

Lincoln Community School #5

District: BAYONNE CITY

County: HUDSON

Team: NA

School Identification: Targeted Support

Targeted Subgroup: White

CDS: 170220070

Annual School Planning 2021-2022

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Principal	Keith J. Makowski	Yes	Yes	Yes		
Teacher	Jillian Guerra (Data Team)	Yes	Yes	Yes		
Teacher	Dorothy Novak (Data Team)	Yes	Yes	Yes		
Parent	Jodie Markey	Yes	Yes	No		
Community Member	Timothy Boyle	Yes	No	No		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
11/19/2020	Prior Year Evaluation	Yes	Yes
02/18/2021	Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis	Yes	Yes
04/22/2021	Priority Performance Needs and Root Cause Analysis, Smart Goal Development	Yes	Yes
06/24/2021	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis,	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
ARMS Grades 3-8	ELA/Math	All Subgroups	Yes	Yes	Yes	Increased Marking Period averages.
100 Book Challenge K-3	ELA	All Subgroups	Yes	No	No	This program did not take place due to virtual learning.
AM Tutorial Call	Math	All Subgroups	Yes	Yes	Yes	Increased Marking Period averages.
iReady	ELA/Math	All Subgroups	Yes	Yes	Yes	Improvement in Diagnostic Score.

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
Monthly Magazine subscriptions	ELA	All Subgroups	Yes	Yes	No	No measurable data available.
Readworks, Newsela, Ixl, CommonLIT,	ELA/Math	All Subgroups	Yes	Yes	No	No measurable data available.

STUDENT ACHIEVEMENT

Data Source	Factors to Consider	Prepopulated Data						Your Data (Provide any additional data)	Observations / Trends		
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. <a <="" _blank">link<="" a>="" access="" href="http://www.nj.gov/education/schools/achievement/target=" reports.="" td="" to="" website="" with=""> <th data-bbox="777 368 994 430">Student Group</th> <th data-bbox="1001 368 1072 430">ELA</th> <th data-bbox="1079 368 1151 430">Math</th> <th data-bbox="1158 368 1229 430">Alg1</th> <th data-bbox="1236 368 1308 430">Alg2</th> <th data-bbox="1314 368 1406 430">Geo</th> <td data-bbox="1413 368 1805 1417" rowspan="15"> Due to NJ Pandemic/Covid 19, NJSLA was not administered in Spring 2020. In lieu of the NJSLA, students in Bayonne School District participated in the Start Strong Assessment in December 2020. Start Strong ELA Data (% of students in need of some/strong support): Grade 4 42% Grade 5 51% Grade 6 55% Grade 7 70% Grade 8 66% Start Strong MATH Data (% of students in need of some/strong support): Grade 4 56% Grade 5 68% Grade 6 71% Grade 7 65% Grade 8 78% </td> <td data-bbox="1812 368 2181 1417" rowspan="15"> In all but Grade 7, students need more support in Math than in ELA. In Grade 7, the percentage of students that need support is similar. At least half of each class in each grade level needs some support in Math and ELA. </td> 	Student Group	ELA	Math	Alg1	Alg2	Geo	Due to NJ Pandemic/Covid 19, NJSLA was not administered in Spring 2020. In lieu of the NJSLA, students in Bayonne School District participated in the Start Strong Assessment in December 2020. Start Strong ELA Data (% of students in need of some/strong support): Grade 4 42% Grade 5 51% Grade 6 55% Grade 7 70% Grade 8 66% Start Strong MATH Data (% of students in need of some/strong support): Grade 4 56% Grade 5 68% Grade 6 71% Grade 7 65% Grade 8 78%	In all but Grade 7, students need more support in Math than in ELA. In Grade 7, the percentage of students that need support is similar. At least half of each class in each grade level needs some support in Math and ELA.		
		Schoolwide	50.8 %	34.7%	*						
		White	59.8 %	45.1%	*						
		Hispanic	46.7 %	27.6%							
		Black or African American	*	*							
		Asian, Native Hawaiian, or Pacific Islander	52.9 %	52.9%							
		American Indian or Alaska Native									
		Two or More Races	*	*							
		Female	58.4 %	32.7%	*						
		Male	44.3 %	36.4%							
		Economically Disadvantaged Students	41.8 %	28.9%	*						
		Non-Economically Disadvantaged Students	63.1 %	42.7%	*						
		Students with Disabilities	19%	13.8%							
		Students without Disabilities	60.8 %	41.2%	*						
		English Learners	20%	19%							
Non-English Learners	53.6 %	36.2%	*								
Homeless Students											
Students in Foster Care	*	*									

