Lincoln Community School #5

District: BAYONNE CITY
County: HUDSON
Team: NA

School Identification: NA
Targeted Subgroup
CDS: 170220070

Annual School Planning 2024-2025

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Parent/Guardian	Dorothy Agtarap	Yes	Yes	Yes		
Community Member	Jacqueline Weimmer	Yes	Yes	Yes		
Principal	Carolyn Malanowski	Yes	Yes	Yes		
Assistant Principal	Heather Zalis	Yes	Yes	Yes		
Teacher/Data Team	Amy Hunter	Yes	Yes	Yes		
Teacher/Data Team	Priya Jhaveri	Yes	Yes	Yes		
LCS Technology Liaison	Angela Fearon	Yes	Yes	Yes		

ASP ESEA Required Stakeholder Groups Assurance

X	The LEA certifies it met all stakeholder engagement group requirements, including parent(s), community member(s), and student(s) at the secondary level, in accordance with applicable ESEA citations as noted in the box above.
	If all constituent groups are not represented, please indicate the impacted ESEA program(s), the unrepresented group(s), and an explanation.

Comments

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
06/05/2024	Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis	Yes	Yes
06/03/2024	Prior Year Evaluation	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS							
Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	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 (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
During REACH period (once a week 40 minutes), grades 3-8 will implement iXL online instruction.	Math	Grades 3-8 (Math)	No	Yes	Yes	LCS was able to utilize the diagnostic and instructional components of IXL in grades 3-8 for the past several years as part of our ASP. The district has now made IXL available to all grade levels districtwide making it possible to continue using it as a diagnostic and learning tool. School wide data shows growth in both ELA and Math. For the upcoming school year, however the district will be reinstating i-Ready.	Yes
Continuation of Daily Math Journal of Grades 3-5	Math	Grades 3-8 (Math)	Yes	Yes	Yes	The math journals afforded students the opportunity to quickly review major skills at each grade level daily. Link It Benchmark data shows that the average student score increased at all three grade levels from Form A to Form C.	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	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 (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Utilization of S.A.C. & Project Support Counselor on a case by base and/or as needed basis. (Panorama Survey)	SEL	All students (total population of students at LCS)	Yes	Yes	Yes	The SAC & Project Support Counselor have been tremendous assets helping students, teaching lessons and helping with Panorama Survey implementation. Overall, LCS has reached 90% according to our Panorama reports. LCS will continue to utilize these supports in the 2024-2025 school year.	Yes
During REACH period (once a week 40 minutes), grades 3-8 will implement iXL online instruction.	ELA	Grades 3-8 (ELA)	No	Yes	Yes	LCS was able to utilize the diagnostic and instructional components of IXL in grades 3-8 for the past several years as part of our ASP. The district has now made IXL available to all grade levels districtwide making it possible to continue using it as a diagnostic and learning tool. School wide data shows growth in both ELA and Math. For the upcoming school year, however the district will be reinstating i-Ready.	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	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 (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Implementation of Scholastic News Magazines.	ELA	All students (total population of students at LCS)	Yes	Yes	Yes	The monthly magazines gave students the opportunity to keep up with current events while strengthening their comprehension skills. Link It data shows that average student scores in Grade 3 and 5 increased from the first benchmark assessment to the final assessment.	Yes

STUDENT ACHIEVEMENT

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment 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.	See table below	All students in Grades 3-8 took part in Link It Benchmark Testing for ELA and Math. Below lists the average scores from Form A and Form C in ELA by grade: Grade 3- Form A 33% Form C 49% Grade 4- Form A 46% Form C 53% Grade 5- Form A 52% Form C 50% Grade 6- Form A 50% Form C 61% Grade 7- Form A 48% Form C 64% Grade 8- Form A 49% Form C 68% Below lists the average scores from Form A and Form C in Math by grade: Grade 3- Form A 32% Form C 68% Grade 4- Form A 48% Form C 63% Grade 5- Form A 44% Form C	ELA Benchmark Testing (Form A and Form C): Grade 3: Scores improved from 33% (Form A) to 49% (Form C), indicating a notable improvement. Grade 4: Scores increased from 46% (Form A) to 53% (Form C), showing steady progress. Grade 5: Scores slightly decreased from 52% (Form A) to 50% (Form C), indicating a slight decline. Grade 6: Scores improved significantly from 50% (Form A) to 61% (Form C), showing strong progress. Grade 7: Scores increased from 48%

Student Group	ELA	Math	Alg1	Alg2	Geo
Schoolwide	58.3 %	38.2%	*		
White	66.3 %	46.3%	*		
Hispanic	45.7 %	22.6%	*		
Black or African American	43.9 %	24.4%	*		
Asian, Native Hawaiian, or Pacific Islander	92.9 %	79.3%	*		
American Indian or Alaska Native	*	*	*		
Two or More Races	60%	41.2%	*		
Female	65.4 %	35.5%	*		
Male	51.1 %	40.9%	*		
Economically Disadvantaged Students	51.5 %	33.6%	*		
Non-Economically Disadvantaged Students	65.2 %	42.8%	*		
Students with Disabilities	18.1 %	*	*		
Students without Disabilities	69.7 %	48.1%	*		
English Learners	40%	37.5%	*		
Non-English Learners	59.8 %	38.2%	*		

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data (Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td></td><td></td><td>
<table>
<tr><th>Student Group</th><th>ELA</th><th>Math</th><th>Alg1</th><th>Alg2</th><th>Geo</th></tr>
<tr><td>Homeless Students</td><td>*</td><td>*</td><td>*</td><td></td><td></td></tr>
<tr><td>Students in Foster Care</td><td>*</td><td>*</td><td>*</td><td></td><td></td></tr>
<tr><td>Military-Connected Students</td><td>*</td><td>*</td><td>*</td><td></td><td></td></tr>
<tr><td>Migrant Students</td><td>*</td><td>*</td><td>*</td><td></td><td></td></tr>
<tr><td>Non-Binary / Undesignated Gender</td><td>*</td><td>*</td><td>*</td><td></td><td></td></tr>
</table>
</td><td>61%
Grade 6- Form A 45% Form C 65%
Grade 7- Form A 47% Form C 66%
Grade 8- Form A 31% Form C 53%</td><td>(Form A) to 64% (Form C), indicating a substantial improvement.
Grade 8: Scores improved from 49% (Form A) to 68% (Form C), showing a significant increase in performance.
Math Benchmark Testing (Form A and Form C):
Grade 3: Scores improved significantly from 32% (Form A) to 68% (Form C), indicating a strong improvement.
Grade 4: Scores increased from 48% (Form A) to 63% (Form C), showing good progress.
Grade 5: Scores improved from 44% (Form A) to 61% (Form C), indicating steady progress.
Grade 6: Scores</td></tr>
</table>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				increased from 45% (Form A) to 65% (Form C), showing substantial improvement. Grade 7: Scores improved from 47% (Form A) to 66% (Form C), indicating strong progress. Grade 8: Scores increased from 31% (Form A) to 53% (Form C), showing significant improvement but still below other grades. Overall Improvement: Most grades showed improvement from Form A to Form C in both ELA and Math, indicating positive growth over the testing period. ELA Trends: The most substantial improvements in ELA were seen in Grades 7 and 8. However,

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				Grade 5 showed a slight decline. Math Trends: The most significant improvements in Math were seen in Grade 3 and Grade 8, with Grade 3 more than doubling its average score. Consistency Across Grades: Grades 4, 6, and 7 showed consistent improvement in both ELA and Math, indicating effective teaching strategies and interventions. Focus Areas: Grade 5 ELA may need targeted interventions to address the slight decline in scores. Success in Lower Grades: The significant improvement in Grade 3 Math suggests effective early

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				intervention strategies that could be modeled for higher grades. Continued Support: Grades showing substantial improvements, like Grades 7 and 8 in ELA and Math, should continue receiving support to maintain and further enhance their performance.

