready ELA Diagnostic Assessments. After analyzing the data from the SRI Assessment, from September 2020 to March 2021, grade 2 students increased from September 2020 to March 2021 from 7% to 19%. Grade 3 students reading on grade level increased from 20% to 27%. Grade 4 students reading on grade level increased from 10% to 14%. Grade 5 students reading on grade level increased from 16% to 20%. Data from the Fall Diagnostic ELA i-Ready assessment (September 2020) to the Spring Diagnostic (May 2021) demonstrates the following: Grade 1 showed 16% in Tier 1 on the Fall Diagnostic and 33% on the Spring Diagnostic (increase of 17%). Grade 2 showed 18% in Tier 1 on the Fall Diagnostic and 27% on the Spring Diagnostic (increase of 9%). Grade 3 showed 25% in Tier 1 on the Fall Diagnostic and 40% on the Spring

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)
scaffolds and guides readers with strategies that will help them become independent readers. Data collected through small group instruction is then used to plan future lessons.						Diagnostic (increase of 15%). Grade 4 showed 9% in Tier 1 on the Fall Diagnostic and 19% on the Spring Diagnostic (increase of 10%). Grade 5 showed 11% in Tier 1 on the Fall Diagnostic and 23% on the Spring Diagnostic (increase of 12%).

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)
Small Group Strategy Instruction is a support system that brings learners together to practice a particular skill or strategy in texts that are easily accessible. The objective is to create a supportive context in which strategies are practiced while the teacher coaches and scaffolds for independence. The goal is for students to problem-solve, doing as much of the work themselves as possible, while the teacher coaches and extends understanding.	English and Language Arts	All	Yes	Yes	Yes	The scholastic Reading Inventory (SRI) and ELA i-Ready Diagnostics provide teachers with expectations per grade level. This guidance helps teachers track student progress and assess low growth readers. Teachers can make specific goals for students and work on those goals during small group instruction. The test is administered 3 times a year. However, the last SRI Assessment has not been given as of yet. Based on the results from the i-Ready Diagnostic Assessment from September 2020 until May 2021, the average of Grade 1 students on grade level increased from 16% to 33%. The average Grade 2 students on grade level based on the i-Ready Diagnostic Assessment increased from 18% to 27%. The average Grade 3 students on grade level increased from 25% to 40%. The average Grade 4 students on grade level increased from 25% to 40%. The average Grade 5 students on grade level increased from 9% to 19%. Grades 2-5 are also measured using the SRI. Grade 2 students increased from September 2020 to March 2021 from 7% to 19%. Grade 3 students reading on grade level

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)
						increased from 20% to 27%. Grade 4 students reading on grade level increased from 10% to 14%. Grade 5 students reading on grade level increased from 16% to 20%. Students are expected to complete the last SRI Assessment sometime in June 2021.

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)
Research has shown that parental involvement in their child's education as shown an increase in student achievement both socially and academically. The George L. Catrambone School has focused on increasing parental involvement in various activities which is evidenced through parent sign-in sheets and events. Due to COVID-19 restrictions, various parent involvement events that are normally held were not.	Parent Involvement	All	Yes	Yes	Yes	Due to restrictions because of COVID-19 impacts, the annual Back to School Night at the George L. Catrambone School was recorded. Parents were to complete a survey indicating that they watched their students' teacher's Back to School Night video(s). 207 responses were recorded for this, 87% attendance at Fall Conferences and 57% for Spring Conferences. Due to COVID-19 restrictions, parent visitations to the school/classrooms were prohibited.

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)
The George L. Catrambone School offered a virtual after-school tutorial program for students identified in 1st and 2nd grade below proficiency on two indicators, the Mathematics i-Ready Diagnostic Assessment and/or the ELA i-Ready Diagnostic Assessment. Tutors used a project based model to address learning gaps and specific skills during instruction. Additionally, the IXL online program was utilized for supplemental instruction and reinforcement of identified skills in need of improvement.	English Language Arts and Mathematics	1st and 2nd Grade	Yes	Yes	Yes	Title I Extended Learning Day consisted of Grades 1 and 2 students in both ELA and Mathematics. Participating students were identified through their baseline scores, if they were below proficient, on the ELA and Mathematics i-Ready Diagnostic Assessments. The tutoring program was completely virtual and the students met with their tutors two times a week. Tutors worked in conjunction with homeroom teachers to track academic growth. Progress was monitored through i-Ready Assessments results. After analyzing the results from September 2020 to May 2021 the following was noticed: 7 of the 11 1st grade students in the program increased on their Mathematics i-Ready Diagnostic Assessment from the Fall to the Spring. 9 out of the 11 1st grade students increased on their ELA i-Ready Diagnostic Assessment from the Fall to the Spring. 11 of the 16 2nd graders in the program increased on their Mathematics i-Ready Diagnostic Assessment from the Fall to the Spring. 12 out of the 16 2nd graders increased on their ELA i-Ready Diagnostic Assessment from the Fall to the Spring. Due to COVID-19 restrictions, the virtual setting seemed to be

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)
						a little difficult for some students.

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)
The Treasures McGraw-Hill Literacy Program has been used as a core reading program at the George L. Catrambone School. This research-based program, provides teachers with the tools and strategies to drive ELA instruction in our K-5 classrooms. Teachers infuse a balanced literacy approach with guided reading lessons and framework. Evidence based interventions are implemented to support students with low academic growth in reading.	English and Language Arts	All	No	Yes	Yes	The i-Ready ELA Diagnostic is administered to all students in September. This is used as a baseline Reading Assessment that will allow teachers to tier their students according to level and needs. The results of the assessment enable teachers to look closely at the New Jersey Student Learning Standards and focus on specific skills. Students take a Winter Diagnostic, for teachers to assess growth and progress and alter instruction as needed. The final assessment, the Spring Diagnostic, is administered at the end of the year and used as a comparison for year-long growth and anticipated achievement. The i-Ready assessments are an integral part in determining student needs in ELA and helpful for teachers to utilize the appropriate interventions from the Treasures Program. Data from the Fall Diagnostic ELA i-Ready assessment (September 2020) to the Spring Diagnostic (May 2021) demonstrates the following: Grade 1 showed 16% in Tier 1 on the Fall Diagnostic and 33% on the Spring Diagnostic (increase of 17%). Grade 2 showed 18% in Tier 1 on the Fall Diagnostic and 27% on the Spring Diagnostic (increase

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)
						of 9%). Grade 3 showed 25% in Tier 1 on the Fall Diagnostic and 40% on the Spring Diagnostic (increase of 15%). Grade 4 showed 9% in Tier 1 on the Fall Diagnostic and 19% on the Spring Diagnostic (increase of 10%). Grade 5 showed 11% in Tier 1 on the Fall Diagnostic and 23% on the Spring Diagnostic (increase of 12%). Overall the average growth for GLC was 13% which is lower than the typical growth. However, it must be stated that COVID-19 had a major effect on academics due to changes in learning environments (virtual/in-person).