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math	Alg1	Alg2	Geo	
		Military-Connected Students						
		Migrant Students						

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
Science*	NJSLA Science Homepage, https://measinc-nj-science.com/	NJSLA-S				<p>Due to NJ Pandemic/Covid 19, NJSLA was not administered in Spring 2020. In lieu of the NJSLA, students in Bayonne School District participated in the Start Strong Assessment in December 2020.</p> <p>Grade 6 students were the only ones to participate in the Start Strong Science Assessment.</p> <p>Start Strong Science Data (% of students in need of some/strong support): Grade 6 84%</p>	The majority of the Grade 6 students need academic assistance in Science.
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	16%	8%			
		White	25%				
		Hispanic	13%	9%			
		Black or African					
		Asian, Native					
		American Indian or	*	*			
		Two or More Races					
		Female	5%	7%			
		Male	31%	9%			
		Economical ly	22%				
		Non-Economical	7%				
		Students with					

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
		Student Group	Grade 5	Grade 8	Grade 11		
		Students without					
		English Learners	*	*			
		Non-English	16%	8%			
		Homeless Students	*	*			
		Students in Foster Care	*	*			
		Military-Connected	*	*			
		Migrant Students	*	*			

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.	Student Group	ELA	Math	SGP scores were not calculated for the 2020-2021 school year due to the COVID 19 pandemic and virtual learning (NJ executive order).	N/A SGP scores were not calculated this school year due to the COVID 19 pandemic and virtual learning (NJ executive order).
		Schoolwide	45%	44%		
		White	55%	48%		
		Hispanic	41%	42%		
		Black or African American	28%	*		
		Asian, Native Hawaiian, or Pacific	52%	36%		
		American Indian or Alaska Native				
		Two or More Races	*	*		
		Female	42%	34%		
		Male	46%	51%		
		Economically Disadvantaged	42%	48%		
		Non-Economically Disadvantaged				
		Students with Disabilities	41%	47.5%		
Students without Disabilities						

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math		
		English Learners	44%	56%		
		Non-English Learners				
		Homeless Students				
		Students in Foster Care	*	*		
		Military-Connected Students				
		Migrant Students				

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment Participation*	Please list any cycles where the 95% participation rate was not met. Please provide explanation. *Identify patterns by subgroup *Identify patterns by grade	ELA					All students in the Bayonne school district participate in some form of benchmark assessment	<p>100% of students enrolled at Lincoln School participated in some form of benchmark testing.</p> <p>Grades K- 1 changed to a trimester grading schedule so they participated in the iReady Diagnostic 3 times (district mandated; no Cycle 4 data to report).</p> <p>Grade 2 participated in the iReady Diagnostic 3 times (district mandated; no Cycle 4 data to report).</p> <p>Grades 3-8 participated in 4 District Assessments that correspond to the 4 marking periods.</p>
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	100%	100%	100%	0%		
		1	100%	100%	100%	0%		
		2	100%	100%	100%	0%		
		3	100%	100%	100%	100%		
		4	100%	100%	100%	100%		
		5	100%	100%	100%	100%		
		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%				

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		12	0%	0%	0%	0%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	100%	100%	100%	0%		
		1	100%	100%	100%	0%		
		2	100%	100%	100%	0%		
		3	100%	100%	100%	100%		
		4	100%	100%	100%	100%		
		5	100%	100%	100%	100%		
		6	100%	100%	100%	100%		
		7	100%	100%	100%	100%		
		8	100%	100%	100%	100%		
		9	0%	0%	0%	0%		

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

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment (Proficiency) ELA Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Students in Grades 4-6 and Grade 8 showed an increased proficiency from Cycle 1 to Cycle 3.	Grade 7 had the lowest proficiency rates across all cycles in ELA.
		K	77%	94%	90%	0%		
		1	46%	63%	69%	0%		
		2	48%	53%	69%	0%		
		3	86%	65%	83%	77%		
		4	48%	63%	73%	69%		
		5	56%	69%	71%	62%		
		6	23%	78%	97%	88%		
		7	23%	17%	17%	19%		
		8	28%	38%	63%	40%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
12	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment (Proficiency) Math Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Students in Grades 4-7 showed an increased proficiency by the end of the year (Cycle 4) when compared to Cycle 1.	Grade 8 had the lowest proficiency rates across all 4 cycles in Math.
		K	60%	79%	79%	0%		
		1	29%	62%	55%	0%		
		2	22%	47%	29%	0%		
		3	63%	50%	74%	54%		
		4	66%	56%	61%	76%		
		5	68%	61%	70%	75%		
		6	38%	53%	86%	79%		
		7	60%	47%	25%	83%		
		8	26%	25%	31%	22%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
12	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
English Language Proficiency (ELP)*	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	-2%	N/A	N/A