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data (Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr>
<td>Science*</td>
<td>NJSLA Science Homepage, https: /measinc-nj-science.com/</td>
<td>
NJSLA-S
<table>
<tr><th>Student Group</th><th>Grade 5</th><th>Grade 8</th><th>Grade 11</th></tr>
<tr><td>Schoolwide</td><td>22%</td><td>21%</td><td></td></tr>
<tr><td>White</td><td>17%</td><td>33%</td><td></td></tr>
<tr><td>Hispanic</td><td>15%</td><td>20%</td><td></td></tr>
<tr><td>Black or African</td><td>30%</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>22%</td><td>21%</td><td></td></tr>
<tr><td>Male</td><td>23%</td><td>20%</td><td></td></tr>
<tr><td>Economically</td><td>23%</td><td>17%</td><td></td></tr>
</table>
</td>
<td>Grade 5 District Assessment 1
Total students 46
30% Low (Grade 0-70)
22% Medium (Grade 71-85)
48% High (Grade 86-100)
Grade 5 District Assessment 3

Grade 5 District Assessment 8
Total students 46
20% Low (Grade 0-70)
30% Medium (Grade 71-85)
50% High (Grade 86-100)
Grade 5 District Assessment 3

Grade 8 Science District Assessment 1
Total students 35
48.5% Low (Grade 0-70)
25.7% Medium (Grade 71-85)
25.7% High (Grade 86-100)
Grade 8 Science District Assessment 3
Total students 34
8.82% Low (Grade 0-70)
32.35% Medium (Grade 71-85)
58.82% High (Grade 86-100)</td>
<td>In Grade 8 Science District Assessment 1, out of a total of 35 students, 48.5% scored in the low range (Grade 0-70), 25.7% in the medium range (Grade 71-85), and 25.7% in the high range (Grade 86-100). However, in Grade 8 Science District Assessment 3, out of 34 students, there was a significant improvement, with only 8.82% scoring in the low range, 32.35% in the medium range, and 58.82% in the high range. This indicates notable progress in student performance from Assessment 1 to Assessment 3, with a significant increase in the proportion of students achieving higher scores.</td>
</tr>
</table>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends

Student Group	Grade 5	Grade 8	Grade 11
Non-Economical	21%	24%	
Students with			
Students without	25%	24%	
English Learners			
Non-English	22%	21%	
Homeless Students			
Students in Foster Care			
Military-Connected			
Migrant Students			
Non-Binary /			

In Grade 5 District Assessment 1, out of 46 students, 30% scored in the low range (Grade 0-70), 22% in the medium range (Grade 71-85), and 48% in the high range (Grade 86-100). By Grade 5 District Assessment 3, out of the same 46 students, performance improved with 20% scoring in the low range, 30% in the medium range, and 50% in the high range. This shows a decrease in the percentage of students scoring low and an increase in those scoring medium and high, indicating overall academic progress.

<table>
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<tr>
<td>SGP*</td>
<td>Student growth on state assessments. (Grades 4-8)
*Identify overall school wide growth performance by content.
*Identify interaction between student proficiency level.</td>
<td>
<table>
<tr><th>Student Group</th><th>ELA</th><th>Math</th></tr>
<tr><td>Schoolwide</td><td>53%</td><td>49%</td></tr>
<tr><td>White</td><td>52%</td><td>47%</td></tr>
<tr><td>Hispanic</td><td>46%</td><td>44%</td></tr>
<tr><td>Black or African American</td><td>64%</td><td>55%</td></tr>
<tr><td>Asian, Native Hawaiian, or Pacific</td><td>65%</td><td>63.5%</td></tr>
<tr><td>American Indian or Alaska Native</td><td></td><td></td></tr>
<tr><td>Two or More Races</td><td>57.5%</td><td>*</td></tr>
<tr><td>Female</td><td>56%</td><td>52%</td></tr>
<tr><td>Male</td><td>50.5%</td><td>47%</td></tr>
<tr><td>Economically Disadvantaged</td><td>49%</td><td>45%</td></tr>
<tr><td>Non-Economically Disadvantaged</td><td></td><td></td></tr>
</table>
</td>
<td>Median Student Growth Percentile ELA
2022-23 ELA 53 Met Standard
Statewide: Median Student Growth Percentile 50

Schoolwide
ELA: School Median 53
ELA: District Median 56
ELA: Statewide Median 50
ELA: Met Standard (40-59.5) Met Standard

Demographic
White: Met Standard
Hispanic: Met Standard
Black/ African American: Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander: Met Standard
Two or More Races: Met Standard
Economically Disadvantaged Students: Met Standard
Students with Disabilities: Not Met

Median Student Growth Percentile MATH
2022-23 Math 49 Met Standard
Statewide: Median Student Growth Percentile 50</td>
<td>ELA Median Student Growth Percentile:
2022-23 ELA Performance:
Schoolwide Median: 53, which meets the standard and is above the statewide median of 50.
District Median: 56, which is higher than both the schoolwide and statewide medians.
Statewide Median: 50.
Math Median Student Growth Percentile:
2022-23 Math Performance:
Schoolwide Median: 49, which meets the standard but is slightly below the statewide median of 50.
District Median: 49, matching the schoolwide median and just below the statewide median.</td>
</tr>
</table>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	ELA	Math	Schoolwide Math: School Median 49 Math: District Median 49 Math: Statewide Median 50 Math: Met Standard (40-59.5) Met Standard White: Met Standard Hispanic: Met Standard Black/ African American: Met Standard Asian, Native Hawaiian, or Pacific Islander: Met Standard Two or More Races: Met Standard Economically Disadvantaged Students: Met Standard Students with Disabilities: Not Met	Statewide Median: 50. The school's ELA median student growth percentile (SGP) of 53 is above the statewide median, indicating stronger performance in ELA. District Strength: The district median of 56 shows robust overall performance, suggesting effective district-wide ELA instructional strategies. Most demographic groups met the standard, with Black/African American students exceeding the standard, showcasing a particular strength in this subgroup. Students with Disabilities did not meet the standard, indicating a need for
		Students with Disabilities	30%	32%		
		Students without Disabilities				
		English Learners	50%	59.5%		
		Non-English Learners				
		Homeless Students	*	*		
		Students in Foster Care	*			
		Military-Connected Students	*	*		
		Migrant Students				
		Non-Binary / Undesignated Gender				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				targeted interventions and support to address their specific challenges in ELA. The school's Math median SGP of 49 is just below the statewide median of 50, indicating room for improvement in Math. Consistent with District: The district median matches the school median, suggesting consistent performance levels within the district. All demographic groups met the standard except for students with disabilities, similar to ELA, highlighting the need for focused support for this group. While the school meets the standard in Math, the slight underperformance

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				compared to the statewide median suggests there is potential to enhance Math instruction and support. The school performs well in ELA, particularly for Black/African American students, but needs to focus on improving outcomes for students with disabilities. Although meeting standards, Math performance is slightly below the statewide median, indicating a need for strategic improvements. The district shows strong performance in ELA and consistent performance in Math, suggesting effective district-wide

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				strategies but also areas for potential growth in Math. Across both subjects, students with disabilities are not meeting standards, pointing to a critical need for tailored interventions and support mechanisms for this group.

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<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>
ELA
<table>
<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>100%</td><td>100%</td><td>100%</td><td>100%</td></tr>
<tr><td>1</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr>
<tr><td>2</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr>
<tr><td>3</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr>
<tr><td>4</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr>
<tr><td>5</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr>
<tr><td>6</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr>
<tr><td>7</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr>
<tr><td>8</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr>
<tr><td>9</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
</table>
</td>
<td>All students at LCS participated in benchmark assessments.</td>
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</tr>
</table>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends

Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4
10	0%	0%	0%	0%
11	0%	0%	0%	0%
12	0%	0%	0%	0%

Math

Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4
K	100%	100%	100%	100%
1	100%	100%	100%	100%
2	100%	100%	100%	100%
3	100%	100%	100%	100%
4	100%	100%	100%	100%
5	100%	100%	100%	100%

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends

Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4
6	100%	100%	100%	100%
7	100%	100%	100%	100%
8	100%	100%	100%	100%
9	0%	0%	0%	0%
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 colspan="5">Prepopulated Data (Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td rowspan="12">Benchmark Assessment (Proficiency) ELA Rates*</td><td rowspan="12">Please share results of analysis of % passing, including YTD analysis by grades and subgroups.
*Identify patterns by grade/subgroups
*Identify patterns by chronic absenteeism
*Identify patterns by students with chronic disciplinary infractions</td><td>Grade</td><td>Cycle 1</td><td>Cycle 2</td><td>Cycle 3</td><td>Cycle 4</td><td rowspan="12">iReady K-2 IXL Diagnostic 3-8 Percent of students on or above grade level from Fall to Spring:

ELA Cycle 1 Proficiency
Grade K- 44.0%
Grade 1- 24.0%
Grade 2- 65.0%
Grade 3- 45.0%
Grade 4- 50.0%
Grade 5- 25.0%
Grade 6- 52.0%
Grade 7- 23.0%
Grade 8- 14.0%

iReady K-2 IXL Diagnostic 3-8 Percent of students on or above grade level from Fall to Spring:

ELA Cycle 4 Proficiency
Grade K- 58.0%
Grade 1- 67.0%
Grade 2- 69.0%
Grade 3- 48.0%
Grade 4- 73.0%
Grade 5- 59.0%
Grade 6- 42.0%
Grade 7- 41.0%
Grade 8- 29.0%</td><td rowspan="12">There's a significant improvement in proficiency levels from Fall to Spring across all grades, with Grade 2 showing the highest proficiency at 65.0%. Proficiency levels continue to improve from Fall to Spring, with Grade 2 showing the highest proficiency at 69.0%.
Proficiency levels vary, with Grade 3 and Grade 5 showing lower proficiency compared to Grade 4.
Proficiency levels remain consistent or slightly improve, with Grade 4 showing the highest proficiency at 73.0%.
Proficiency levels are generally low, with Grade 6 showing the highest proficiency at 52.0%. There's a mix of trends, with Grade</td></tr>
<tr><td>K</td><td>44%</td><td>56%</td><td>56%</td><td>58%</td></tr>
<tr><td>1</td><td>24%</td><td>51%</td><td>51%</td><td>67%</td></tr>
<tr><td>2</td><td>65%</td><td>57%</td><td>63%</td><td>69%</td></tr>
<tr><td>3</td><td>45%</td><td>60%</td><td>61%</td><td>48%</td></tr>
<tr><td>4</td><td>50%</td><td>66%</td><td>78%</td><td>73%</td></tr>
<tr><td>5</td><td>25%</td><td>0%</td><td>68%</td><td>59%</td></tr>
<tr><td>6</td><td>52%</td><td>59%</td><td>61%</td><td>42%</td></tr>
<tr><td>7</td><td>23%</td><td>36%</td><td>45%</td><td>41%</td></tr>
<tr><td>8</td><td>14%</td><td>38%</td><td>44%</td><td>29%</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>
</table>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		7 and Grade 8 showing slight improvements, while Grade 6 experiences a decrease in proficiency. Across all grade levels, there's a general trend of improvement in ELA proficiency from Fall to Spring, indicating effective instructional interventions and student growth over the academic year. Grades K-2 consistently show significant improvement in proficiency levels from Fall to Spring, highlighting the effectiveness of early literacy interventions and foundational skills development. Proficiency levels in Grades 3-8 show more variability, with some
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				grades experiencing higher or lower proficiency gains compared to others. This variability may reflect differences in instructional focus, student engagement, or other factors impacting learning outcomes. There's an anomaly in Grade 8 ELA Cycle 4 proficiency, where the reported percentage exceeds 100%. This may indicate a data entry error or other issue that requires investigation and validation.

<table>
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<tr><td rowspan="12">Benchmark Assessment (Proficiency) Math Rates*</td><td rowspan="12">Please share results of analysis of % passing, including YTD analysis by grades and subgroups.
*Identify patterns by grade/subgroups
*Identify patterns by chronic absenteeism
*Identify patterns by students with chronic disciplinary infractions</td><td>Grade</td><td>Cycle 1</td><td>Cycle 2</td><td>Cycle 3</td><td>Cycle 4</td><td rowspan="12">iReady K-2 IXL Diagnostic 3-8 Percent of students on or above grade level from Fall to Spring:

Math Cycle 1 Proficiency
Grade K- 44.0%
Grade 1- 9.0%
Grade 2- 9.0%
Grade 3- 30.0%
Grade 4- 40.0%
Grade 5- 28.0%
Grade 6- 50.0%
Grade 7- 23.0%
Grade 8- 25.0%

iReady K-2 IXL Diagnostic 3-8 Percent of students on or above grade level from Fall to Spring:

Math Cycle 4 Proficiency
Grade K- 42.0%
Grade 1- 61.0%
Grade 2- 51.0%
Grade 3- 85.0%
Grade 4- 71.0%
Grade 5- 43.0%
Grade 6- 56.0%
Grade 7- 46.0%
Grade 8- 8.0%</td><td rowspan="12">Proficiency levels vary, with Grade K and Grade 2 showing similar proficiency percentages at 44.0% and Grade 1 and Grade 2 having the lowest proficiency at 9.0%. Proficiency levels remain relatively consistent or slightly decrease from Fall to Spring, with Grade 1 showing the highest proficiency at 61.0%. Proficiency levels increase compared to lower grades, with Grade 3 showing the highest proficiency at 30.0%. Proficiency levels significantly improve from Fall to Spring, with Grade 3 showing the highest proficiency at 85.0%. Proficiency levels fluctuate, with Grade 6 showing the highest</td></tr>
<tr><td>K</td><td>44%</td><td>51%</td><td>51%</td><td>42%</td></tr>
<tr><td>1</td><td>9%</td><td>30%</td><td>30%</td><td>61%</td></tr>
<tr><td>2</td><td>9%</td><td>20%</td><td>20%</td><td>51%</td></tr>
<tr><td>3</td><td>30%</td><td>62%</td><td>57%</td><td>85%</td></tr>
<tr><td>4</td><td>40%</td><td>51%</td><td>72%</td><td>71%</td></tr>
<tr><td>5</td><td>28%</td><td>44%</td><td>64%</td><td>43%</td></tr>
<tr><td>6</td><td>50%</td><td>65%</td><td>72%</td><td>56%</td></tr>
<tr><td>7</td><td>23%</td><td>30%</td><td>43%</td><td>46%</td></tr>
<tr><td>8</td><td>25%</td><td>20%</td><td>40%</td><td>8%</td></tr>
<tr><td>9</td><td>100%</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>
</table>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends

Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4
11	0%	0%	0%	0%
12	0%	0%	0%	0%

proficiency at 50.0% and Grade 7 having the lowest at 23.0%. Proficiency levels fluctuate, with Grade 4 showing the highest proficiency at 71.0% and Grade 8 having the lowest at 8.0%. There's a general trend of improvement in Math proficiency from Fall to Spring across all grade levels, with some variability. Grades K-2 start with lower proficiency levels, indicating potential challenges in foundational Math skills development in the early years. Proficiency levels in Grades 3-5 and 6-8 show more variability, with some grades experiencing significant improvements while

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
					others fluctuate or show slight decreases. Similar to ELA data, there's an anomaly in Grade 8 Math Cycle 4 proficiency, where the reported percentage is unusually low at 8.0%. This anomaly requires further investigation to determine the underlying cause.
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	40%	NA	NA

CLIMATE & CULTURE					
Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment 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	483	Total enrollment: School Year 15-16 457 School Year 16-17-474 School Year 17-18 450 School Year 18-19 434 School Year 19-20 464 School Year 20-21 452 School Year 21-22 468 School Year 22-23 425 Subgroup 1 (Hispanic) Number of actively enrolled students in Hispanic September 110 October110 November 110 December 112 January 113 February 114 March 113 April 113	There's fluctuation in total enrollment over the years, with a general downward trend from School Year 15-16 to School Year 22-23. However, there are some variations within this trend, such as a slight increase in enrollment from 19-20 to 20-21 followed by a decrease in 21-22. The number of actively enrolled Hispanic students remains consistent over the months, with minimal fluctuations. This suggests a stable enrollment pattern within this subgroup. There's a noticeable overall decline in total enrollment from School Year 15-16 to School Year 22-23. This trend might indicate various factors affecting enrollment, such as demographic shifts,
		Subgroup 1 YTD Student Enrollment Average	112		
		Subgroup 2 YTD Student Enrollment Average	0		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				changes in community dynamics, or external economic factors. Despite the fluctuations in total enrollment, the number of actively enrolled Hispanic students remains relatively stable. This trend suggests a consistent presence of Hispanic students within the school community, which may have implications for diversity initiatives, cultural programming, and resource allocation.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment 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	92.78%	Total # of students with >=10% days absent for Hispanic YEAR TO DATE (YTD); this IS NOT based on a monthly calculation September 105 October 105 November 114 December 114 January 114 February 47 March 38 April 40	The number of students with at least 10% days absent remains the same in September and October, with 105 students. There's a noticeable increase in the number of students with 10% days absent from November to January, with a consistent count of 114 students across these months. In February, there's a significant drop in the number of students with 10% days absent, decreasing to 47 students. The trend of decreased absences continues in March and April, with 38 and 40 students, respectively. There's a recurring pattern of increased absences during the winter months (November to January), which might coincide with cold and flu seasons or other seasonal
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				factors. The notable decrease in absences in February could potentially be attributed to factors such as winter break or interventions implemented after observing high absences in the preceding months. The data shows a consistent decrease in absences as the school year progresses towards spring, indicating a potential improvement in attendance habits or effectiveness of interventions implemented earlier in the year.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Chronic Absenteeism (Students)*	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	20.00%	Student Chronic Absenteeism September 23.08% October 47.23% November 25.83% December 23.40% January 25.77% February 22.84% March 22.52% April 25.31% Student Chronic Absenteeism for Hispanic (YTD) September 95.45% October 95.45% November 103.64% December 101.79% January 100.88% February 41.23% March 33.63% April 35.40%	There are fluctuations in student chronic absenteeism percentages throughout the school year, with peaks and valleys observed across different months. October stands out with the highest rate of chronic absenteeism at 47.23%, indicating a significant portion of students missing school regularly during this month. Chronic absenteeism tends to decrease as the school year progresses from February to April, suggesting potential improvements in attendance habits or interventions. Chronic absenteeism rates among Hispanic students remain consistently high throughout the year, with percentages consistently above 95% until February. There's a significant drop in chronic absenteeism
		Subgroup 1 YTD Chronic	31.58%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				among Hispanic students in February, decreasing to 41.23% from percentages over 100% in the preceding months. Chronic absenteeism among Hispanic students continues to decrease in March and April, indicating potential improvements or interventions targeted at this subgroup. There's a noticeable disparity between overall student chronic absenteeism and chronic absenteeism among Hispanic students. While overall chronic absenteeism fluctuates, Hispanic student absenteeism remains consistently high, indicating a specific area of concern. Both overall student chronic absenteeism and absenteeism among Hispanic students show a decrease in spring