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.		2020-2021 Fall i-Ready Diagnostic Assessment Data: Grade 3 ELA: Tier 1: 25% Tier 2: 29% Tier 3: 46% Grade 3 Math: Tier 1: 5% Tier 2: 58% Tier 3: 37% Grade 4 ELA: Tier 1: 9% Tier 2: 44% Tier 3: 47% Grade 4 Math: Tier 1: 7% Tier 2: 53% Tier 3: 40% Grade 5 ELA: Tier 1: 11% Tier 2: 24% Tier 3: 65% Grade 5 Math: Tier 1: 14% Tier 2: 43% Tier 3: 43%	Please note: The NJSLA was not administered during the 2019-2020 or the 2020-2021 school year due to COVID-19 restrictions. However, the attached data was collected from the i-Ready Diagnostic Assessments from the 2020-2021 school year: When analyzing the ELA i-Ready Diagnostic Assessment data, the following areas of of weakness or need of improvement are as follows: Students in 3rd grade demonstrated difficulty in standards related to Phonics and Comprehension. Students in 4th grade demonstrated difficulty in standards related to Phonics and Comprehension as well. Students in 5th grade

Student Group	ELA	Math	Alg1	Alg2	Geo
Schoolwide	27.9 %	31.2%			
White	40.9 %	40.3%			
Hispanic	23.3 %	28.7%			
Black or African American	21.4 %	21.4%			
Asian, Native Hawaiian, or Pacific Islander	*	*			
American Indian or Alaska Native					
Two or More Races	*	*			
Female	30.6 %	34.5%			
Male	25.3 %	28.1%			
Economically Disadvantaged Students	26.8 %	30%			
Non-Economically Disadvantaged Students	43.3 %	47.1%			
Students with Disabilities	10%	10%			
Students without Disabilities	28.7 %	32.2%			
English Learners	22.3 %	28.8%			
Non-English Learners	36.4 %	35.2%			
Homeless Students	*	*			
Students in Foster Care	*	*			

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

Student Group	ELA	Math	Alg1	Alg2	Geo
Military-Connected Students	*	*			
Migrant Students					

2020-2021 Winter i-Ready Diagnostic Assessment Data:

Grade 3 ELA:
Tier 1: 35%
Tier 2: 32%
Tier 3: 33%

Grade 3 Math:
Tier 1: 14%
Tier 2: 52%
Tier 3: 33%

Grade 4 ELA:
Tier 1: 17%
Tier 2: 45%
Tier 3: 38%

Grade 4 Math:
Tier 1: 17%
Tier 2: 46%
Tier 3: 37%

Grade 5 ELA:
Tier 1: 18%
Tier 2: 24%
Tier 3: 59%

Grade 5 Math:
Tier 1: 21%
Tier 2: 45%
Tier 3: 34%

demonstrated difficulty in standards related to Comprehension. Grades 3, 4, and 5 all showed great progress in the Phonological Awareness standard.

When analyzing the Math i-Ready Diagnostic Assessment data, the following areas of of weakness or need of improvement are as follows: Students in 3rd grade demonstrated the most difficulty in standards related to Geometry. Students in 4th and 5th grade demonstrated difficulty in standards related to Geometry as well. Grades 3, 4, 5 had the most success in the standard related to Numbers and Operations.

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			2020-2021 Spring i-Ready Diagnostic Assessment: Grade 3 ELA: Tier 1: 40% Tier 2: 32% Tier 3: 28% Grade 3 Math: Tier 1: 27% Tier 2: 42% Tier 3: 31% Grade 4 ELA: Tier 1: 20% Tier 2: 42% Tier 3: 39% Grade 4 Math: Tier 1: 29% Tier 2: 43% Tier 3: 28% Grade 5 ELA: Tier 1: 22% Tier 2: 23% Tier 3: 55% Grade 5 Math: Tier 1: 28% Tier 2: 46% Tier 3: 25%	

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data</th><th>Your Data (Provide any additional data</th><th>Observations / Trends</th></tr>
<tr>
<td>Science*</td>
<td>NJSLA Science Homepage, https: /measinc-nj-science.com/</td>
<td>
<table>
<tr><th colspan="4">NJSLA-S</th></tr>
<tr><th>Student Group</th><th>Grade 5</th><th>Grade 8</th><th>Grade 11</th></tr>
<tr><td>Schoolwide</td><td>7%</td><td></td><td></td></tr>
<tr><td>White</td><td>19%</td><td></td><td></td></tr>
<tr><td>Hispanic</td><td>3%</td><td></td><td></td></tr>
<tr><td>Black or African</td><td>0%</td><td></td><td></td></tr>
<tr><td>Asian, Native</td><td>*</td><td></td><td></td></tr>
<tr><td>American Indian or</td><td>*</td><td></td><td></td></tr>
<tr><td>Two or More Races</td><td>*</td><td></td><td></td></tr>
<tr><td>Female</td><td>7%</td><td></td><td></td></tr>
<tr><td>Male</td><td>8%</td><td></td><td></td></tr>
<tr><td>Economically</td><td></td><td></td><td></td></tr>
<tr><td>Non-Economical</td><td></td><td></td><td></td></tr>
<tr><td>Students with</td><td></td><td></td><td></td></tr>
</table>
</td>
<td>N/A for 2020-2021 school year.

The following is based on the NJSLA results from the 2018-2019 school year (due to COVID-19):

7.2% of grade 5 students from George L. Catrambone School performed on level 3 or higher for the NJSLA Science.

Gender
Female: 6.8%
Male: 7.5%

Ethnicity/Race
Hispanic/Latino: 3.0%
American Indian or Alaska Native: 0%
Asian: 0%
Black or African American: 0%
Native Hawaiian or other Pacific Islander: 0%
White: 19.5%
Two or more races: 0%
Not indicated: 0%

Students with Disabilities
IEP: 0%
504: 0%

English Language Learner</td>
<td>Please note: The NJSLA Science was not administered during the 2020-2021 school year due to COVID-19 restrictions.</td>
</tr>
</table>

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data</th><th>Your Data (Provide any additional data</th><th>Observations / Trends</th></tr>
<tr><td></td><td></td><td>
<table>
<tr><th>Student Group</th><th>Grade 5</th><th>Grade 8</th><th>Grade 11</th></tr>
<tr><td>Students without</td><td></td><td></td><td></td></tr>
<tr><td>English Learners</td><td>0%</td><td></td><td></td></tr>
<tr><td>Non-English</td><td>11%</td><td></td><td></td></tr>
<tr><td>Homeless Students</td><td>*</td><td></td><td></td></tr>
<tr><td>Students in Foster Care</td><td></td><td></td><td></td></tr>
<tr><td>Military-Connected</td><td></td><td></td><td></td></tr>
<tr><td>Migrant Students</td><td>*</td><td></td><td></td></tr>
</table>
</td><td>Current EL: 0%
Former EL students: 13.3%

Other Economically Disadvantaged: 6.9%
Non Economically Disadvantaged: 12.5%
Homeless: 0%
Migrant: 0%</td><td></td></tr>
</table>

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th colspan="3">Prepopulated Data</th><th>Your Data (Provide any additional data</th><th>Observations / Trends</th></tr>
<tr><td rowspan="15">SGP*</td><td rowspan="15">Student growth on state assessments. (Grades 4-8)
*Identify overall school wide growth performance by content.
*Identify interaction between student proficiency level.</td><td>Student Group</td><td>ELA</td><td>Math</td><td rowspan="15">2020-2021 Fall i-Ready Diagnostic Assessment Data:

Grade 3 ELA:
Tier 1: 25%
Tier 2: 29%
Tier 3: 46%

Grade 3 Math:
Tier 1: 5%
Tier 2: 58%
Tier 3: 37%

Grade 4 ELA:
Tier 1: 9%
Tier 2: 44%
Tier 3: 47%

Grade 4 Math:
Tier 1: 7%
Tier 2: 53%
Tier 3: 40%

Grade 5 ELA:
Tier 1: 11%
Tier 2: 24%
Tier 3: 65%

Grade 5 Math:
Tier 1: 14%
Tier 2: 43%
Tier 3: 43%

2020-2021 Winter i-Ready Diagnostic Assessment</td><td rowspan="15">Please note: The NJSLA was not administered during the 2020-2021 school year due to COVID-19 restrictions.

