

- **ELA:**

Interim Goals Edit/Show		
End of Cycle(EOC)*	Interim Goals	Source(s) of Evidence
Nov 15	By November 15, 2020, 90% of students at the Sovereign Avenue School will take the iReady Reading Diagnostic Assessment.	iReady Diagnostic Scores - Participation - ELA
Feb 15	By February 15, 2021, 60% of students at the Sovereign Avenue School will be at or above the 40% progress to annual typical growth mark in reading as measured by the iReady Reading Diagnostic Assessment.	iReady Diagnostic Growth Scores - ELA
Apr 15	By April 15, 2021, 60% of students at the Sovereign Avenue School will be at or above the 80% progress to annual typical growth mark in reading as measured by the iReady Reading Diagnostic Assessment.	iReady Diagnostic Growth Scores - ELA
Jul 1	Using the iReady Diagnostic Reading Assessment, 60% of the students in grades 1-8 will reach the annual typical growth mark in Reading.	iReady Diagnostic Growth Scores - ELA

Step Number	Strategy	Action Steps	Start Date	Deadline	Assigned To
2	3	In grade level PLCs with administrators and/or coaches, ensure that teachers are aware of the standards and curriculum in their grade, as well as all assessments.	09/01/2020	06/18/2021	Administration, instructional coaches, teachers
3	2	Teachers locate and analyze data in iReady and EdConnect, looking at items where students are exhibiting difficulty, cut scores for proficiency, and identifying students who are proficient or not proficient. Teachers will differentiate instruction based on the results of formative and summative assessment data.	09/30/2020	06/18/2021	Instructional coaches, teacher administration
4	1	Reading Recovery will continue to be offered as a one-on-one reading intervention for targeted students in Grade 1.	09/01/2020	06/18/2021	Reading Recovery teachers, administration
5	1	Leveled Literacy Intervention (LLI) will continue to be offered as an intervention for targeted students in Grades 1-2.	09/01/2020	06/18/2021	Leveled Literacy Intervention teachers, administration
6	1	System 44 will continue to be offered to identified students in grades 3-5 for online intervention.	09/01/2020	06/18/2021	System 44 teacher, administration
7	1	Read 180 will continue to be offered to identified students in grades 6-8 for reading, writing, and word study instruction.	09/01/2020	06/18/2021	Read 180 teacher, administration
8	1	Accelerated Reader will continue to be offered to all students in grades 2-5.	09/01/2020	06/18/2021	Accelerated Reading teacher, administration
9	1	Students who are identified in need of intervention will meet with the Title 1 Basic Skills teacher, ESL teacher, or classroom teacher for additional small group interventions.	09/01/2020	06/18/2021	Teachers, administration
10	2	Provide professional development and instructional coaching for teachers to gain a better understanding of research based methods in English Language Arts instruction.	09/01/2020	06/18/2021	Teachers, administration, instructional coaches
11	3	Provide professional development for teachers, coaches, and administrators in technology applications and use of data reports (ie: iReady).	09/01/2020	06/18/2021	Teachers, administration, instructional coaches, technology coordinator, Digital Implementation Specialist, Leadership Team
12	1	Provide after school programs (Academic, STEM, and Visual Performing Arts) targeted to meet the needs of the school community per the District's extended day program.	10/01/2020	06/18/2021	Teachers, administration
13	3	Purchase of K-2 Chromebooks, preparation for remote instruction, and remote access to district connectivity (servers) in order to provide more uniform access to remote instruction.	07/01/2020	08/28/2020	Administration, curriculum teachers
14	1	Provide a morning enrichment program to meet the needs of the school population and community.	09/01/2020	06/18/2021	Teachers, administration
15	3	Purchase grade and age appropriate technology (hardware and software) needed to prepare students for the 21st century economy as needed.	07/01/2020	06/30/2021	Administration
16	1	Provide intervention coaching for implementation of district intervention programs and initiatives.	09/01/2020	06/18/2021	Administration, intervention coaches
17	3	Professional development for after and summer school programs in ELA, Math, Science, STEM, and technology (hardware and software).	07/01/2020	06/18/2021	Administration, teacher, and coaches
18	3	Provide continued ongoing professional development for the implementation of professional learning communities.	09/01/2020	06/18/2021	Administration, leadership team

Math:

End of Cycle(EOC)*	Interim Goals	Source(s) of Evidence
Nov 15	By November 15, 2020, 90% of students at the Sovereign Avenue School will take the iReady Math Diagnostic Assessment.	iReady Diagnostic Scores - Participation - Math
Feb 15	By February 15, 2021, 60% of students at the Sovereign Avenue School will be at or above the 40% progress to annual typical growth mark as measured by the iReady Math Diagnostic Assessment.	iReady Diagnostic Growth Scores - Math
Apr 15	By April 15, 2021, 60% of students at the Sovereign Avenue School will be at or above the 80% progress to annual typical growth mark in reading as measured by the iReady Math Diagnostic Assessment.	iReady Diagnostic Growth Scores - Math
Jul 1	Using the iReady Diagnostic Math Assessment, 60% of the students in grades 1-8 will reach the annual typical growth mark in Math.	iReady Diagnostic Growth Scores - Math