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				months, which could be attributed to factors such as improved weather or increased engagement as the school year progresses.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment 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	90.45%	Total # of instructional staff 47 Total # of instructional staff absences September 44 October 85 November 83 December 72 January 66 February 99 March 87 April 70	There's a noticeable increase in absences during the winter months (December to February), which might be attributed to cold and flu seasons. February has the highest number of absences (99), indicating a potential peak in illnesses or other factors affecting staff availability. January shows a slight decrease in absences compared to December, which might suggest a partial recovery after the holiday season. While there are fluctuations, there's a consistent presence of absences throughout the year, with no month showing exceptionally low numbers.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment 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%	Total # of suspension occurrences (ONLY In-School) 0 for year Total # of suspension occurrences (ONLY Out-Of-School) September 0 October 0 November 2 December 5 January 3 February 4 March 1 April 0 Total # of students in Hispanic suspended (ONLY In-School) 0 for year Total # of students in Hispanic suspended (ONLY Out-Of-School) Only 1 in December	There are no in-school suspension occurrences throughout the year, indicating a positive trend of behavior within the school premises. Out-of-school suspension occurrences are minimal throughout the year, with the highest number of occurrences happening in December (5) and the lowest in April (0). here's fluctuation in out-of-school suspension occurrences across different months, but overall, the numbers are relatively low, with no consistent upward or downward trend. There's only one occurrence of out-of-school suspension among Hispanic students, which happened in December. The data indicates a low incidence of out-of-school suspension among Hispanic students
		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%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Suspension YTD Average - Out of School for Subgroup 2	0.54%		throughout the year, with no occurrences in other months. The consistent absence of in-school suspension occurrences suggests a positive behavior trend within the school premises, with students adhering to the school's conduct expectations. Both in-school and out-of-school suspension occurrences are minimal, indicating effective disciplinary measures or a generally positive school climate. The low incidence of out-of-school suspension among Hispanic students, with only one occurrence in December, suggests a potential need for further investigation into any underlying factors contributing to this incident.

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data
(Column not editable)</th><th>Additional Data
Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr>
<td>Climate & Culture Surveys</td>
<td>Results from surveys
*Identify staff satisfaction and support
*Identify perception of the environment
*Identify perceptions of students
*Identify perceptions of family</td>
<td>
<table>
<tr><th>Domain</th><th>ES</th><th>MS/HS</th><th>Parents</th><th>Staff</th></tr>
<tr><td>Participation</td><td>94.7</td><td>0</td><td>0</td><td>69.6</td></tr>
</table>
</td>
<td>94.7% of students completed Panorama Survey.
69.6% of of teacher perception of students completed survey.

Teacher Results
School Climate 42%
Professional Learning SEL 23%

K-2
Emotion regulation 77%
Social Awareness 69%
Engagement 57%
Self-Management 46%

3-5
Supportive Relationships 81%
Sense of Belonging 65%
Engagement 65%
Positive Feelings 66%
Social Awareness 62%
Emotion Regulation 40%

6-8
Supportive Relationships 79%
Sense of Belonging 47%
Engagement 31%
Positive Feelings 62%
Social Awareness 57%</td>
<td>The completion rate for student surveys is notably high at 94.7%, indicating a strong level of engagement and willingness among students to provide feedback. In contrast, the completion rate for teacher perception surveys is lower at 69.6%, suggesting potential challenges in engaging teachers or encouraging their participation in providing feedback. Teachers perceive the school climate positively at 42%, indicating a generally favorable environment within the school. Teachers show moderate satisfaction with professional learning opportunities related to social-emotional learning (SEL) at 23%, suggesting potential areas for improvement or enhancement in</td>
</tr>
</table>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			Emotion Regulation 42%	professional development offerings. The majority of K-2 students demonstrate strong emotion regulation skills at 77%, indicating a positive trend in emotional self-awareness and management. Similarly, a significant portion of K-2 students show good social awareness at 69%, reflecting their ability to understand and empathize with others. Engagement and self-management skills show slightly lower percentages, indicating potential areas for growth or targeted support among K-2 students. Students in grades 3-5 perceive strong supportive relationships and sense of belonging, with percentages above 65%, suggesting a positive school climate

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				and culture. Engagement and positive feelings are moderately high, indicating a generally positive learning environment for students in these grades. While social awareness scores are relatively high, emotion regulation scores are lower, suggesting potential areas for targeted intervention or support. Students in grades 6-8 perceive strong supportive relationships, which is a positive indicator of school climate.Sense of belonging scores are slightly lower in these grades compared to lower grades, indicating potential challenges in fostering a strong sense of community among older students. Engagement scores are lower, particularly in

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				middle school grades, highlighting potential areas for improvement in student motivation and participation. Scores for social awareness and emotion regulation are moderate, indicating areas for further development or support among students in grades 6-8. There's a noticeable trend of high student engagement in providing feedback through the Panorama Survey, indicating a commitment to voicing their opinions and experiences. While there are strengths identified across different grade levels, there are also consistent areas for improvement, particularly in areas such as emotion regulation, engagement, and sense of belonging, which may require targeted interventions or

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				support initiatives. The relatively lower completion rate for teacher perception surveys suggests a potential need for strategies to enhance teacher engagement and participation in providing feedback, which could provide valuable insights for school improvement efforts.

COLLEGE & CAREER READINESS

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Graduation Cohort (HS ONLY) - Federal Graduation Rate	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)			

Student Group	5 Year Rate	4 Year Rate
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		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	5 Year Rate	4 Year Rate		
		English Learners				
		Homeless Students				
		Students in Foster Care				

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data (Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td>Post-Secondary Rates</td><td>% of students that enroll in post-secondary institution.</td><td>
<table>
<tr><th>Student Group</th><th>% Enrolled in Any Institution</th><th>% Enrolled in 2-Year Institution</th><th>% Enrolled in 4-Year Institution</th><th>% Enrolled in Public Institution</th><th>% Enrolled in Private Institu</th><th>% Enrolled in In-State Institution</th><th>% Enrolled in Out-of-State Institu</th></tr>
<tr><td>Statewide</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>White</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Hispanic</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Black or African American</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Asian, Native Hawaiian, or Pacific Islander</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
</td><td></td><td></td></tr>
</table>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institu	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institu
American Indian or Alaska Native							
Two or More Races							
Economically Disadvantaged Students							
Students with Disabilities							
English Learners							

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data (Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td></td><td></td><td>
<table>
<tr><th>Student Group</th><th>% Enrolled in Any Institution</th><th>% Enrolled in 2-Year Institution</th><th>% Enrolled in 4-Year Institution</th><th>% Enrolled in Public Institution</th><th>% Enrolled in Private Institu</th><th>% Enrolled in In-State Institution</th><th>% Enrolled in Out-of-State Institu</th></tr>
<tr><td>Homeless Students</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Students in Foster Care</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
</td><td></td><td></td></tr>
<tr><td>College Readiness Test Participation</td><td>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</td><td></td><td></td><td></td></tr>
</table>

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data (Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td>Algebra</td><td>Previous year's data provided. Please provide current year's data if possible.</td><td>
<table>
<tr><td># of 8th grade students enrolled in Algebra 1</td><td>2</td></tr>
<tr><td>% of students with a C or better</td><td></td></tr>
<tr><td>Count of students who took the Algrbra section of PARCC</td><td>*</td></tr>
<tr><td>% of students who scored 4 or 5 on the PARCC assessment</td><td>*</td></tr>
</table>
</td><td></td><td></td></tr>
</table>

<table>
<tr><th colspan="5">EVALUATION INFORMATION</th></tr>
<tr><th>Data Source</th><th>Factors to Consider</th><th colspan="2">Prepopulated Data
(from prior year's ASP Reporting tab)
(Column not editable)</th><th>Additional Data
Qualitative and Quantitative
(best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td rowspan="10">Learning Walks / Informal Classroom Observations</td><td rowspan="10">*Identify # teachers to evaluate
*Identify % of teachers on CAP in the previous school year
*Identify instructional trends
*Identify professional development needs</td><td>Evaluation framework</td><td></td><td rowspan="10"></td><td rowspan="10"></td></tr>
<tr><td># Teachers to Evaluate</td><td></td></tr>
<tr><td># Teachers on CAP</td><td></td></tr>
<tr><td># Teachers receiving mSGP</td><td></td></tr>
<tr><td>null</td><td>Total</td></tr>
<tr><td>Cycle 1</td><td>24</td></tr>
<tr><td>Cycle 2</td><td>25</td></tr>
<tr><td>Cycle 3</td><td>20</td></tr>
<tr><td>Cycle 4</td><td>20</td></tr>
</table>

< Other Indicators - NO DATA >

Comprehensive Needs Assessment Process Questions

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

The school planning team will prepare a concise executive summary highlighting key findings, priorities, and action steps derived from the comprehensive needs assessment. This document will provide a quick overview for stakeholders who may not have time to review the full report. They will schedule dedicated meetings with faculty and staff to present the findings and utilize visual aids such as handouts to ensure clarity. They will share the results with parents and community members during Back to School night and PTO meetings and provide opportunities for questions and discussions to foster engagement and understanding. The team will also publish the executive summary and the detailed report on the school's website and distribute the links to the detailed report via email newsletters to parents, staff, and community partners.