However, the attached data was collected from the i-Ready Diagnostic Assessments from the 2020-2021 school year:

There were various changes from the Fall i-Ready Diagnostic Assessments to the Spring in both ELA and Math. The following trends were noted:

Although Phonics is the standard that demonstrated the most difficulty for Grade 3 students, the students in Tier 3 went from 62% on the Fall Diagnostic to 39% on the Spring Diagnostic. Therefore, progress is definitely noticeable. For Grade 4 students, the same standard also posed to</td></tr>
<tr><td>Schoolwide</td><td>58.5%</td><td>52%</td></tr>
<tr><td>White</td><td>74%</td><td>54.5%</td></tr>
<tr><td>Hispanic</td><td>57%</td><td>50%</td></tr>
<tr><td>Black or African American</td><td>42.5%</td><td>54%</td></tr>
<tr><td>Asian, Native Hawaiian, or Pacific</td><td></td><td></td></tr>
<tr><td>American Indian or Alaska Native</td><td></td><td></td></tr>
<tr><td>Two or More Races</td><td>*</td><td>*</td></tr>
<tr><td>Female</td><td>56%</td><td>55%</td></tr>
<tr><td>Male</td><td>59%</td><td>50%</td></tr>
<tr><td>Economically Disadvantaged</td><td>58%</td><td>53.5%</td></tr>
<tr><td>Non-Economically Disadvantaged</td><td></td><td></td></tr>
<tr><td>Students with Disabilities</td><td>44%</td><td>35%</td></tr>
<tr><td>Students without Disabilities</td><td></td><td></td></tr>
</table>

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

Student Group	ELA	Math
English Learners	58.5%	57%
Non-English Learners		
Homeless Students	*	*
Students in Foster Care	*	*
Military-Connected Students	*	*
Migrant Students		

Data:

Grade 3 ELA:
Tier 1: 35%
Tier 2: 32%
Tier 3: 33%

Grade 3 Math:
Tier 1: 14%
Tier 2: 52%
Tier 3: 33%

Grade 4 ELA:
Tier 1: 17%
Tier 2: 45%
Tier 3: 38%

Grade 4 Math:
Tier 1: 17%
Tier 2: 46%
Tier 3: 37%

Grade 5 ELA:
Tier 1: 18%
Tier 2: 24%
Tier 3: 59%

Grade 5 Math:
Tier 1: 21%
Tier 2: 45%
Tier 3: 34%

2020-2021 Spring i-Ready Diagnostic Assessment:

be a difficulty. Students in Tier 3 also dropped from 51% to 45% from the Fall to the Spring. Finally, Grade 5 students improved in their most difficult standard (Comprehension) as well. The student in Tier 3 went from 65% in the Fall to 55% by the Spring.

In reference to the Math i-Ready Diagnostic Assessment, the students in 3rd, 4th, and 5th grade struggled with the Geometry standard. However, for 3rd grade, the Tier 3 improved from 44% to 32% from the Fall to the Spring. For 4th grade, students in Tier 3 improved even more. The percentages went from 65% to 41%; which was a great improvement. For 5th grade, students in Tier 3 went from 50% to

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			Grade 3 ELA: Tier 1: 40% Tier 2: 32% Tier 3: 28% Grade 3 Math: Tier 1: 27% Tier 2: 42% Tier 3: 31% Grade 4 ELA: Tier 1: 20% Tier 2: 42% Tier 3: 39% Grade 4 Math: Tier 1: 29% Tier 2: 43% Tier 3: 28% Grade 5 ELA: Tier 1: 22% Tier 2: 23% Tier 3: 55% Grade 5 Math: Tier 1: 28% Tier 2: 46% Tier 3: 25%	35% from the Fall to the Spring. Therefore, there was improvement in the Geometry standard in all three of the testing grades.

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data</th><th>Your Data (Provide any additional data</th><th>Observations / Trends</th></tr>
<tr>
<td>Benchmark Assessment Participation*</td>
<td>Please list any cycles where the 95% participation rate was not met. Please provide explanation.
*Identify patterns by subgroup
*Identify patterns by grade</td>
<td>
<table>
<tr><th colspan="5">ELA</th></tr>
<tr><th>Grade</th><th>Cycle 1</th><th>Cyclle 2</th><th>Cycle 3</th><th>Cycle 4</th></tr>
<tr><td>K</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>1</td><td>100%</td><td>100%</td><td>0%</td><td>100%</td></tr>
<tr><td>2</td><td>100%</td><td>100%</td><td>0%</td><td>100%</td></tr>
<tr><td>3</td><td>100%</td><td>100%</td><td>0%</td><td>100%</td></tr>
<tr><td>4</td><td>100%</td><td>100%</td><td>0%</td><td>100%</td></tr>
<tr><td>5</td><td>100%</td><td>100%</td><td>0%</td><td>100%</td></tr>
<tr><td>6</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>7</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>8</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>9</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>10</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>11</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
</table>
</td>
<td>100% of students participated in i-Ready Benchmark Assessments.</td>
<td>There are no established patterns for non-participation on Benchmark Assessments. Teachers provide students with the opportunities to complete the tests as well as allow makeup time for absences.

There was no assessment given during Cycle 3; therefore, there is no data indicated.</td>
</tr>
</table>

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	100%	100%	0%	100%
2	100%	100%	0%	100%
3	100%	100%	0%	100%
4	100%	100%	0%	100%
5	100%	100%	0%	100%
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%

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data</th><th>Your Data (Provide any additional data</th><th>Observations / Trends</th></tr>
<tr>
<td>Benchmark Assessment (Proficiency) ELA Rates*</td>
<td>Please share results of analysis of % passing, including YTD analysis by grades and subgroups.
*Identify patterns by grade/subgroups
*Identify patterns by chronic absenteeism
*Identify patterns by students with chronic disciplinary infractions</td>
<td>
<table>
<tr><th>Grade</th><th>Cycle 1</th><th>Cycle 2</th><th>Cycle 3</th><th>Cycle 4</th></tr>
<tr><td>K</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>1</td><td>20%</td><td>11%</td><td>0%</td><td>31%</td></tr>
<tr><td>2</td><td>19%</td><td>16%</td><td>0%</td><td>27%</td></tr>
<tr><td>3</td><td>26%</td><td>32%</td><td>0%</td><td>16%</td></tr>
<tr><td>4</td><td>28%</td><td>36%</td><td>0%</td><td>19%</td></tr>
<tr><td>5</td><td>27%</td><td>40%</td><td>0%</td><td>23%</td></tr>
<tr><td>6</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>7</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>8</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>9</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>10</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>11</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>12</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
</table>
</td>
<td>Data from ELA Fall i-Ready Diagnostic Assessment (September 2020) to the Spring Diagnostic, (May 2021) shows the following: Grade 2 increased from an average test score of 28% on the Fall Diagnostic to 31.7% on the Spring Diagnostic (increase of 3.7%). Grade 3 increased from an average test score of 27% on the Fall Diagnostic to 38.3% on the Spring Diagnostic (increase of 11.3%). Grade 4 increased from an average test score of 29% on the Fall Diagnostic to 42.3% on the Spring Diagnostic (increase of 13.3%). Grade 5 increased from an average test score of 43.3% on the Fall Diagnostic to 46.2% on the Spring Diagnostic (increase of 2.9%).

Although there has been an increase in overall growth in all grades, We will be able to administering the ELA i-Ready Spring Diagnostic sometime in May see the full potential growth from beginning to end of 2020-2021 school year.</td>
<td>Trends include:
Grade 2: Increased a total of 3.7% from the Fall Diagnostic to the Spring Diagnostic

Grade 3: Increased a total of 11.3% from the Fall Diagnostic to the Spring Diagnostic

Grade 4: Increased a total of 13.3% from the Fall Diagnostic to the Spring Diagnostic

Grade 5: Increased a total of 2.9% from the Fall Diagnostic to the Spring Diagnostic

In analyzing trends and benchmark scores for the 2020-2021 school year, we anticipate a continued increase in average percentages per grade level for the 2021-2022 school year.</td>
</tr>
</table>