Step Number	Strategy	Action Steps	Start Date	Deadline	Assigned To
1	1	Provide summer school programs to meet the needs of the school population and the community.	07/01/2020	07/24/2020	Teachers, administration
2	3	Teachers meet weekly in grade level PLC's. Locate and analyze data in EdConnect and iReady, including looking at where students are exhibiting difficulty, cut scores for proficiency, and identifying students who are proficient or not proficient. Teachers will differentiate instruction based on the results of formative and summative assessment data.	09/01/2020	06/18/2021	Teachers, instructional coaches, administration
3	2	In grade level PLC's or PD sessions, ensure that teachers are aware of the standards, curriculum, and assessments in their grade.	09/01/2020	06/18/2021	Teachers, instructional coaches, administration
4	1	Students who are identified in need of intervention will meet with the Title 1 Basic Skills teacher or classroom teacher for additional small group interventions. Flexible groups may change based on the results of future benchmarks and formative assessments. Adjust groups as needed.	09/01/2020	06/18/2021	Teachers, administration
5	1	Provide after school programs (Academic, STEM, and Visual Performing Arts) targeted to meet the needs of the school community per the District's extended day program.	10/01/2020	06/18/2021	Teachers, administration
6	1	Provide more support and training in the blended learning model of instruction and the use of math centers, which serves to differentiate instruction and maximize the use of instructional time.	09/01/2020	06/18/2021	Teachers, administration, instructional coaches
7	2	Provide professional development for teachers to gain a better understanding of research based methods in math instruction.	09/01/2020	06/18/2021	Teachers, administration, instructional coaches
8	2	Provide professional development for teachers, coaches, and administrators in new technology applications and use of data reports (ie: iReady, Dreambox, iXL).	09/01/2020	06/18/2021	Teachers, administration, instructional coaches
9	2	Purchase of K-2 Chromebooks, preparation for remote instruction, and remote access to district connectivity (servers) in order to provide more uniform access to remote instruction.	07/01/2020	08/28/2020	Administration and curriculum teams
10	1	Provide a morning enrichment program to meet the needs of the school population and community.	09/01/2020	06/18/2021	Teachers, administration
11	2	Purchase grade and age appropriate technology (hardware and software) needed to prepare students for the 21st century economy as needed.	07/01/2020	06/30/2021	Administration
12	1	Provide intervention coaching for implementation of district intervention programs and initiatives.	09/01/2020	06/18/2021	Administration, intervention coaches
13	2	Professional development for after and summer school programs in ELA, Math, Science, STEM, and technology (hardware and software)	07/01/2020	06/18/2021	Administration, teachers, coaches
14	2	Provide continued ongoing professional development for the implementation of professional learning communities.	09/01/2020	06/18/2021	Administration, Leadership Team
15	3	During Leadership Team meetings, examine data, monitor progress, plan, and continue to ensure implementation of the annual school plan.	07/01/2020	06/18/2021	Administration, Leadership Team

Chronic Absenteeism:

End of Cycle(EOC)*	Interim Goals	Source(s) of Evidence
Nov 15	Sovereign Avenue School grades K-8 will have no more than 8% chronic absenteeism for the months of September-October. //	Powerschool Chronic Absenteeism Reports
Feb 15	Sovereign Avenue School grades K-8 will have no more than 8% chronic absenteeism for the months of September-January. //	Powerschool Chronic Absenteeism Reports
Apr 15	Sovereign Avenue School grades K-8 will have no more than 8% chronic absenteeism for the months of September-March. //	Powerschool Chronic Absenteeism Reports
Jul 1	During the 2020-2021 school year, Sovereign Ave. School will decrease the percentage of chronic absenteeism from 11.2% to 8%.	Powerschool Chronic Absenteeism Reports

