Lincoln Community School #5

District: BAYONNE CITY

County: HUDSON

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 170220070

Annual School Planning 2023-2024

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Parent/Guardian	Jodie Markey	Yes	Yes	Yes		
Community Member	Peter Amadeo	Yes	Yes	Yes		
Principal	Keith J. Makowski	Yes	Yes	Yes		
Teacher/Data Team	Jillian Guerra	Yes	Yes	Yes		
Teacher/Data Team	Dorothy Novak	Yes	Yes	Yes		
Administrative Assistant	Margaret Regan	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
11/17/2022	Prior Year Evaluation	Yes	Yes
02/16/2023	Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis	Yes	Yes
04/20/2023	Priority Performance Needs and Root Cause Analysis,Smart Goal Development	Yes	Yes
06/22/2023	Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis,Smart Goal Development	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)
Attendance Committee	Attendance	All students (total population of students at LCS	No	Yes	Yes	The Attendance Committee has been previously funded through SIA funds, which our school is no longer receiving for the upcoming school year. Though chronic absenteeism is higher than the previous year, this may be due to illness and other factors affecting overall family involvement in their child's education. Research suggests that the use of an attendance committee assists in keeping families informed of absences and opens dialogue with school officials regarding absence. The attached table shows data obtained from Link It regarding LCS chronic absenteeism as compared to the previous year.

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 attendance recognition.	Attendance	All students (total population of students at LCS	No	Yes	Yes	Link It attendance data shows that LCS student attendance rate at every grade level was comparable to the district attendance rate for the 22-23 school year. When compared to the previous year's data, the attendance rate remained similar, in 3 grade levels going down just one percentage point and increasing in 2 grade levels. The most significant change was in eighth grade. That attendance rate decreased 5% from the previous year and was 3% less than the district this year. Any measure that assists in achieving the goal of increasing student attendance rate is valid. Though it is difficult to ascertain exactly what positively affected attendance, research would suggest that recognizing good attendance did not have a negative effect.

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)
During REACH period (once a week 40 minutes), grades 3-8 will implement iReady online instruction.	ELA	All students (total population of students at LCS	Yes	Yes	Yes	LCS was able to utilize the diagnostic and instructional components of iReady in grades 3-8 for the past several years as part of our ASP, purchased with SIA funds. The district has now made iReady available to all grade levels districtwide making it possible to continue using it as a diagnostic and learning tool. Schoolwide data shows growth in both ELA and Math, with Math showing the most growth in all 3 tiers. The reports are uploaded.
Continuation of Reading Cafe	ELA	All students (total population of students at LCS	No	Yes	Yes	There are many variables that affect student achievement. It is difficult to quantify the impact that each program has as it pertains to student achievement but the Reading Cafe gave students the opportunity to read for leisure at their level and a majority of students at least saw some improvement in their iReady Diagnostic scores from the beginning of year to the final assessment. The data is attached.

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)
Implementation of Scholastic News Magazines and Daily Reading Comprehension Journals for Grades 3-5.	ELA	All students (total population of students at LCS	No	Yes	Yes	The monthly magazines gave students the opportunity to keep up with current events while strengthening their comprehension skills. The journals provided daily practice with ongoing 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.
During REACH period (once a week 40 minutes), grades 3-8 will implement iReady online instruction.	Math	All students (total population of students at LCS	Yes	Yes	Yes	Students at LCS were given time weekly to work at their own pace on their My Path lessons (individualized lessons created by iReady based on diagnostic results). The uploaded reports
Continuation of Daily Math Journal of Grades 3-5	Math	All students (total population of students at LCS	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.

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)
Utilize Link-it! Online Data Program	ELA & Math	All students (total population of students at LCS	Yes	Yes	Yes	Students participated in new districtwide benchmark testing on Link It during this school year. Teachers were also able to view/analyze data for their students, including attendance records, Benchmark results and CogAT scores. The document uploaded shows an example of data that teachers were able to access at any time to assist in creating an effective learning plan for their students.

STUDENT ACHIEVEMENT

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. Link to website with access to reports.		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- 10, 14 Grade 4- 16, 15 Grade 5- 16, 17 Grade 6- 15, 19 Grade 7- 18, 15 Grade 8- 16, 20 Below lists the average scores from Form A and Form C in Math by grade: Grade 3- 11, 22 Grade 4- 15, 20 Grade 5- 14, 19 Grade 6- 16, 22 Grade 7- 15, 17 Grade 8- 12, 18	NJSLA- The percentage of students meeting/exceeding expectations is greater in ELA than Math at almost every grade level. Of all grade levels, Grade 8 students had the lowest percentage meeting/exceeding expectations in both subjects. The percent of students meeting/exceeding expectations in Reading Informational Text was below the state percent at almost all grade levels but the percent for Written Expression was equal to or greater than the state. After 4th grade, the students meeting expectations in Major Content (Math) decreases. Link It- For ELA, the