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

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data</th><th>Your Data (Provide any additional data</th><th>Observations / Trends</th></tr>
<tr>
<td>Benchmark Assessment (Proficiency) Math Rates*</td>
<td>Please share results of analysis of % passing, including YTD analysis by grades and subgroups.
*Identify patterns by grade/subgroups
*Identify patterns by chronic absenteeism
*Identify patterns by students with chronic disciplinary infractions</td>
<td>
<table>
<tr><th>Grade</th><th>Cycle 1</th><th>Cycle 2</th><th>Cycle 3</th><th>Cycle 4</th></tr>
<tr><td>K</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>1</td><td>23%</td><td>28%</td><td>0%</td><td>24%</td></tr>
<tr><td>2</td><td>31%</td><td>14%</td><td>0%</td><td>28%</td></tr>
<tr><td>3</td><td>32%</td><td>17%</td><td>0%</td><td>12%</td></tr>
<tr><td>4</td><td>18%</td><td>17%</td><td>0%</td><td>7%</td></tr>
<tr><td>5</td><td>20%</td><td>29%</td><td>0%</td><td>18%</td></tr>
<tr><td>6</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>7</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>8</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>9</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>10</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>11</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>12</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
</table>
</td>
<td>Data from Mathematics i-Ready Fall Diagnostic, (September 2020) to the Winter Diagnostic, (December 2020) shows the following: Grade 1 increased from an average test score of 41.8% on the Fall Diagnostic to 74.8% on the Winter Diagnostic (increase of 33%). Grade 2 increased from an average test score of 36.6% on the Fall Diagnostic to 60.7% on the Winter Diagnostic (increase of 24.1%). Grade 3 increased from an average test score of 27.6% on the Fall Diagnostic to 45.5% on the Winter Diagnostic (increase of 17.9%). Grade 4 increased from an average test score of 31.6% on the Fall Diagnostic to 49.6% on the Winter Diagnostic (increase of 18%). Grade 5 increased from an average test score of 30.4% on the Fall Diagnostic to 55.6% on the Winter Diagnostic (increase of 25.2%).

Although there has been an increase in overall growth in all grades, We will be able to administering the</td>
<td>Trends include:
Grade 1: Increased a total of 33% from the Fall Diagnostic to the Winter Diagnostic

Grade 2: Increased a total of 24.1% from the Fall Diagnostic to the Winter Diagnostic

Grade 3: Increased a total of 17.9% from the Fall Diagnostic to the Winter Diagnostic

Grade 4: Increased a total of 18% from the Fall Diagnostic to the Winter Diagnostic

Grade 5: Increased a total of 25.2% from the Fall Diagnostic to the Winter Diagnostic</td>
</tr>
</table>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			Mathematics i-Ready Spring Diagnostic sometime in May see the full potential growth from beginning to end of 2020-2021 school year.	

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
English Language Proficiency (ELP)*	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	41.3%	Students will be taking the WIDA ACCESS Assessment during the 2020-2021 school year sometime in the Spring. Therefore, the following data is from the results from the WIDA ACCESS Assessment for the 2019-2020 school year. Grade: K Cluster: K Entering: 30% Emerging: 30% Developing: 10% Expanding: 30% Bridging: 0% Reaching: 0% Grade: 1 Cluster: 1 Entering: 8% Emerging: 27% Developing: 50% Expanding: 0% Bridging: 0% Reaching: 0% Grade: 2 Cluster: 2-3 Entering: 4% Emerging: 10% Developing: 45% Expanding: 31% Bridging: 0% Reaching: 0% Grade: 3 Cluster: 2-3 Entering: 14%	When analyzing the Frequency Report for the ACCESS for ELL's from the 2019-2020 school year, it was found that Grade 3 Cluster 2-3 had the most students assessed with 114 students. In that cluster, 39% of students are considered Developing - (Knows and uses social English and some specific academic language with visual and graphic support). In Grade K, the highest percentage of students assessed are considered Emerging (Knows and uses some social English and general academic language with visual and graphic support) The highest percentage of students assessed in Grades 1 and 2 are considered Developing (Knows and uses social English and some

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			Emerging: 11% Developing: 39% Expanding: 29% Bridging: 1% Reaching: 0% Grade: 4 Cluster: 4-5 Entering: 5% Emerging: 14% Developing: 24% Expanding: 43% Bridging: 3% Reaching: 1% Grade: 5 Cluster: 4-5 Entering: 8% Emerging: 14% Developing: 13% Expanding: 45% Bridging: 18% Reaching: 3%	specific academic language with visual and graphic support). In Grades 3-5 the highest percentage of students assessed are considered Developing- (Knows and uses social English and some specific academic language with visual and graphic support) and/or Expanding- (Knows and uses social English and some technical academic language). Grade 4 Cluster 4-5 had the most percentage of students in Expanding- (Knows and uses social English and some technical academic language). Grade 5 Cluster 4-5 had the most percentage of students in Expanding- (Knows and uses social English and some technical academic language). These results demonstrate that the higher grades

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
				have a higher proficiency level.

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	811	Overall enrollment: Kindergarten: 41 students (25 Hispanic, 20 White, 3 Black, 1 Asian, 0 American Indian/Alaska Native, 15 ELL/BIL) Grade 1: 127 students (79 Hispanic, 74 White, 19 Black, 2 Asian, 0 American Indian/Alaska Native, 40 ELL/BIL) Grade 2: 141 students (87 Hispanic, 52 White, 22 Black, 2 Asian, 0 American Indian/Alaska Native, 61 ELL/BIL) Grade 3: 150 students (96 Hispanic, 61 White, 13 Black, 0 Asian, 0 American Indian/Alaska Native, 78 ELL/BIL) Grade 4: 176 students (112 Hispanic, 66 White, 45 Black, 1 Asian, 1 American Indian/Alaska Native, 101 ELL/BIL) Grade 5: 175 students (109 Hispanic, 71 White, 17 Black, 1 Asian, 0 American Indian/Alaska Native, 73 ELL/BIL)	Student enrollment decreased quite a bit from 2019-2020 and 2020-2021. 2019-2020 school year has decreased by 87 students. Overall YTD Student Enrollment Average: 2019-2020: 898 students 2020-2021: 811 students
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	93.44%	September: 97% October: 95% November: 94% December: 93% January: 94% February: 92% March: 94% April: 97% May: 93%	Daily attendance remains consistent throughout the school year, averaging around 95% which was about the same as 2019-2020 school year. No trends observed as this is a school wide and district issue.
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		
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%	The following are students of students who are absent 10% or more: Kindergarten: 17% Grade 1: 24% Grade 2: 25% Grade 3: 16% Grade 4: 20% Grade 5: 16%	Chronic absenteeism continues to be a focus of the guidance department. Attendance initiatives have been implemented school wide and attendance numbers have improved. Students are identified as chronically absent at weekly meetings with guidance counselors and administration. Following a tiered model, phone calls are made, parent meetings are set up and chronic absenteeism is monitored and tracked.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	90.46%	Of the Days Taken: Comp. Time: 10 days Dock/Unpaid Day: 226 days Floating Holiday: 2 days Leave/Unpaid Days: 222 days Sick: 453 days Sick Less Sub: 4 days Urgent Business: 70 days Vacation: 130 days Staff attendance excluding maternity or medical leaves: September: 23 absences October: 37 absences November: 40 absences December: 50 absences January: 56 absences February: 55 absences March: 86 absences April: 39 absences May: 110 absences	These absence totals are lower than previous years. The winter months seemed to have higher absences due to COVID-19. George L. Catrambone School has used Child Rearing Leave Days, Death-Immediate Family Days, Maternity Leave Days and Workers and Compensation Days.