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

By fostering strong partnerships with parents and families, the school can leverage their support and involvement to improve student outcomes and address key areas of need. The program will incorporate the following strategies to align with the priority needs: The team will offer workshops focused on the areas identified as needing improvement, such as literacy, math skills, and social-emotional learning. These workshops will equip parents with strategies to support their children's learning at home. The team will use after-school programs where parents can bring their children to receive additional support in areas of need.

Reflection and Growth Rubric

Component	Indicator	Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	3-Developing	The curriculum and instruction are aligned with the New Jersey Student Learning Standards (NJSLS), ensuring that educational goals meet state guidelines. Department directors supply each grade level with a diverse array of suitable physical and online resources to support teaching and learning. Professional Learning Communities (PLCs) are utilized, allowing teachers to collaborate, share best practices, and discuss student learning objectives. This collaborative environment fosters continuous improvement and helps teachers address the diverse needs of their students effectively.	Teachers will analyze diagnostic data provided at the district level to identify students who require additional support. By leveraging this comprehensive data, educators can pinpoint specific areas where students are struggling and develop targeted interventions to address these challenges. This proactive approach ensures that all students receive the individualized assistance they need to succeed academically.
	2	A	3-Developing		
	3	A	4-Sustaining		
	4	A	3-Developing		
	5	A	3-Developing		
Assessment	1	A	3-Developing	Summative and formative assessments are frequently utilized to inform and guide instruction across all grade levels and subject areas. Summative assessments, which evaluate student learning at the end of an instructional period, help teachers measure overall achievement and proficiency. In contrast, formative assessments, conducted during the learning process, provide ongoing feedback that teachers use to adjust and improve their instructional strategies in real-time. By combining these assessment types, educators can make data-driven decisions that enhance teaching effectiveness and support student growth.	Teachers will more effectively leverage formative assessments to shape their weekly instruction. By regularly administering these assessments, educators can gather timely and detailed insights into student understanding and progress. This continuous feedback loop allows teachers to identify learning gaps and adjust their lesson plans and teaching methods accordingly. As a result, instruction becomes more responsive and tailored to the needs of each student, promoting a more dynamic and supportive learning environment.
	2	A	3-Developing		
	3	A	3-Developing		

Component	Indicator	Descriptor Level	
Professional Learning Community (PLC)	1	A	3-Developing
	2	A	4-Sustaining
	3	A	2-Emerging
	4	A	1-Not Addressed

Overall Strengths Summary	Areas of Focus Summary
PLCs will convene on a monthly basis. During these meetings, teachers will dedicate time to discussing instructional strategies and analyzing student performance data. This collaborative forum enables educators to share best practices, explore innovative teaching methods, and review data-driven insights on student progress. By regularly engaging in these professional learning communities, teachers can refine their instructional approaches and develop cohesive strategies to enhance student outcomes across the board.	PLCs will adopt a more structured format, specifically aimed at addressing the needs of identified students at each grade level. These meetings will facilitate the generation and implementation of innovative strategies to support student success. By focusing on targeted interventions and sharing effective practices, teachers can collaboratively develop and execute solutions tailored to the unique challenges faced by their students. This structured approach ensures that the PLCs are productive and directly contribute to enhancing student learning and achievement.

Component	Indicator	Descriptor Level	
Culture	1	A	2-Emerging
	2	A	4-Sustaining
	3	A	3-Developing
	4	A	4-Sustaining
	5	A	3-Developing
	6	A	3-Developing
	7	A	3-Developing
	8	A	4-Sustaining
	9	A	4-Sustaining
	10	A	3-Developing
	11	A	2-Emerging
	12	A	3-Developing
	13	A	4-Sustaining
	14	A	3-Developing

Overall Strengths Summary	Areas of Focus Summary
Teachers and administrators share a mutual respect and collaborate effectively on a daily basis. This strong professional relationship fosters a positive and productive school environment. By valuing each otherâ¿¿s contributions and working together harmoniously, they create a cohesive team dedicated to achieving the best outcomes for students. This cooperative spirit enhances communication, supports effective problem-solving, and promotes a culture of mutual support and continuous improvement within the school.	Teachers will persist in promoting positive school-wide behavior expectations and enforcing appropriate consequences. They will create opportunities for students to actively engage in their learning, which helps to reduce negative behaviors. By fostering an inclusive and participatory classroom environment, teachers encourage students to take responsibility for their actions and develop self-discipline. This proactive approach not only reinforces positive behavior but also enhances the overall learning experience, contributing to a more harmonious and productive school atmosphere.

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Teacher and Principal Effectiveness	1	A	4-Sustaining	Teachers effectively utilize the Danielson Framework for Teaching to guide their instructional practices. This model provides a comprehensive structure for assessing and improving teaching performance, covering domains such as planning and preparation, classroom environment, instruction, and professional responsibilities. Additionally, Professional Development Plans (PDPs) are crafted to address both individual teacher goals and broader school needs. These plans are tailored to support professional growth, enhance instructional strategies, and ultimately improve student learning outcomes. By aligning PDPs with the Danielson Model, teachers ensure their development efforts are focused and impactful.	Teachers incorporate feedback provided by administrators to make essential adjustments to their instructional programs. This feedback loop serves as a valuable tool for professional growth and development, helping teachers refine their teaching practices and enhance student learning experiences. By actively engaging with feedback from administrators, educators can identify areas for improvement, implement effective teaching strategies, and adapt their instructional approaches to better meet the diverse needs of their students. This collaborative process fosters a culture of continuous improvement within the school community, ultimately leading to improved teaching effectiveness and student achievement.

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
Effective Instruction	NJSLA test scores indicate a slight decrease in the percentage of students meeting/exceeding ELA expectations from 61.5% in 2021-2022 to 55.1% in 2022-2023. This indicates a need for additional support and resources to ensure that all students can thrive and succeed in ELA.	Pandemic-Related Learning Loss Ongoing effects of the COVID-19 pandemic may have disrupted students' learning, leading to gaps in foundational skills and knowledge. Remote learning and hybrid models may not have been as effective for all students, particularly those with limited access to technology or a conducive learning environment at home. Curriculum and Instructional Challenges Changes or inconsistencies in the ELA curriculum and	Grade 4 ELA	1	Conducting a schoolwide comprehensive training session on i-Ready for all LCS teachers by December 31st.	To address the priority performance needs identified by the decrease in NJSLA test scores, a schoolwide comprehensive training session on i-Ready for all LCS teachers is being implemented by December 31st. i-Ready is an evidence-based instructional tool designed to provide personalized learning and data-driven insights to support student achievement in ELA and math.	Strong Demonstrates a Rationale	https://www.curriculumassociates.com/programs/i-ready-learning https://www.youtube.com/watch?v=Rb1smF4N06c

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
		instructional strategies could have impacted student performance. Misalignment between the curriculum and the NJSLA test standards might have contributed to lower scores.		2	Ensuring that 90% of teachers consistently use i-Ready for at least 60 minutes per week in their instruction.	To address the priority performance needs indicated by the decrease in NJSLA test scores, ensuring that 90% of teachers consistently use i-Ready for at least 60 minutes per week in their instruction is a targeted intervention. This strategy leverages the personalized learning and data-driven insights provided by i-Ready to enhance student achievement in ELA.	Strong Demonstrates a Rationale	https://i-readycentral.com/ideas/use-trackers-for-i-ready-weekly-progress/