CLIMATE & CULTURE					
Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Enrollment*	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	Overall YTD Student Enrollment Average	452	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 Subgroup 1 (White) School Year 15-16 37.9% School Year 16-17 36.4% School Year 17-18 35.3% School Year 18-19 34.0% School Year 19-20 30.0% School Year 20-21 28.8%	Total enrollment for the 20-21 school year is similar to what it has been over the last several years, only having decreased slightly from last year. The average total enrollment for Lincoln School is 455. The total enrollment of white students (subgroup 1) has decreased each year with this year's enrollment the lowest it has been in the last 6 years.
		Subgroup 1 YTD Student Enrollment Average	130		
		Subgroup 2 YTD Student Enrollment Average	0		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	96.90%	2020-2021 Daily Student Attendance by Month: September 97.46% October 97.39% November 97.06% December 96.64% January 96.60% February 97.56% March 97.03% April 96.38% May 96.35% June 96.38%	The past two school years saw the lowest student attendance during the months of December and January. While this year's attendance was also low during those two months, the lowest student attendance is recorded April through May.
		Subgroup 1 YTD Student	96.96%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Chronic Absenteeism (Students)*	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	7.52%	2020-2021 Chronic Absenteeism by Month: September 7.30% October 8.17% November 9.17% December 8.89% January 9.09% February 10.35% March 7.25% April 7.27% May 7.52% June ?	Compared to the previous school year there was a decrease in overall chronic absenteeism from 7.86% to 7.52%. Seven months of the 2020-2021 school year saw a decrease in chronic absenteeism when compared to the previous school year. While there was an overall percentage decrease, the 2020-2021 school year saw the highest rates of chronic absenteeism in November and February, with February having the highest of the year. The previous year saw its highest percentages in September and January.
		Subgroup 1 YTD Chronic	8.59%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Attendance Rate (Staff)*	<p>The average daily attendance for staff</p> <ul style="list-style-type: none"> *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism 	Staff Attendance YTD	97.81%	<p>2020-2021 Staff Attendance by Month:</p> <p>September 98.91% October 98.55% November 99.09% December 98.40% January 97.65% February 98.25% March 97.59% April 97.34% May 96.06% June 96.10%</p>	<p>Compared to the previous year, the 2020-2021 school year saw an increase in staff attendance from 95.97% to 97.81%. More specifically, there was increased staff attendance from September through February in the 2020-2021 year than in the previous year.</p> <p>March through June saw a slight decrease in staff attendance with the lowest rate recorded in May.</p>

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders	Student Suspension YTD Average - In School	0.00%	Due to COVID-19, no suspensions were recorded.	No suspensions recorded during the school year 2020-2021.
		Student Suspension YTD Average - In School for Subgroup 1	0.00%		
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		
		Student Suspension YTD Average - Out of School	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 2	0.00%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family			N/A

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

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.				
College Readiness Test Participation	Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT				
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	3		
		% of students with a C or better			
		Count of students who took the Algebra section of PARCC	*		
		% of students who scored 4 or 5 on the PARCC assessment	*		

EVALUATION INFORMATION				
Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs			

< Other Indicators - NO DATA >

Process Questions and Growth and Reflection Tool

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	3-Developing	Curriculum and instruction materials are aligned to most up to date state standards. PLC's are used so teachers can collaborate and discuss Student Learning Objectives.	Teachers will use common planning to better analyze student data.
	2	A	3-Developing		
	3	A	4-Sustaining		
	4	A	3-Developing		
	5	A	2-Emerging		
Assessment	1	A	3-Developing	Summative and formative assessments are often used to guide instruction at each grade level and subject.	Teachers will better utilize the formative assessments to drive instruction for each subject area.
	2	A	3-Developing		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	4-Sustaining	PLC's will occur monthly. Teachers can use this time to share ideas among co-workers and discuss student data.	PLC meetings will be more structured and organized in order to focus more on student learning and the ability to meet student needs.
	2	A	4-Sustaining		
	3	A	1-Not Addressed		
	4	A	1-Not Addressed		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	4-Sustaining	Teachers and administrators have a mutual respect for one another and work well together on a daily basis.	Teachers can do a better job in ensuring that students are always active participants in their learning.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	4-Sustaining		
	5	A	3-Developing		
	6	A	3-Developing		
	7	A	2-Emerging		
	8	A	4-Sustaining		
	9	A	3-Developing		
	10	A	3-Developing		
	11	A	3-Developing		
	12	A	2-Emerging		
	13	A	4-Sustaining		
	14	A	3-Developing		
Teacher and Principal Effectiveness	1	A	4-Sustaining	Teachers effectively use the Danielson model to guide instruction. PIP's are linked to individual and school needs.	Teachers can utilize feedback provided by administrators to make needed changes to their instructional programs.