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%	Students Suspension (in school): September: 0 students October: 0 students November: 0 students December: 0 students January: 0 students February: 0 students March: 0 students April: 0 students May: 0 students Students Suspension (out of school): September: 0 students October: 0 students November: 0 students December: 0 students January: 0 students February: 0 students March: 0 students April: 0 students May: 0 students	Incidents are categorized by those that show disrespect towards peers, profanity, and insubordination. ISS is given to students that continuously show disrespect, profanity, insubordination, as well as theft. Some of these students are repeated offenders. George L. Catrambone continues Peer Mediation Program and SEL (Social and Emotional Learning) was implemented with Peekapak as an intervention to decrease the number of suspensions, expulsions, and incident reports as a focus for our school improvement plan.
		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		The climate and culture survey was given to 224 students in 3rd, 4th, and 5th grades. Students were questioned in the following domains: Safe and Supportive Environment, Interpersonal and Community Connectedness, Academic Engagement and Supports, and Social and Emotional Learning Supports. The mean score for each area are as follows: Safe and Supportive Environment: 3.26 Interpersonal and Community Connectedness: 3.09 Academic Engagement and Supports: 3.29 Social and Emotional Learning Supports: 3.11 The climate and culture survey was given to 51 staff members. Staff was questioned in the following domains: Safe and Supportive Environment, Interpersonal and Community Connectedness, Academic Engagement and Supports, and Social and Emotional Learning Supports.	The lowest domain for students was Interpersonal and Community Connectedness. The specific question item with the lowest mean was "I am comfortable speaking to an adult at this school if something is bothering me." The highest domain for students was Academic Engagement and Supports. The specific question item with the highest mean was "I care about doing well on school work." The lowest domain for staff was Academic Engagement and Supports. The specific question item with the lowest mean was " Students care about doing well on schoolwork." The highest domain for staff was Safe and Supportive Environment. The specific question item with the highest mean was "The rules in my classes help

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			The mean score for each area are as follows: Safe and Supportive Environment: 3.35 Interpersonal and Community Connectedness: 3.34 Academic Engagement and Supports: 3.15 Social and Emotional Learning Supports: 3.32 Staff Supports: 3.18 The climate and culture survey was given to 52 families of students in the school. Families were questioned in the following domains: Safe and Supportive Environment, Interpersonal and Community Connectedness, Academic Engagement and Supports, and Social and Emotional Learning Supports. The mean score for each area are as follows: Safe and Supportive Environment: 3.26 Interpersonal and Community Connectedness: 3.36 Academic Engagement and Supports: 3.39	students behave well." The lowest domain for families was Social and Emotional Learning Supports. The specific question item with the lowest mean was "The school provides resources to help family members talk about feelings and emotions with their child." The highest domain for families was Academic Engagement and Supports. The specific question item with the highest mean was "I ask my child if they have finished their schoolwork."

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			Social and Emotional Learning Supports: 3.25	

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

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.		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
Algebra	Previous year's data provided. Please provide current year's data if possible.		N/A	N/A

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data	Observations / Trends
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	McRel Evaluation Tool	2020-2021 school year there is 1 staff member on CAP. 2019-2020 school year there were 2 staff members on CAP. 2018-2019 school year there were 2 staff members on CAP. 2017-2018 school year there were 0 staff members on a CAP. 2016-2017 school year there were 3 staff members were on a CAP.	Similarities between the teacher on CAP include lack of implementing best researched practices and using data to tailor instruction. All staff were provided with professional development in data analysis and the effective use of data in instructional planning by administration and content level supervisors. 2020-2021 school year there is 1 staff member on CAP. 2019-2020 school year there were 2 staff members on CAP. 2018-2019 school year there were 2 staff members on CAP. 2017-2018 school year there were 0 staff members on a CAP. 2016-2017 school year there were 3 staff members were on a CAP.
		Observation Waiver?	No		
		# Teachers to Evaluate	54		
		# Non-tenure teachers (years 1 & 2)	6		
		# Non-tenure teachers (years 3 & 4)	1		
		# Teachers on CAP	1		
		# Teachers receiving mSGP	0		
		Observations	Total		
		# Scheduled	125		
		# Completed	125		
		# Highly Effective	0		
		# Effective	110		

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data	Observations / Trends
		Observations	Total		This data shows that the number of teachers on CAP have improved, as there is one less staff member this year on CAP.
		# Partially Effective	2		
		# Ineffective	0		

< Other Indicators - NO DATA >

Process Questions and Growth and Reflection Tool

Component	Indicator	Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	4-Sustaining	George L. Catrambone's staff meets at least once a week in Professional Learning Communities (PLCs). During PLC's, staff members are given designated time to work with colleagues in both the same grade level and/or department to create guiding questions and student learning objectives (SLOs) to meet the set standards. PLC time also allows staff to analyze student data from i-Ready and unit/weekly assessments and discuss the instruction strategies/models/activities and resources benefit student growth.	Identifying career ready practices and giving educators the knowledge on how to implement, revise, and reflect student learning objectives so that they are aligned to the Career Ready Practice will also have time allotted to. This would give teachers the opportunity to better assist students to meet the SLOs.
	2	A	4-Sustaining		
	3	A	3-Developing		
	4	A	4-Sustaining		
	5	A	3-Developing		
Assessment	1	A	4-Sustaining	George L. Catrambone School implements several methods to assess and analyze student academic growth. Students in all grade levels are assessed in both ELA and Math through unit/weekly assessments, i-Ready Diagnostic Assessments, and informal observations made by the teachers. All of these provides teachers with data to plan future instruction.	Teachers will continue to use various forms of assessments to monitor and analyze student progress. Teachers can also supplement the use of pre-assessments to reinforce instruction. Teachers also should also meet with students individually to provide feedback and discuss any areas they needed additional help with.
	2	A	4-Sustaining		
	3	A	3-Developing		

Component	Indicator	Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Professional Learning Community (PLC)	1	A	4-Sustaining	George L. Catrambone creates norms at the first PLC of the school year for each grade level and team. Each staff member is given a role and the duties of the role are discussed. The roles are recorded and referred back to during meetings. Staff is provided at least one prep period each week of common planning times to focus on collaborative job-embedded professional learning. Administration and content area supervisors are frequent attendees at these PLC's to offer insight and collaboration on effective data analysis and instructional practices. In addition, educators, content area specialists, support staff, and administration have been provided a platform to share their best practices and knowledge to staff on Professional Development Days.	Staff will continue to collaboratively focus their work on SMART goals directly related to student learning and/or the development of a climate and culture conducive to learning. In addition, during the very first PLC of the school year staff will establish an agreed upon method of resolving team conflicts if needed.
	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	4-Sustaining	George L. Catrambone establishes clear expectations for student behavior. Expectations are reinforced consistently by administration, guidance counselors, and teachers. This is evident in morning arrival, the lunchroom, in classrooms. Due to COVID-19 restrictions, some things have looked a little different. However, discipline is consistently applied when students are not adhering to the rules. Students take part in a SEL program that allows them to learn and express about social and emotional feelings as well as how to deal with those feelings. There is a sense of community and belonging on the part of both students and staff. Celebrations are held throughout the school year to build school spirit. For example, we have school spirit days, a pep rally before state testing, concerts, and holiday celebrations. Most students are engaged in extra-curricular, service learning or community related activities. These extra-curricular activities offered to students include: Debate Team, Green Team (Recycling and Gardening), Power Save Team (related to conserving energy) and a 21st Century Learning Program; to name a few.	Staff will continue to implement initiatives or new programs when needed. Feedback received through student data should be used to determine effectiveness. The Administration Team should communicate the connection between the new practice and our mission and monitor the program or practice.
	2	A	3-Developing		
	3	A	4-Sustaining		
	4	A	4-Sustaining		
	5	A	4-Sustaining		
	6	A	4-Sustaining		
	7	A	3-Developing		
	8	A	4-Sustaining		
	9	A	4-Sustaining		
	10	A	4-Sustaining		
	11	A	4-Sustaining		
	12	A	3-Developing		
	13	A	4-Sustaining		
	14	A	4-Sustaining		
Teacher and Principal Effectiveness	1	A	4-Sustaining	George L. Catrambone uses the McREL teacher evaluation rubric. It is a research-based evaluation framework utilized to evaluate teachers and principals. Teachers and leaders have received training regarding how the evaluation tool is used. Teachers have a pre-conference and post-conference for each observation.	Staff will continue to use professional improvement plans that are linked to both individual needs identified through the evaluation process and PLC team goals. Units of study will be used to provide the context for applying the elements of effective practice.

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?)