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup (s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
				3	Utilizing i-Ready diagnostic data to create personalized learning plans for 100% of students, aiming for a 15% improvement in diagnostic scores by the end of the school year.	To address the priority performance needs indicated by the decrease in NJSLA test scores, utilizing i-Ready diagnostic data to create personalized learning plans for 100% of students aims to drive significant improvements in student achievement. This strategy targets a 15% improvement in diagnostic scores by the end of the school year by tailoring instruction to meet individual student needs.	Strong Demonstrates a Rationale	https://www.curriculumassociates.com/programs/i-ready-learning/personalized-instruction

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
Social and Emotional Learning	The Panorama Survey results indicate a significant need for improvement in emotional regulation and engagement among middle school students (grades 6-8). Emotional regulation scores are at 42%, and engagement is notably low at 31%. Addressing these areas is crucial for enhancing students' social-emotional learning (SEL) and overall school experience.	Insufficient or ineffective implementation of a social-emotional learning curriculum can result in students not developing essential skills for emotional regulation and engagement. High prevalence of mental health issues such as depression, anxiety, and trauma among middle school students can severely impact their emotional regulation and engagement levels.	Grade K-8	1	Develop a comprehensive plan outlining the process for administering the Panorama Survey, including timelines, communication strategies, and logistical considerations.	To address the priority performance needs indicated by low emotional regulation and engagement scores from the Panorama Survey, it is crucial to develop a comprehensive plan for administering the survey effectively. This plan ensures accurate data collection, timely administration, and clear communication, ultimately facilitating informed decision-making and targeted interventions.	Moderate	https://www.panoramaed.com/blog/introducing-benchmarks-for-panorama-surveys

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup (s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
				2	Assign roles and responsibilities to staff members for survey administration tasks such as distributing survey links, monitoring participation rates, and providing support to stakeholders.	To address the priority performance needs indicated by low emotional regulation and engagement scores from the Panorama Survey, it is essential to assign clear roles and responsibilities to staff members for various survey administration tasks. This ensures efficient distribution, monitoring, and support, facilitating a smooth and effective survey process.	Moderate	https://www.panoramaed.com/blog/introducing-benchmarks-for-panorama-surveys

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup (s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
				3	Use assessment tools to measure students SEL competencies and emotional regulation progress.	To address the priority performance needs indicated by low emotional regulation and engagement scores, it is crucial to use assessment tools to measure students' SEL competencies and track their progress. Tools like the Panorama SEL Survey provide valuable data on student outcomes, enabling targeted interventions and continuous improvement.	Moderate	https://www.panoramaed.com/blog/introducing-benchmarks-for-panorama-surveys

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
Effective Instruction	The Percentage of Students Meeting/Exceeding Expectations in 6th grade math significantly increased from 13.2% in 2021-2022 to 39.3% in 2022-2023. While this improvement is commendable, the current proficiency rate indicates that less than half of the 6th-grade students are meeting the expected standards. Research highlights the importance of foundational math skills in middle school as critical predictors of future academic success and	The increase in 6th-grade math proficiency from 13.2% to 39.3% from 2021-2022 to 2022-2023 is commendable, but it also indicates room for improvement. Misalignment between the curriculum and the assessed standards may leave some students inadequately prepared for the content covered in assessments. Inconsistent or ineffective instructional practices across classrooms could result in disparities in student learning outcomes.	Grade 6 Math	1	Conducting a schoolwide comprehensive training session on i-Ready for all LCS teachers by December 31st.	To address the priority performance needs identified by the decrease in NJSLA test scores, a schoolwide comprehensive training session on i-Ready for all LCS teachers is being implemented by December 31st. i-Ready is an evidence-based instructional tool designed to provide personalized learning and data-driven insights to support student achievement in ELA and math.	Strong Demonstrates a Rationale	https://www.curriculumassociates.com/programs/i-ready-learning https://www.youtube.com/watch?v=Rb1smF4N06c

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
	college readiness. Therefore, it is essential to continue focusing on and improving 6th-grade math proficiency to ensure students are adequately prepared for higher-level math courses and overall academic achievement.	Factors such as lack of parental support or involvement in math learning at home could contribute to students' struggles with math proficiency.		2	Ensuring that 90% of teachers consistently use i-Ready for at least 60 minutes per week in their instruction.	To address the priority performance needs indicated by the decrease in NJSLA test scores, ensuring that 90% of teachers consistently use i-Ready for at least 60 minutes per week in their instruction is a targeted intervention. This strategy leverages the personalized learning and data-driven insights provided by i-Ready to enhance student achievement in math.	Strong Demonstrates a Rationale	https://i-readycentral.com/ideas/use-trackers-for-i-ready-weekly-progress/

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup (s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
				3	Utilizing i-Ready diagnostic data to create personalized learning plans for 100% of students, aiming for a 15% improvement in diagnostic scores by the end of the school year.	To address the priority performance needs indicated by the decrease in NJSLA test scores, utilizing i-Ready diagnostic data to create personalized learning plans for 100% of students aims to drive significant improvements in student achievement. This strategy targets a 15% improvement in diagnostic scores by the end of the school year by tailoring instruction to meet individual student needs.	Strong Demonstrates a Rationale	https://www.curriculumassociates.com/programs/i-ready-learning/personalized-instruction

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
Climate & Culture - Attendance/ Behavior	Based on Link-it data from the 23-24 school year, 23% of LCS students were chronically absent. The overall daily student attendance rate was 92.38%.	1. Personal or family illness 2. Other (motivation, general indifferent attitude towards school, school not being a priority at home, Non-school related activities/ appointments during school time, family dynamics) 3. Vacations	All students (total population of students at LCS)	1	Attendance Committee	The attendance committee reviewed the monthly attendance report and recorded number of students with attendance concerns; provided teachers with perfect attendance lists; communicated with parents with attendance concerns via district policy letter.	Demonstrates a Rationale	https://www.attendanceworks.org/wp-content/uploads/2017/10/Attendance-Works-Tips-for-an-effective-attendance-team.pdf
				2	Monthly Attendance Recognition	Certificates were given out monthly for students who had perfect attendance.	Demonstrates a Rationale	https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Brief_22.pdf
				3				

SMART Goal 1

By June 30th, LCS will enhance ELA student learning outcomes through effective i-Ready integration aiming for a 10% improvement in diagnostic scores from the beginning of the year. Students in grade 4 will have 60% proficiency in diagnostic scores.

Area of Focus	Effective Instruction
Content Area	ELA
Priority Performance	NJSLA test scores indicate a slight decrease in the percentage of students meeting/exceeding ELA expectations from 61.5% in 2021-2022 to 55.1% in 2022-2023. This indicates a need for additional support and resources to ensure that all students can thrive and succeed in ELA.
Target Population:	Grade 4 ELA

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Finalize the agenda and materials for the i-Ready teacher training session scheduled for December. Ensure at least 50% of teachers have begun using i-Ready for at least 30 minutes weekly. Conduct the first round of diagnostic assessments to establish a baseline for student learning outcomes.	Meeting agendas and materials for the upcoming training session. i-Ready usage reports showing time spent by teachers and students. Baseline diagnostic scores from the first round of assessments.
Feb 15	Conduct a follow-up survey to assess the effectiveness of the December training session and provide additional support as needed. Ensure that 75% of teachers are now using i-Ready for at least 45 minutes weekly. Analyze mid-year diagnostic data to measure progress and identify areas for improvement, ensuring personalized learning plans are updated accordingly.	Survey results or feedback forms from teachers about the December training session. Updated i-Ready usage reports indicating increased usage by teachers and students. Mid-year diagnostic scores and analysis reports.

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	Ensure that 90% of teachers are using i-Ready for at least 60 minutes weekly. Provide targeted professional development sessions for teachers who may still need assistance with i-Ready integration. Prepare for the final diagnostic assessments by reviewing personalized learning plans and making necessary adjustments.	i-Ready usage reports showing 90% of teachers meeting the 60-minute weekly goal. Communications with teachers about the final diagnostic schedule and expectations.
Jul 1	By June 30th, LCS will enhance ELA student learning outcomes through effective i-Ready integration aiming for a 10% improvement in diagnostic scores from the beginning of the year. Students in grade 4 will have 60% proficiency in diagnostic scores.	Final diagnostic scores and comparative analysis showing the 10% improvement. Evaluation reports summarizing the effectiveness of i-Ready integration.

Strategy 1 - Conducting a schoolwide comprehensive training session on i-Ready for all LCS teachers by December 31st.

Action Steps

SMART Goal 1 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	Have students complete the baseline iReady Diagnostic. Have staff complete i-Ready training.	9/4/24	9/27/24	All
2	1	Regularly review i-Ready usage data and student performance metrics to assess how effectively teachers are utilizing the platform.	9/4/24	5/30/25	Teachers and administrators
3	1	Create personalized learning plans for each student that outline specific skills and areas for improvement, incorporating activities and resources available in i-Ready. Ensure that the plans include a timeline and benchmarks to monitor progress throughout the school year.	9/4/24	9/27/24	Teachers, students K-8

Budget Items

SMART Goal 1 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	iReady Licensing	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$18,000	State/Local

Strategy 2 - Ensuring that 90% of teachers consistently use i-Ready for at least 60 minutes per week in their instruction.