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Climate and Culture, including Social and Emotional Learning	According to the 2018-2019 ESSA School Accountability Profile report, the rate of chronic absenteeism was 13.9%. Our goal is to lower the percentage of students that are chronically absent. The overall student attendance rate for the 2020-2021 school year was 96.88% and the overall chronic absenteeism rate for students was 8.3%.	<ol style="list-style-type: none"> Virtual learning from march 2020 until May 2021. WIFI/Technology issues. Other (motivation, general indifferent attitude towards attending school, non school related activities/appointments during school time, family dynamics) 	All students (total population of students at LCS)	1	Attendance Committee
				2	Quarterly attendance program/recognition.
				3	
Effective Instruction	The overall indicator score for student growth in ELA was a total of 13.49% for the 2017-2018 school year. Though no official state testing data was released in the school year 2020 - 2021, the students at LCS in grades 4- 8 participated in the NJ Start Strong Assessment in December 2020. According to the data, 57% of students are in need of some/strong support in ELA. The challenge for LCS will be to decrease the number of students that are in need of academic for for ELA.	<ol style="list-style-type: none"> Virtual learning from March 2020 until May 2021. Start Strong Assessment was a new assessment given to NJ students. State assessments are always taken in a school setting; Start Strong Assessment was taken at home. 	All students (total population of students at LCS)	1	During REACH period (once a week 40 minutes), grades 3-8 will implement iReady online instruction.
				2	Continuation of Reading Cafe
				3	Continuation of Daily Reading Journal of Grades 3-5; Implementation of Language Journal for Grades 3-5; Implementation of Scholastic Magazine grades 3 and 4

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Effective Instruction	The overall indicator score for student growth in MATH was a total of 3.41% for the 2017-2018 school year. Though no official state testing data was released in the school year 2020 - 2021, the students at LCS in grades 4- 8 participated in the NJ Start Strong Assessment in December 2020. According to the data, 68% of students are in need of some/strong support in MATH. The challenge for LCS will be to decrease the number of students that are in need of academic for for MATH	<ol style="list-style-type: none"> Virtual learning from March 2020 until May 2021. Start Strong Assessment was a new assessment given to NJ students. State assessments are always taken in a school setting; Start Strong Assessment was taken at home. 	All students (total population of students at LCS	1	During REACH period (once a week 40 minutes), grades 3-8 will implement iReady online instruction.
				2	Continuation of Daily Math Journal of Grades 3-5
				3	
No option for the fourth SMART Goal was selected on the Root Cause page.				1	
				2	
				3	

SMART Goal 1

During the 2021-2022 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.

Priority Performance According to the 2018-2019 ESSA School Accountability Profile report, the rate of chronic absenteeism was 13.9%. Our goal is to lower the percentage of students that are chronically absent. The overall student attendance rate for the 2020-2021 school year was 96.88% and the overall chronic absenteeism rate for students was 8.3%.

Strategy 1: Attendance Committee

Strategy 2: Quarterly attendance program/recognition.

Strategy 3:

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

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Attendance Committee formed to identify previous year (2020-2021) students considered to be chronic absent. Attendance certificates distributed.	Attendance records.
Feb 15	Bi-Weekly monitoring of students with excessive absences. Written and phone correspondence with parents addressing attendance concerns. Attendance certificates distributed.	Attendance records and attendance committee data.
Apr 15	Attendance committee meets with principal to review student attendance data and discuss students that have met or exceeded the chronic absenteeism level. Principal will set up meetings with parents of the students that have been identified.	Attendance records and attendance committee data. Absent notes from parents/doctors.

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	During the 2021-2022 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.	Attendance records and attendance committee data.