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	Data from ELA Fall i-Ready Diagnostic Assessment (September 2020) to the Spring Diagnostic (May 2021) shows the following: Grade 1 increased from an average test score of 16% on the Fall Diagnostic to 33% on the Spring Diagnostic (increase of 17%). Grade 2 increased from an average test score of 18% on the Fall Diagnostic to 27% on the Spring Diagnostic (increase of 9%). Grade 3 increased from an average test score of 25% on the Fall Diagnostic to 40% on the Spring Diagnostic (increase of 15%). Grade 4 increased from an average test score of 9% on the Fall Diagnostic to 19% on the Spring Diagnostic (increase of 10%). Grade 5 increased from an average test score of 11% on the Fall Diagnostic to 23% on the Spring Diagnostic (increase of 12%).	Due to socioeconomic status, environmental disadvantages, and non-English speaking homes, much of the population comes to school with limited background knowledge and exposure to foundational skills for reading, such as phonemic awareness, phonics and word recognition. Teachers received professional development through job embedded training, reviewed data to modify instruction, and attend PLC meetings in an effort to address the educational needs of historically underserved populations. However, teachers are continuing to refine their best practices as they also try new research-based practices to aid instruction. Also, it is evident that social and emotional growth within the school for students is an issue that has a direct impact on student learning.	ALL	1	Provide materials and training to help parents to work with their children to improve their child's reading achievement through literacy training and use of technology.
				2	Use common planning time through grade level PLC meetings to support teacher in their understanding of the data, and provide guidance in using the data to plan future lessons. Incorporate Professional Development that encourages how to use effective methods that support areas of need indicated through data analysis.
				3	Continue to monitor and analyze i-Ready Assessments, SRI, and other data when applicable (DRA-2, NJSLA) to identify how low-performing content areas and provide professional development supporting components of phonological awareness and ways to help young children learn how to read.

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?)	
Curriculum and Standards	Data from Math Fall i-Ready Diagnostic Assessment (September 2020) to the Spring Diagnostic (May 2021) shows the following: Grade 1 increased from an average test score of 22% on the Fall Diagnostic to 29% on the Spring Diagnostic (increase of 7%). Grade 2 increased from an average test score of 14% on the Fall Diagnostic to 27% on the Spring Diagnostic (increase of 13%). Grade 3 increased from an average test score of 5% on the Fall Diagnostic to 26% on the Spring Diagnostic (increase of 11%). Grade 4 increased from an average test score of 7% on the Fall Diagnostic to 29% on the Spring Diagnostic (increase of 22%). Grade 5 increased from an average test score of 14% on the Fall Diagnostic to 29% on the Spring Diagnostic (increase of 15%). Through the continued implementation of the mathematics curriculum and small group instruction we anticipate the trend of increased proficiency to increase.	Due to the significant low level of students reading below grade level, this has an impact on their ability to read and comprehend math problems. These challenges affect many students, which result in lower math proficiency. Teachers received professional development through job embedded training's, reviewed data to modify instruction, and attend PLC meetings in an effort to address the educational needs of historically undeserved populations. However, teachers are continuing to refine their best practices as they also try new research-based practices to aid instruction. Also, it is evident that social and emotional growth within the school for students is an issue that has a direct impact on student learning.	ALL	1	Continue to track and analyze i-Ready Assessments, and NJSLA data to identify low performing content areas and provide professional development supporting components of problem solving and guided math.
				2	Provide differentiated coaching and professional development to all educational staff members, either individually and specific or as a group on an as needed basis with a goal of increasing student engagement and knowledge acquisition.
				3	Provide Professional Development for teachers to encourage new instructional strategies for low-growth and ELL students. Continue to provide feedback from classroom observations that can assist teachers with new instructional strategies.

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Climate and Culture, including Social and Emotional Learning	The 2020-2021 Parent Involvement events were held to a minimum due to COVID-19 restrictions. The attendance rates were recorded as follows. The annual Back to School Night at the George L. Catrambone School was recorded. Parents completed a survey indicating that they watched their students' teacher's Back to School Night video (s). 207 responses were recorded for this, 87% attendance at Fall Conferences and 57% for Spring Conferences.	Due to socioeconomic status, environmental disadvantages, and non-English-speaking homes, much of the population may not feel comfortable to attend academic functions due to limited background knowledge and exposure to foundational skills. Additionally, school events and home/work schedules (i.e- childcare, transportation, work), or lack of connection/ follow up between school and home.	ALL	1	Develop partnerships with families, community and staff in support for academic growth. Provide training to help parents work with their children at home.
				2	After each benchmark assessment, communicate with parents of students needing assistance to help determine root causes and develop next steps that can be implemented at home and school.
				3	Plan additional academic events per grade level throughout the school year to accommodate parent needs and promote visitation to the classroom. Parents can also see practices that can be easily implemented in the home to foster academic support.
No option for the fourth SMART Goal was selected on the Root Cause page.				1	
				2	
				3	

SMART Goal 1

Students will demonstrate growth in the area of reading proficiency as measured by the i-Ready Diagnostic Assessment by June, 2022.

Subgroup (A): 85% of first grade students who score in Tier 2 or below on their i-Ready Fall Diagnostic Assessment will demonstrate typical growth based on the i-Ready growth goals.

Subgroup (B): 85% of second grade students who score in Tier 2 or below on their i-Ready Fall Diagnostic Assessment will demonstrate typical growth based on the i-Ready growth goals.

Subgroup (C): 85% of third grade students who score in Tier 2 or below on their i-Ready Fall Diagnostic Assessment will demonstrate typical growth based on the i-Ready growth goals.

Subgroup (D): 85% of fourth grade students who score in Tier 2 or below on their i-Ready Fall Diagnostic Assessment will demonstrate typical growth based on the i-Ready growth goals.

Subgroup (E): 85% of fifth grade students who score in Tier 2 or below on their i-Ready Fall Diagnostic Assessment will demonstrate typical growth based on the i-Ready growth goals.

Priority Performance	Data from ELA Fall i-Ready Diagnostic Assessment (September 2020) to the Spring Diagnostic (May 2021) shows the following: Grade 1 increased from an average test score of 16% on the Fall Diagnostic to 33% on the Spring Diagnostic (increase of 17%). Grade 2 increased from an average test score of 18% on the Fall Diagnostic to 27% on the Spring Diagnostic (increase of 9%). Grade 3 increased from an average test score of 25% on the Fall Diagnostic to 40% on the Spring Diagnostic (increase of 15%). Grade 4 increased from an average test score of 9% on the Fall Diagnostic to 19% on the Spring Diagnostic (increase of 10%). Grade 5 increased from an average test score of 11% on the Fall Diagnostic to 23% on the Spring Diagnostic (increase of 12%).
Strategy 1:	Provide materials and training to help parents to work with their children to improve their child's reading achievement through literacy training and use of technology.
Strategy 2:	Use common planning time through grade level PLC meetings to support teacher in their understanding of the data, and provide guidance in using the data to plan future lessons. Incorporate Professional Development that encourages how to use effective methods that support areas of need indicated through data analysis.

Strategy 3: Continue to monitor and analyze i-Ready Assessments, SRI, and other data when applicable (DRA-2, NJSLA) to identify how low-performing content areas and provide professional development supporting components of phonological awareness and ways to help young children learn how to read.