Action Steps

SMART Goal 1 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	2	Utilize iReady program weekly by assigning skills and provide time for students to keep diagnostic accurate.	9/4/24	5/30/25	All
2	2	Share usage reports with teachers regularly, highlighting those who are meeting or exceeding goals and providing constructive feedback to those who are not.	9/4/24	5/30/25	Administrators, teachers
3	2	Utilize i-Ready's resources and teacher-led interventions to target specific areas where students need extra help.	9/4/24	5/30/25	Teachers

< SMART Goal 1, Strategy 2 - Budget Items: NO DATA >

Strategy 3 - Utilizing i-Ready diagnostic data to create personalized learning plans for 100% of students, aiming for a 15% improvement in diagnostic scores by the end of the school year.

Action Steps

SMART Goal 1 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	3	Schedule regular intervals for progress monitoring using i-Readyâ¿¿s tools to track student growth and adjust learning plans as needed. Periodically review the personalized learning plans based on the latest diagnostic data and formative assessments, making necessary adjustments to ensure continuous improvement.	9/4/24	5/30/25	All
2	3	Recognition and reward system to motivate teachers to meet and exceed the i-Ready usage goals.	9/4/24	5/30/25	Administrators, teachers
3	3	Communicate regularly with parents and guardians about their child's progress, goals, and how they can support learning at home using i-Ready resources.	9/4/24	5/30/25	Teachers

< SMART Goal 1, Strategy 3 - Budget Items: NO DATA >

SMART Goal 2

Implement the Panorama Survey system to gather feedback from all stakeholders and improve school climate and effectiveness by achieving a 90% participation rate, analyzing results, and implementing targeted interventions by the end of the academic year.

Area of Focus: Social and Emotional Learning

Content Area: School Climate and Effectiveness Improvement

Priority Performance: The Panorama Survey results indicate a significant need for improvement in emotional regulation and engagement among middle school students (grades 6-8). Emotional regulation scores are at 42%, and engagement is notably low at 31%. Addressing these areas is crucial for enhancing students' social-emotional learning (SEL) and overall school experience.

Target Population: Grade K-8

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Increase student participation in extracurricular activities by 10% compared to the previous semester. Implement one new student engagement initiative, such as a peer mentoring program or student-led clubs. Conduct a mid-semester review of academic progress and identify at least two areas for targeted intervention to support struggling students.	*Attendance for 23/24 extracurricular activities *Weekly lesson plans *Administrative feedback *District provided initiatives
Feb 15	Increase parent involvement in school activities by hosting at least two parent workshops or events focused on supporting student success. Implement a mid-year review of SEL initiatives and adjust strategies as needed based on student feedback and outcomes.	*Panorama Survey *Weekly lesson plans *Administrative feedback *District provided initiatives
Apr 15:	Conduct a comprehensive review of school climate and implement at least one new initiative to enhance school culture and inclusivity. Provide targeted support for students preparing for end-of-year assessments, including tutoring, study groups, and individualized interventions.	*Panorama Survey *Weekly lesson plans *Administrative feedback *District provided initiatives

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	Implement the Panorama Survey system to gather feedback from all stakeholders and improve school climate and effectiveness by achieving a 90% participation rate, analyzing results, and implementing targeted interventions by the end of the academic year.	*Panorama Survey *Weekly lesson plans *Administrative feedback *District provided initiatives

Strategy 1 - Develop a comprehensive plan outlining the process for administering the Panorama Survey, including timelines, communication strategies, and logistical considerations.

Action Steps

SMART Goal 2 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	Determine the timeline for survey administration, including start and end dates. Establish milestones for key tasks, such as survey distribution, data collection, analysis, and reporting.	9/4/24	5/30/25	k-8
2	1	Identify the purpose of the survey and set measurable goals.	9/4/24	9/30/24	Guidance Counselors, Data Analysis Team, Administrators.
3	1	Choose and confirm survey dates.	9/4/24	9/30/24	Guidance Counselors, Data Analysis Team, Administrators.
4	1	Track response rates and identify low participation areas.	9/4/24	12/31/24	Guidance Counselors, Data Analysis Team, Administrators.

Budget Items

SMART Goal 2 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Panorama Licensing	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$5,000	Federal Title I (School Allocation)

Strategy 2 - Assign roles and responsibilities to staff members for survey administration tasks such as distributing survey links, monitoring participation rates, and providing support to stakeholders.

Action Steps

SMART Goal 2 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	2	Train staff members involved in survey administration on their roles and responsibilities. Provide technical support and resources for troubleshooting common issues encountered during survey administration. Offer support including instructions on how to access and complete the survey.	9/4/24	5/30/25	K-8 Teachers
2	2	Clearly define all necessary roles and responsibilities for survey administration.	9/4/24	9/30/24	Guidance Counselors, Data Analysis Team, Administrators.

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
3	2	Prepare and distribute communication materials such as emails, flyers, and posters.	9/4/24	9/30/24	Guidance Counselors, Data Analysis Team, Administrators.
4	2	Distribute survey links to participants via email and other communication channels.	9/4/24	12/30/24	Guidance Counselors, Data Analysis Team, Administrators.

< SMART Goal 2, Strategy 2 - Budget Items: NO DATA >

Strategy 3 - Use assessment tools to measure students SEL competencies and emotional regulation progress.

Action Steps

SMART Goal 2 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	3	Clean and organize assessment data for analysis, checking for completeness and accuracy. Utilize statistical analysis techniques to analyze assessment results, identifying patterns, trends, and areas of strength and improvement. Consider disaggregating data by demographic factors (e.g., grade level, gender, race/ethnicity) to identify disparities and equity issues.	5/1/25	5/30/25	k-8 Teachers

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
2	3	Interpret assessment results in the context of school goals, priorities, and expectations. Consider qualitative data sources (e.g., student interviews, observations) to provide additional context and insights into students' SEL competencies and emotional regulation.	5/1/25	5/30/25	k-8 Teachers
3	3	Track completion rates and follow up with students who have not completed the assessments.	9/4/24	4/30/25	Guidance Counselors, Data Analysis Team, Administrators.

< SMART Goal 2, Strategy 3 - Budget Items: NO DATA >

SMART Goal 3

By June 30th, LCS will enhance math student learning outcomes through effective i-Ready integration aiming for a 10% improvement in diagnostic scores from the beginning of the year. Students in grade 6 will have 60% proficiency in diagnostic scores.

Area of Focus	Effective Instruction
Content Area	Math
Priority Performance	The Percentage of Students Meeting/Exceeding Expectations in 6th grade math significantly increased from 13.2% in 2021-2022 to 39.3% in 2022-2023. While this improvement is commendable, the current proficiency rate indicates that less than half of the 6th-grade students are meeting the expected standards. Research highlights the importance of foundational math skills in middle school as critical predictors of future academic success and college readiness. Therefore, it is essential to continue focusing on and improving 6th-grade math proficiency to ensure students are adequately prepared for higher-level math courses and overall academic achievement.
Target Population:	Grade 6 Math

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Finalize the agenda and materials for the i-Ready teacher training session scheduled for December. Ensure at least 50% of teachers have begun using i-Ready for at least 30 minutes weekly. Conduct the first round of diagnostic assessments to establish a baseline for student learning outcomes.	Meeting agendas and materials for the upcoming training session. i-Ready usage reports showing time spent by teachers and students. Baseline diagnostic scores from the first round of assessments.

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	Conduct a follow-up survey to assess the effectiveness of the December training session and provide additional support as needed. Ensure that 75% of teachers are now using i-Ready for at least 45 minutes weekly. Analyze mid-year diagnostic data to measure progress and identify areas for improvement, ensuring personalized learning plans are updated accordingly.	Survey results or feedback forms from teachers about the December training session. Updated i-Ready usage reports indicating increased usage by teachers and students. Mid-year diagnostic scores and analysis reports.
Apr 15:	Ensure that 90% of teachers are using i-Ready for at least 60 minutes weekly. Provide targeted professional development sessions for teachers who may still need assistance with i-Ready integration. Prepare for the final diagnostic assessments by reviewing personalized learning plans and making necessary adjustments.	i-Ready usage reports showing 90% of teachers meeting the 60-minute weekly goal. Communications with teachers about the final diagnostic schedule and expectations.
Jul 1	By June 30th, LCS will enhance math student learning outcomes through effective i-Ready integration aiming for a 10% improvement in diagnostic scores from the beginning of the year. Students in grade 6 will have 60% proficiency in diagnostic scores.	Final diagnostic scores and comparative analysis showing the 10% improvement. Evaluation reports summarizing the effectiveness of i-Ready integration.