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Form attendance committee/ identify students that are chronically absent from the previous school year.	9/7/21	6/17/22	
2	1	Review and analyze all attendance data from the year.	2/15/22	3/31/22	
3	1	Finalize collection of attendance data and formulate steps for the upcoming school year.	6/1/22	6/24/22	
4	1	Meet with principal to discuss collected attendance data.	9/8/21	6/24/22	
5	2	Distribute attendance certificates to students.	9/30/21	6/24/22	

Budget Items

SMART Goal 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Attendance Committee Salary	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$800	SIA

SMART Goal 2

From Fall 2021 through Spring 2022, students in Grades 3-8 will improve on their iReady baseline reading assessment by using appropriate interventions and remediations. iReady will allow instructors to gauge if students are on track to meet annual growth targets. Teachers will identify which standards students are struggling with the most and who needs the most help. It will assist teachers in grouping students by common learning needs.

Priority Performance The overall indicator score for student growth in ELA was a total of 13.49% for the 2017-2018 school year. Though no official state testing data was released in the school year 2020 - 2021, the students at LCS in grades 4- 8 participated in the NJ Start Strong Assessment in December 2020. According to the data, 57% of students are in need of some/strong support in ELA. The challenge for LCS will be to decrease the number of students that are in need of academic for for ELA.

Strategy 1: During REACH period (once a week 40 minutes), grades 3-8 will implement iReady online instruction.

Strategy 2: Continuation of Reading Cafe

Strategy 3: Continuation of Daily Reading Journal of Grades 3-5; Implementation of Language Journal for Grades 3-5; Implementation of Scholastic Magazine grades 3 and 4

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

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	In Sept 2021, all students in Grades 3-8 participated in iReady testing. Below grade level students were identified. Interventions for those students were followed. Students will be placed in ARMS classes based on analysis of data and teacher recommendation.	iReady diagnostic results MP1 grades/averages District ELA diagnostic ELA DA 1
Feb 15	During common prep times and PLC's, data will be analyzed and next steps taken for student for student remediation. Students will take Window 2 of iReady assessment.	MP 2 grades/averages ELA DA 2 iReady Window 2 results

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15	Using PLC's and common planning time, analyze data from report cards, DA's and iReady and other sources. Re-tier students and collaborate on lesson plans to target deficiencies shown in data. Students will take the Window 3 iReady assessment.	MP 3 grades/averages ELA DA 3 iReady Window 3 results
Jul 1	From Fall 2021 through Spring 2022, students in Grades 3-8 will improve on their iReady baseline reading assessment by using appropriate interventions and remediations. iReady will allow instructors to gauge if students are on track to meet annual growth targets. Teachers will identify which standards students are struggling with the most and who needs the most help. It will assist teachers in grouping students by common learning needs.	Analysis of overall iReady data MP 4 grades/averages ELA DA 4

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Administer iReady Diagnostic to all students in Grades 3 -8.	9/8/21	10/8/21	
2	1	Utilize instructional portion of the iReady program to guide ELA instruction in Grades 3 - 8.	9/8/21	6/24/22	
3	1	Administer Window 2 of iReady ELA assessment.	1/4/22	2/4/22	
4	1	Administer Window 3 of the iReady ELA assessment.	3/1/22	4/1/22	
5	2	Implementation of Reading Cafe for Grades 3 - 8. Program will run once per week for grades 3-5 and once per week for grades 6-8 (during lunch periods) for 30 weeks	10/5/21	6/1/22	
6	3	Implementation of Daily Reading Journal	10/1/21	6/24/22	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
7	3	Implementation of Scholastic News Magazines for Grades 3 and 4	10/1/21	6/24/22	

Budget Items

SMART Goal 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	iReady ELA Program for Grades 3-8 (assessment and instruction)	INSTRUCTION - Supplies & Materials / 100-600	\$8,875	SIA
2	Scholastic ELA Magazines	INSTRUCTION - Supplies & Materials / 100-600	\$870	SIA
2	Reading Cafe Salary	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$1,200	SIA

SMART Goal 3

From Fall 2021 through Spring 2022, students in Grades 3-8 will improve on their iReady baseline math assessment by using appropriate interventions and remediations. iReady will allow instructors to gauge if students are on track to meet annual growth targets. Teachers will identify which standards students are struggling with the most and who needs the most help. It will assist teachers in grouping students by common learning needs.

Priority Performance The overall indicator score for student growth in MATH was a total of 3.41% for the 2017-2018 school year. Though no official state testing data was released in the school year 2020 - 2021, the students at LCS in grades 4- 8 participated in the NJ Start Strong Assessment in December 2020. According to the data, 68% of students are in need of some/strong support in MATH. The challenge for LCS will be to decrease the number of students that are in need of academic for for MATH

Strategy 1: During REACH period (once a week 40 minutes), grades 3-8 will implement iReady online instruction.