Target Population: ALL

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of cycle 1, the i-Ready Fall Diagnostic Assessment will be administered and the assessments will be analyzed to identify baseline levels of proficiency among students. Results will also be analyzed to drive instruction and to organize Professional Development.	i-Ready Fall Diagnostic Assessment results, PLC minutes/agendas, Professional Development minutes/agendas
Feb 15	By the end of Cycle 2, at least 60% of targeted students in all grade levels will meet their growth goals on the i-Ready Diagnostic Assessment.	i-Ready Fall and Winter Diagnostic Assessment results
Apr 15	By the end of Cycle 3, 100% of the instructional ELA staff will participate in at least 2 Professional Development sessions focused on skills and standards that were identified in November.	i-Ready Fall and Winter Diagnostic Assessment results, Professional Development minutes/agendas

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	Students will demonstrate growth in the area of reading proficiency as measured by the i-Ready Diagnostic Assessment by June, 2022. Subgroup (A): 85% of first grade students who score in Tier 2 or below on their i-Ready Fall Diagnostic Assessment will demonstrate typical growth based on the i-Ready growth goals. Subgroup (B): 85% of second grade students who score in Tier 2 or below on their i-Ready Fall Diagnostic Assessment will demonstrate typical growth based on the i-Ready growth goals. Subgroup (C): 85% of third grade students who score in Tier 2 or below on their i-Ready Fall Diagnostic Assessment will demonstrate typical growth based on the i-Ready growth goals. Subgroup (D): 85% of fourth grade students who score in Tier 2 or below on their i-Ready Fall Diagnostic Assessment will demonstrate typical growth based on the i-Ready growth goals. Subgroup (E): 85% of fifth grade students who score in Tier 2 or below on their i-Ready Fall Diagnostic Assessment will demonstrate typical growth based on the i-Ready growth goals.	i-Ready Fall, Winter, and Spring Diagnostic Assessment results

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Analyze mid-year 2020-2021 i-Ready Diagnostic Assessment data to assist in initial reading level placement for instruction.	9/8/21	10/30/21	Teachers

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	1	Once baseline DRA2 and i-Ready Diagnostic Assessments are complete, utilize results to compare to previous year's scores. Identify student growth objectives.	9/8/21	10/30/21	Teachers
3	1	During Professional Learning Communities (PLCs), create grade level attainable goals on identified standards for the first and second marking period.	9/8/21	10/30/21	Teachers
4	2	Analyze results from mid-year assessments, locate areas of deficiencies and continue to monitor student progress.	9/8/21	10/30/21	Teachers
5	2	Review grade level goals from the beginning of the year and monitor student progress.	11/1/21	1/31/22	Teachers
6	2	Teachers will create an action plan to target at risk students and provide interventions within classroom instruction.	11/1/21	1/31/22	Teachers
7	2	Principals will use formal observations to evaluate lessons as well as suggest how grade level independent goals can be met, offer suggestions and new interventions.	11/1/21	1/31/22	Principals
8	2	Review Student Growth Objectives and monitor progress.	2/1/22	4/1/22	Principals
9	3	Continue to monitor student progress as well as grade level goals.	4/1/22	6/10/22	Principals
10	3	Use data to monitor, differentiate, and drive instruction.	4/1/22	6/10/22	Teachers
11	3	Analyze results from end of year assessments, analyze student progress and full-year growth	4/1/22	6/10/22	Principals
12	1	Purchase instructional supplies supporting student academic growth and STEM.	9/30/21	5/31/22	Counselors, Principals, Teachers
13	2	Hire consultant to provide professional learning focusing on student academic growth and STEM.	9/30/21	5/31/22	Counselors, Principals, Teachers

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Homeless Reserve	INSTRUCTION - Supplies & Materials / 100-600	$469	Federal Title I (Intervention Reserve)
1	Homeless Reserve	SUPPORT SERVICES - Supplies & Materials / 200-600	$469	Federal Title I (Intervention Reserve)
1	Total Schoolwide Amount for George L. Catrambone School	SCHOOLWIDE - Schoolwide Blended / 520-930	$271,435	Federal Title I (School Allocation)

SMART Goal 2

Students will demonstrate growth in the area of mathematics as measured by the i-Ready Diagnostic Assessment by June, 2022.

Subgroup (A): 85% of first grade students who score in Tier 2 or below on their i-Ready Fall Diagnostic Assessment will demonstrate typical growth based on the i-Ready growth goals.

Subgroup (B): 85% of second grade students who score in Tier 2 or below on their i-Ready Fall Diagnostic Assessment will demonstrate typical growth based on the i-Ready growth goals.

Subgroup (C): 85% of third grade students who score in Tier 2 or below on their i-Ready Fall Diagnostic Assessment will demonstrate typical growth based on the i-Ready growth goals.

Subgroup (D): 85% of fourth grade students who score in Tier 2 or below on their i-Ready Fall Diagnostic Assessment will demonstrate typical growth based on the i-Ready growth goals.

Subgroup (E): 85% of fifth grade students who score in Tier 2 or below on their i-Ready Fall Diagnostic Assessment will demonstrate typical growth based on the i-Ready growth goals.

Priority Performance	Data from Math Fall i-Ready Diagnostic Assessment (September 2020) to the Spring Diagnostic (May 2021) shows the following: Grade 1 increased from an average test score of 22% on the Fall Diagnostic to 29% on the Spring Diagnostic (increase of 7%). Grade 2 increased from an average test score of 14% on the Fall Diagnostic to 27% on the Spring Diagnostic (increase of 13%). Grade 3 increased from an average test score of 5% on the Fall Diagnostic to 26% on the Spring Diagnostic (increase of 11%). Grade 4 increased from an average test score of 7% on the Fall Diagnostic to 29% on the Spring Diagnostic (increase of 22%). Grade 5 increased from an average test score of 14% on the Fall Diagnostic to 29% on the Spring Diagnostic (increase of 15%). Through the continued implementation of the mathematics curriculum and small group instruction we anticipate the trend of increased proficiency to increase.
Strategy 1:	Continue to track and analyze i-Ready Assessments, and NJSLA data to identify low performing content areas and provide professional development supporting components of problem solving and guided math.
Strategy 2:	Provide differentiated coaching and professional development to all educational staff members, either individually and specific or as a group on an as needed basis with a goal of increasing student engagement and knowledge acquisition.

Strategy 3: Provide Professional Development for teachers to encourage new instructional strategies for low-growth and ELL students. Continue to provide feedback from classroom observations that can assist teachers with new instructional strategies.

Target Population: ALL

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of Cycle 1, the i-Ready Fall Diagnostic Assessment will be administered. Date provided from the Diagnostic Assessment. Additionally, data from formative assessments and unit assessments will be analyzed to identify baseline levels of proficiency among students.	i-Ready Fall Diagnostic Assessment results, i-Ready Growth Goals
Feb 15	By the end of Cycle 2, at least 60% of targeted students in all grade levels will meet their growth goals on i-Ready Diagnostic Assessment.	i-Ready Fall and Winter Diagnostic Assessment results, i-Ready Growth Goals
Apr 15	By the end of Cycle 3, 100% of the Math instructional staff will participate in at least 2 Professional Development sessions focused on skills and standards identified in November.	i-Ready Fall and Winter Diagnostic Assessment Results, Professional Development minutes/agendas

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	Students will demonstrate growth in the area of mathematics as measured by the i-Ready Diagnostic Assessment by June, 2022. Subgroup (A): 85% of first grade students who score in Tier 2 or below on their i-Ready Fall Diagnostic Assessment will demonstrate typical growth based on the i-Ready growth goals. Subgroup (B): 85% of second grade students who score in Tier 2 or below on their i-Ready Fall Diagnostic Assessment will demonstrate typical growth based on the i-Ready growth goals. Subgroup (C): 85% of third grade students who score in Tier 2 or below on their i-Ready Fall Diagnostic Assessment will demonstrate typical growth based on the i-Ready growth goals. Subgroup (D): 85% of fourth grade students who score in Tier 2 or below on their i-Ready Fall Diagnostic Assessment will demonstrate typical growth based on the i-Ready growth goals. Subgroup (E): 85% of fifth grade students who score in Tier 2 or below on their i-Ready Fall Diagnostic Assessment will demonstrate typical growth based on the i-Ready growth goals.	i-Ready Fall, Winter, and Spring Diagnostic Assessment Results, i-Ready Growth goals

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Analyze mid-year 2020-2021 i-Ready Diagnostic data and Everyday Mathematics data to assist in initial math level placement for instruction.	9/8/21	10/31/21	Teachers