Strategy 1 - Conducting a schoolwide comprehensive training session on i-Ready for all LCS teachers by December 31st.

Action Steps

SMART Goal 3 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	Have students complete the baseline iReady Diagnostic. Have staff complete i-Ready training.	9/4/24	9/28/24	Grade 6 Students Grade 6 Teachers
2	1	Regularly review i-Ready usage data and student performance metrics to assess how effectively teachers are utilizing the platform.	9/4/24	5/30/25	Teachers and administrators

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
3	1	Create personalized learning plans for each student that outline specific skills and areas for improvement, incorporating activities and resources available in i-Ready. Ensure that the plans include a timeline and benchmarks to monitor progress throughout the school year.Create personalized learning plans for each student that outline specific skills and areas for improvement, incorporating activities and resources available in i-Ready.	9/4/24	5/30/25	Teachers

Budget Items

SMART Goal 3 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	iReady Licensing	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$18,000	State/Local

Strategy 2 - Ensuring that 90% of teachers consistently use i-Ready for at least 60 minutes per week in their instruction.

Action Steps

SMART Goal 3 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	2	Utilize iReady program weekly by assigning skills and provide time for students to keep diagnostic accurate.	9/4/24	5/30/25	Grade 6 Students Grade 6 Teachers
2	2	Share usage reports with teachers regularly, highlighting those who are meeting or exceeding goals and providing constructive feedback to those who are not.	9/4/24	5/30/25	Administrators and teachers
3	2	Utilize i-Ready's resources and teacher-led interventions to target specific areas where students need extra help.	9/4/24	5/30/25	Teachers and students

< SMART Goal 3, Strategy 2 - Budget Items: NO DATA >

Strategy 3 - Utilizing i-Ready diagnostic data to create personalized learning plans for 100% of students, aiming for a 15% improvement in diagnostic scores by the end of the school year.

Action Steps

SMART Goal 3 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	3	Schedule regular intervals for progress monitoring using i-Ready tools to track student growth and adjust learning plans as needed. Periodically review the personalized learning plans based on the latest diagnostic data and formative assessments, making necessary adjustments to ensure continuous improvement.	9/4/24	5/30/25	Grade 6 Students Grade 6 Teachers
2	3	Recognition and reward system to motivate teachers to meet and exceed the i-Ready usage goals.	9/4/24	5/30/25	Administrators and teachers

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
3	3	Communicate regularly with parents and guardians about their child's progress, goals, and how they can support learning at home using i-Ready resources.	9/4/24	5/30/25	Teachers

< SMART Goal 3, Strategy 3 - Budget Items: NO DATA >

SMART Goal 4

During the 24-25 school year, students in grades K-8 with chronic absences will show a decrease by up to 10% through shared expectations, shared support, and shared accountability by all involved stakeholders, including parents, students and school staff.

Area of Focus: Climate & Culture - Attendance/Behavior

Content Area: Attendance

Priority Performance: Based on Link-it data from the 23-24 school year, 23% of LCS students were chronically absent. The overall daily student attendance rate was 92.38%.

Target Population: All students (total population of students at LCS)

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Teachers will identify previous year (23-24) students considered to be chronically absent; an interactive Google Document will be created and shared for teachers to keep an updated list of students with attendance concerns; teachers will have entered the number of students with excessive days absent; teachers will distribute certificates to students who have perfect attendance for September and October	* Link-it Data * Attendance records
Feb 15	Teachers will have entered attendance numbers into the Google Doc for November, December and January; teachers will have sent attendance letters to parents according to the district attendance policy of 8, 10 or 15 days absent; monthly perfect attendance certificates have continued to be distributed by teachers.	* Link-it Data * Attendance records
Apr 15:	Principal will meet with teachers to discuss students with excessive absences and communicate with parents; attendance officer will be utilized to investigate excessive cases of absenteeism; monthly certificates will continue to be given out for perfect attendance.	* Link-it Data * Attendance records

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	During the 24-25 school year, students in grades K-8 with chronic absences will show a decrease by up to 10% through shared expectations, shared support, and shared accountability by all involved stakeholders, including parents, students and school staff.	* Link-it Data * Attendance records

Strategy 1 - Attendance Committee

Action Steps

SMART Goal 4 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	In lieu of an attendance committee, teachers will enter their chronic absenteeism numbers each month in a shared Google document.	9/4/24	5/30/25	Classroom Teachers
2	1	Teachers will send district form letter for students with 4, 8 10 or more absences.	9/4/24	5/30/25	Classroom Teachers

Budget Items

SMART Goal 4 - Strategy 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Attendance Monitoring Teacher Compensation	INSTRUCTION - Personnel Services - Salaries / 100-100	$5,000	State/Local

Strategy 2 - Monthly Attendance Recognition

Action Steps

SMART Goal 4 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	2	Create a system of rewards and recognition for students who consistently attend school	9/4/24	9/30/24	Classroom Teachers
2	2	Students will receive certificates or pencils each month to recognize good attendance.	9/4/24	5/30/25	Classroom teachers

Budget Items

SMART Goal 4 - Strategy 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Attendance Rewards	INSTRUCTION - Other Purchased Services / 100-500	$500	State/Local

Strategy 3 -

< SMART Goal 4, Strategy 3 - Action Steps: NO DATA >

< SMART Goal 4, Strategy 3 - Budget Items: NO DATA >

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds-Example-Title IV	SIA	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	$36,000	$0	$0	$0	$0	$0	$0	$0	$36,000
INSTRUCTION	Other Purchased Services	100-500	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Supplies & Materials	100-600	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Sub-total		$36,000	$0	$0	$0	$0	$0	$0	$0	$36,000
SUPPORT SERVICES	Personnel Services - Salaries	200-100	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	$0	$5,000	$0	$0	$0	$0	$0	$0	$5,000
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 (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds-Example-Title IV	SIA	SIA Carryover	TOTAL
SUPPORT SERVICES	Other Purchased Services	200-500	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Travel	200-580	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Supplies & Materials	200-600	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Other Objects	200-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Indirect Costs	200-860	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Sub-total		$0	$5,000	$0	$0	$0	$0	$0	$0	$5,000
FACILITIES	Buildings	400-720	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Instructional Equipment	400-731	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Noninstructional Equipment	400-732	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Sub-total		$0	$0	$0	$0	$0	$0	$0	$0	$0
SCHOOLWIDE	Schoolwide Blended	520-930	$0	$0	$0	$0	$0	$0	$0	$0	$0
SCHOOLWIDE	Sub-total		$0	$0	$0	$0	$0	$0	$0	$0	$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds-Example-Title IV	SIA	SIA Carryover	TOTAL
Total Cost			$36,000	$5,000	$0	$0	$0	$0	$0	$0	$41,000

Overview of Total Title 1 Expenditures

	Federal Title 1 (School Allocation) Total	Federal Title 1 (Intervention Reserve)	TOTAL
Included in SMART Goal Pages	$5,000	$0	$5,000
Other Title 1 Expenditures	$0	$0	$0
Total	$5,000	$0	$5,000

School Level Certification Page

x	The results of the Comprehensive Needs Assessment are included in the designated tabs. If applicable, the Comprehensive Data Analysis and Needs Assessment process was completed in collaboration, and with the concurrence of the assigned Regional Support Team (RST) member from the Office of Comprehensive Support. (Note: RSTs are assigned to LEAs with CII, CSI, or have at least three ATSI or TSI schools.)
x	The Annual School Plan includes at least three SMART goals with at least one area of focus being Effective Instruction. If my school was designated as CII, CSI, ATSI or TSI, the plan includes a fourth goal. All goals address the areas of priority performance needs identified during Comprehensive Needs Assessment process. The following SMART Goal areas, denoted by a checkmark, are included in this ASP.
x	Effective Instruction
x	Social and Emotional Learning
x	Effective Instruction
x	Climate & Culture - Attendance/Behavior
	For CII, CSI, ATSI and TSI Schools Only: The Annual School Plan includes evidence-based interventions to improve academic achievement for all students who are not yet performing on grade level, and all SIA funds will be used for evidence-based interventions that meet the strong, moderate or promising evidence tier as set forth in the Every Student Succeeds Act (ESSA).
x	The Budget Summary includes all planned expenditures, as identified within the 'Budget Items' section of the SMART Goal pages.
x	This plan has been submitted for final review and approval by the District Business Administrator, Federal Programs Administrator, Chief School Administrator, and any other district personnel with responsibility for expenditures of federal funds to ensure all purchases and uses of funds (SIA, other Title I, other federal, and state/local) are reviewed and approved.

Completed Date: Heather A Zalis 07/16/2024

Title: Assistant Principal

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: Dr. Dennis C. Degnan Title: Assistant Superintendent of Schools for Curriculum

Date: 07/30/2024

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: John J. Niesz Title: Superintendent of Schools

Date: 08/20/2024