Strategy 2: Continuation of Daily Math Journal of Grades 3-5

Strategy 3:

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

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	In Sept 2021, all students in Grades 3-8 participated in iReady testing. Below grade level students were identified. Interventions for those students were followed. Students will be placed in ARMS classes based on analysis of data and teacher recommendation.	iReady diagnostic results MP1 grades/averages District Math diagnostic Math DA 1
Feb 15	During common prep times and PLC's, data will be analyzed and next steps taken for student for student remediation. Students will take Window 2 of iReady assessment.	MP 2 grades/averages Math DA 2 iReady Window 2 results

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15	Using PLC's and common planning time, analyze data from report cards, DA's and iReady and other sources. Re-tier students and collaborate on lesson plans to target deficiencies shown in data. Students will take the Window 3 iReady assessment.	MP 3 grades/averages Math DA 3 iReady Window 3 results
Jul 1	From Fall 2021 through Spring 2022, students in Grades 3-8 will improve on their iReady baseline math assessment by using appropriate interventions and remediations. iReady will allow instructors to gauge if students are on track to meet annual growth targets. Teachers will identify which standards students are struggling with the most and who needs the most help. It will assist teachers in grouping students by common learning needs.	Analysis of overall iReady data MP 4 grades/averages Math DA 4

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Administer iReady Diagnostic for Grades 3-8	9/7/21	10/12/21	
2	1	Utilize the instructional portion of the iReady program for Grades 3-8	9/14/21	6/24/22	
3	1	Administer Window 2 of iReady assessment	1/4/22	2/4/22	
4	1	Administer Window 3 of iReady assessment	3/15/22	4/19/22	
5	2	Implementation of Daily math Journals for Grades 3-5	9/8/21	6/24/22	

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	iReady Math program for Grades 3 -8 (assessment and instruction)	INSTRUCTION - Supplies & Materials / 100-600	\$8,875	SIA
2	iReady Math Journals	INSTRUCTION - Supplies & Materials / 100-600	\$800	SIA

SMART Goal 4

Priority Performance

Strategy 1:

Strategy 2:

Strategy 3:

Target Population:

Interim Goals

SMART Goal 4

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

< SMART Goal 4 - Action Steps: NO DATA >

< SMART Goal 4 - Budget Items: NO DATA >

Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
Title 1 Teacher Salaries	9/1/21	6/30/22	Building	INSTRUCTION - Personnel Services - Salaries / 100-100	\$130,681.00	Federal Title I (School
Title 1 Instructional Supplies	9/1/21	6/30/22	Building	INSTRUCTION - Supplies & Materials / 100-600	\$10,869.00	Federal Title I (School
Title 1 Non-Instructional Supplies	9/1/21	6/30/22	Building	SUPPORT SERVICES - Supplies & Materials / 200-600	\$4,992.00	Federal Title I (School

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$0	\$0	\$0	\$0	\$19,420	\$0	\$19,420
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$19,420	\$0	\$19,420
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$0	\$0	\$0	\$0	\$2,000	\$0	\$2,000
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
SUPPORT SERVICES	Other Purchased Services	200-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Travel	200-580	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Supplies & Materials	200-600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Other Objects	200-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Indirect Costs	200-860	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$2,000	\$0	\$2,000
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 (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
Total Cost			\$0	\$0	\$0	\$0	\$0	\$0	\$21,420	\$0	\$21,420

Overview of Total Title 1 Expenditures

	Federal Title 1 (Priority/Focus Interventions)	Federal Title 1 (School Allocation) Total	Federal Title 1 (Reallocated Funds)	TOTAL
Included in SMART Goal Pages	\$0	\$0	\$0	\$0
Other Title 1 Expenditures	\$0	\$146,542	\$0	\$146,542
Total	\$0	\$146,542	\$0	\$146,542

School Level Certification Page

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

Completed By: Keith J. Makowski

Title: Principal

Date: 07/19/2021

District Business Administrator or District Federal Programs Administrator Certification

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

For Comprehensive Support and Targeted Support schools only:

x	I certify I have completed and certified the required LEA Resource Equity Review.
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Certified By: Dennis C. Degnan
 Title: Assistant Superintendent for Federal and State Programs
 Date: 07/20/2021

ASP District CSA Certification and Approval Page

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

Certified By: John J. Niesz
Title: Superintendent of Schools
Date: 07/20/2021