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	1	Once the Fall i-Ready Diagnostic Assessment is complete, utilize results to compare to previous year's scores. Identify students for Student Growth Objectives.	9/8/21	10/31/21	Teachers
3	1	During Professional Learning Communities (PLCs), create grade level attainable goals in identified standards for the first and second marking period.	9/8/21	10/31/21	Teachers
4	1	Analyze results from baseline assessments, locate areas of deficiencies and continue to monitor student progress.	9/8/21	10/31/21	Teachers
5	3	Teachers will create pre-recorded lessons in the case of virtual learning to keep students up-to-date with current standards and grade level curriculum.	9/8/21	6/10/22	Teachers
6	2	Teachers will create an action plan to address and target at-risk students and provide interventions within classroom practices.	11/1/21	4/22/22	Principals, Teachers
7	2	Principals will use formal observations to evaluate lessons as well as suggest how grade-level and independent goals can be met, and will offer suggestions and new interventions.	11/9/21	4/22/22	Principals, Teachers
8	2	Review Student Growth Objectives and monitor progress.	1/3/22	4/22/22	Principals, Teachers
9	3	Continue to monitor student progress as well as grade-level goals.	4/4/22	6/10/22	Principals, Teachers
10	3	Use data to monitor, differentiate, and drive instruction.	4/4/22	6/10/22	Teachers
11	3	Analyze results from end of year assessments, analyze student progress and full-year growth.	4/4/22	6/10/22	Teachers
12	1	Purchase instructional supplies supporting student academic growth and STEM.	9/8/21	5/31/22	Counselors, Principals, Teachers
13	2	Hire consultant to provide student programs focused on student growth and STEM.	9/8/21	5/31/22	Counselors, Principals, Teachers

< SMART Goal 2 - Budget Items: NO DATA >

SMART Goal 3

By June 2022, less than 10% of students will be identified as chronically absent according to the Genesis attendance report.

Priority Performance

The 2020-2021 Parent Involvement events were held to a minimum due to COVID-19 restrictions. The attendance rates were recorded as follows. The annual Back to School Night at the George L. Catrambone School was recorded. Parents completed a survey indicating that they watched their students' teacher's Back to School Night video(s). 207 responses were recorded for this, 87% attendance at Fall Conferences and 57% for Spring Conferences.

Strategy 1:

Develop partnerships with families, community and staff in support for academic growth. Provide training to help parents work with their children at home.

Strategy 2:

After each benchmark assessment, communicate with parents of students needing assistance to help determine root causes and develop next steps that can be implemented at home and school.

Strategy 3:

Plan additional academic events per grade level throughout the school year to accommodate parent needs and promote visitation to the classroom. Parents can also see practices that can be easily implemented in the home to foster academic support.

Target Population:

ALL

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Identify all students at risk for chronic attendance concerns. Hold individual meetings with 80% of parents/guardians of identified students. Have one event in addition to back to school night that is focused on academic instruction.	Parent sign in sheets, attendance data as monitored by Genesis information.
Feb 15	All parents/guardians will be informed of the state and district attendance policy, procedures, and ramifications of negative attendance and correlation to academic achievement.	Parent sign in sheets, attendance data as monitored by Genesis information.

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15	Identification of all students at risk for chronic attendance concerns. Hold individual meetings with 100% of parents/guardians of identified students. Identification of all parents/guardians who have not attended an academic related event and support their participation in any way possible.	Parent sign in sheets, attendance data as monitored by Genesis information.
Jul 1	By June 2022, less than 10% of students will be identified as chronically absent according to the Genesis attendance report.	Parent sign in sheets, attendance data as monitored by Genesis information.

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Chronically absent students will be identified at weekly meetings and monitored through the Genesis database. Parents and guardians will be notified and support will be provided.	9/8/21	10/31/21	Principals, Counselors, Teachers
2	3	Weekly review of chronically absent student data. Advisors will provide follow up to staff regarding the latest data and will develop strategies accordingly, based on findings.	9/8/21	10/31/21	Principals, Counselors, Teachers
3	3	Students will be rewarded with monthly attendance incentives.	9/8/21	10/31/21	Principals, Counselors, Teachers
4	2	PLCs, Department, and Grade Level Meetings, monitoring of teachers, and analysis of data action plans.	9/8/21	10/31/21	Principals, Counselors, Teachers
5	1	Hold family events to support and educate parents in positive social and academic behaviors.	9/8/21	10/31/21	Principals, Counselors, Teachers
6	2	Classroom observations to ensure action plans are in place, implemented, and reinforced (follow steps on District Action Plan).	9/8/21	10/31/21	Principals

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
7	1	Chronically absent students will be identified at weekly meetings and monitored through the Genesis database. Parents and guardians will be notified and support will be provided.	11/1/21	2/25/22	Principals, Counselors
8	3	Students with excellent or improved attendance will be rewarded with monthly attendance incentives.	11/1/21	2/25/22	Principals, Counselors, Teachers
9	1	Hold family events to support and educate parents in positive social and academic behaviors.	3/1/22	5/31/22	Principals, Counselors, Teachers
10	1	Chronically absent students will be identified at weekly meetings and monitored through the Genesis database. Parents and guardians will be notified and support will be provided.	3/1/22	5/31/22	Counselors
11	3	Weekly review of chronically absent student data. Advisors will provide follow up to staff regarding the latest data and will develop strategies accordingly, based on findings.	3/1/22	5/31/22	Counselors
12	3	Students with excellent or improved attendance will be rewarded with monthly attendance incentives.	3/1/22	5/31/22	Principals, Counselors, Teachers

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Parent Involvement Reserve	INSTRUCTION - Supplies & Materials / 100-600	$581	Federal Title I (Intervention Reserve)
1	Parent Involvement Reserve	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$1,000	Federal Title I (Intervention Reserve)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Parent Involvement	SUPPORT SERVICES - Supplies & Materials / 200-600	$495	Federal Title I (Intervention Reserve)

SMART Goal 4

Priority Performance

Strategy 1:

Strategy 2:

Strategy 3:

Target Population:

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15		
Feb 15		
Apr 15		
Jul 1		

< SMART Goal 4 - Action Steps: NO DATA >

< SMART Goal 4 - Budget Items: NO DATA >

Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
Purchase instructional supplies supporting student academic needs and STEM	10/1/21	5/31/22	Improvement Leader	INSTRUCTION - Supplies & Materials / 100-600	$5,000.00	Federal Title I (Reallocated
Nonpublic Allocation-YKT	10/1/21	5/31/22	Funded Grants Office	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$400.00	Federal Title I (Reallocated
Consultant to provide professional learning for staff and student programs focused on student academic needs and STEM	10/1/21	5/31/22	Improvement Leader	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$19,148.00	Federal Title I (Reallocated

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	$1,050	$0	$0	$0	$0	$0	$0	$1,050
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Sub-total		$0	$1,050	$0	$0	$0	$0	$0	$0	$1,050
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	$1,000	$0	$0	$0	$0	$0	$0	$1,000
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	$964	$0	$0	$0	$0	$0	$0	$964
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	$1,964	$0	$0	$0	$0	$0	$0	$1,964
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	$271,435	$0	$0	$0	$0	$0	$271,435
SCHOOLWIDE	Sub-total		$0	$0	$271,435	$0	$0	$0	$0	$0	$271,435

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	$3,014	$0	$0	$0	$0	$0	$0	$274,449

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	$3,014	$0	$0	$3,014
Other Title 1 Expenditures	$0	$0	$24,548	$24,548
Total	$3,014	$0	$24,548	$27,562

School Level Certification Page

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

Completed By: Jessica Alonzo

Title: Principal

Date: 07/15/2021

District Business Administrator or District Federal Programs Administrator Certification

x	The Annual School Plan (ASP) has been reviewed by designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and 2 CFR Part 200.
x	I certify that I have reviewed this school's ASP and ensure proposed funding in the ASP is aligned with the ESEA Consolidated application in EWEG and used to address the school's priority performance needs.

For Comprehensive Support and Targeted Support schools only:

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

Certified By: Pete Genovese
Title: Business Administrator
Date: 07/26/2021

ASP District CSA Certification and Approval Page

x	The Annual School Plan (ASP) has been reviewed by the District CSA/designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and

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

Certified By: Frank Riley

Title: Assistant Superintendent of Leadership and Innovation

Date: 07/26/2021