ct	Step Number	Strategy	Action Steps	Start Date	Deadline	Assigned To
	1	1	During Back to School Night, inform parents and guardians of school attendance policies and expectations.	09/01/2020	10/01/2020	Teachers, administration
	2	1	Teachers will review student attendance data and the attendance policy with parents during Parent/Teacher conferences and at Open House.	09/01/2020	06/18/2021	Teachers, administration
	3	3	SAS will continue a school-based initiative, in which students who have perfect attendance are recognized and celebrated.	09/01/2020	06/18/2021	Teachers, administration, attendance team
	4	1	Sovereign Ave. School will insure that after 3 consecutive days absent or 4 cumulative days absent a student receives a call from their homeroom teacher to help support the child returning to school.	09/01/2020	06/18/2021	Teachers, administration
	5	3	Ensure that the school guidance counselor works in conjunction with members of the Attendance Team to initiate and maintain home contact with chronically absent students.	09/01/2020	06/18/2021	Teachers, administration, guidance counselor
	6	2	Schedule family meetings with parents of chronically absent students to discuss strategies to improve attendance.	09/01/2020	06/18/2021	Teachers, administration
	7	3	Generate an attendance hot list monthly, and target students nearing chronic absenteeism with specific interventions.	09/01/2020	06/18/2021	Guidance counselor, administration, attendance team
	8	2	Guidance counselor runs weekly reports for students who are absent 10% or more of school days, and implements a referral to truancy when a student misses 3 days or more, then another one at 7 days, and when absences reach 10 or more there is a court referral.	09/01/2020	06/18/2021	Guidance counselor, administration, truancy officer, courts
	9	2	Send letters to parents of students who miss 5, then 10, and then 15 days of school.	09/01/2020	06/18/2021	Guidance counselor, secretary, administration
	10	2	Emphasize the importance of attendance at monthly PAC meetings and in the Parent Center.	09/01/2020	06/18/2021	Administration, Parent Center
	11	3	Provide incentives for individual students and classes with the best attendance each marking period.	09/01/2020	06/18/2021	Administration, attendance team
	12	3	Purchase of K-2 Chromebooks, preparation for remote instruction, and remote access to district connectivity (servers) in order to provide more uniform access to remote instruction.	07/01/2020	08/28/2020	Administration and curriculum teams
	13	3	During Leadership Team meetings, examine data, monitor progress, plan, and continue to ensure implementation of the annual school plan.	07/01/2020	06/18/2021	Administration, leadership team

SEL:

End of Cycle(EOC)*	Interim Goals	Source(s) of Evidence
Nov 15	By November 15, 2020, 80% of teaching staff at Sovereign Avenue School will attend an initial professional development session outlining the basic principles of social emotional learning and introduction of curriculum materials.	Staff attendance at initial social emotional learning (SEL) training session
Feb 15	By February 15, 2021, 20% of teaching staff at Sovereign Avenue School will implement at least 1-2 evidence-based strategies as contained in the social emotional learning scope and sequence as measured by an implementation checklist.	Staff implementation of SEL strategies from scope and sequence - observation and checklist Staff attendance at SEL professional development sessions
Apr 15	By April 15, 2021, 40% of teaching staff at Sovereign Avenue School will implement at least 2-3 evidence-based strategies as contained in the social emotional learning scope and sequence as measured by an implementation checklist.	Staff implementation of SEL strategies from scope and sequence - observation and checklist Staff attendance at SEL professional development sessions
Jul 1	By the end of the 2020-2021 school year, 60% of teaching staff at Sovereign Avenue School will implement at least 3-4 evidence-based strategies as contained in the social emotional learning scope and sequence as measured by an implementation checklist.	Staff implementation of SEL strategies from scope and sequence - observation and checklist Staff attendance at SEL professional development sessions

Select	Step Number	Strategy	Action Steps	Start Date	Deadline
<input type="checkbox"/>	1	1	Form an SEL (Social Emotional Learning) team of approximately 5-7 members with defined roles which should be composed of teachers and/or specialists across grade levels.	07/01/2020	09/30/2020
<input type="checkbox"/>	2	3	As an SEL team, define SEL goals and a strategic plan and a scope and sequence specific to our school.	07/01/2020	06/18/2021
<input type="checkbox"/>	3	2	Purchase of curriculum materials pertaining to Social and Emotional Learning (Social Decision Making/Social Problem Solving), and adopt research based program to promote social emotional learning school wide.	07/01/2020	10/30/2020
<input type="checkbox"/>	4	2	Provide initial professional development for teachers using NJDOE Modules for Educators in understanding the essentials of Social Emotional Learning, and staff participate and attend the PD session.	09/01/2020	11/13/2020
<input type="checkbox"/>	5	2	Engage in a book study with teachers to assist in cultivating emotional resiliency for staff.	09/01/2020	06/18/2021
<input type="checkbox"/>	6	1	Provide continued professional development for staff based upon the defined SEL goals and scope/sequence, and staff participate in ongoing PD.	09/01/2020	06/18/2021
<input type="checkbox"/>	7	3	Utilize one PLC meeting a month to discuss progression with SEL goals and SEL implementation/strategies.	09/01/2020	06/18/2021
<input type="checkbox"/>	8	3	Create posters and reminders to be posted throughout the school connected to social emotional learning goals, and including students in the creation of the posters.	09/01/2020	06/18/2021
<input type="checkbox"/>	9	2	Creation of a social compact for students and staff to sign and adhere to based upon social and emotional learning goals.	09/01/2020	06/18/2021
<input type="checkbox"/>	10	2	Gather data via social emotional learning climate and survey results.	07/01/2020	06/18/2021
<input type="checkbox"/>	11	2	Access current reality of implementation and update school status on social emotional learning rubric (end of year)	10/30/2020	06/18/2021
<input type="checkbox"/>	12	1	Explanation of SEL strategies and lessons to parents and community members via a social emotional learning workshop at the Parent Center via a member of the SEL team or administrator.	09/01/2020	06/18/2021