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
				average score from Form A to C increased in 4 grade levels. For Math, the average score increased at all 6 grade levels,
Science*	NJSLA Science Homepage, https: /measinc-nj-science.com/		Start Strong Science Data Grade 6 33 of 44 students need Some or Strong Support in Science	Based on the Start Strong and NJSLA Science data, a majority of students need academic support in Science.
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.		Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank.	Not Applicable

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data	Observations / Trends
Benchmark Assessment Participation*	Please list any cycles where the 95% participation rate was not met. Please provide explanation. *Identify patterns by subgroup *Identify patterns by grade	ELA					All students at LCS participated in benchmark testing, either in the form of a District Assessment or an iReady Diagnostic.

Students in grades 3-8 also took the Link It benchmark assessment for the first time this year. This assessment took place 3 times. | All students are required to participate in benchmark testing. |
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	100%	100%	100%	0%		
		1	100%	100%	100%	0%		
		2	100%	100%	100%	0%		
		3	100%	100%	100%	0%		
		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	Cyclle 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%	0%		
		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	IReady Diagnostic Percent of students on or above grade level from Fall to Spring: ELA Grade K- 29% to 77% Grade 1- 0% to 67% Grade 2- 27% to 60% Grade 3- 39% to 65% Grade 4- 30% to 52% Grade 5- 38% to 51% Grade 6- 33% to 41% Grade 7- 43% to 39% Grade 8- 38% to 47%	In ELA, all grade levels saw an increase of students passing from the beginning of the year to the end but the greatest gains seem to be made in Grade 1. The highest percent of students on or above grade level according to iReady data is in Grade K followed by Grade 1. Similar to prior NJSLA data, the percentage of students on or above grade level is generally higher in ELA than in Math. Grade 4 was higher in Math and Grade 5 had the exact same percentage in both Math and ELA.
		K	25.5%	58.5%	77.5%	0%		
		1	0%	15%	34%	0%		
		2	28.5%	46%	68%	0%		
		3	81%	83%	91%	0%		
		4	61%	61%	76%	49%		
		5	50%	50%	80%	78%		
		6	18%	59%	82%	59%		
		7	47%	62%	79%	81%		
		8	37%	42%	89%	87%		
		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	IReady Diagnostic Percent of students on or above grade level from Fall to Spring: Math Grade K- 15% to 65% Grade 1- 3% to 31% Grade 2- 4% to 44% Grade 3- 11% to 49% Grade 4- 20% to 63% Grade 5- 16% to 51% Grade 6- 14% to 52% Grade 7- 13% to 33% Grade 8- 29% to 44%	In Math, all grade levels saw an increase of students passing from the beginning of the year to the end but the greatest gains seem to be made in Grade K. The highest percent of students on or above grade level according to iReady data is in Grade K, followed by Grade 4.
		K	12.5%	41%	59.5%	0%		
		1	0%	6%	9.5%	0%		
		2	5.5%	19%	50%	0%		
		3	88%	79%	83%	0%		
		4	81%	75%	76%	79%		
		5	80%	82%	71%	76%		
		6	67%	63%	60%	68%		
		7	53%	32%	61%	53%		
		8	41%	23%	78%	78%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	-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	417	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 (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% School Year 21-22 39.1% School Year 22-23 43.2%	Total enrollment average for the 22-23 school year was slightly lower than in the past seven years. Total enrollment of white students (Subgroup 1) has slightly increased since last year and is the highest enrollment of that subgroup in the past seven years.
		Subgroup 1 YTD Student Enrollment Average	184		
		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	92.70%	2022-2023 Daily Student Attendance by Month: September 94.43% October 93.18% November 92.99% December 90.13% January 93.18% February 93.09% March 95.00% April 93.62% May 93.63% June ?%	Data from prior school years shows that December was one of the months that had the lowest student attendance rate, except for last year when the lowest occurred in February and May. This school year shows that the lowest attendance rate occurred in November, December and February. Compared to last year's data, student attendance rate decreased in all months except March and May. The largest decrease in attendance rate was in October (-5.44%), November (-4.25%) and December (-6.85%).
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Chronic Absenteeism (Students)*	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	22.86%	2022-2023 Chronic Absenteeism by Month: September 24.11% October 24.70% November 31.83% December 32.14% January 29.52% February 25.65% March 25.06% April 21.48% May 19.95% June ?%	Compared to the previous school year there has been an increase in chronic absenteeism each month. Similar to the previous year, the highest rate of chronic absenteeism occurred in November and December.
		Subgroup 1 YTD Chronic	16.30%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	92.11%	2022-2023 Staff Attendance by Month: September 92.59% October 87.33% November 93.73% December 89.41% January 92.33% February 91.63% March 93.33% April 94.13% May 94.24% June ? %	Compared to the previous school year there has been a decrease in staff attendance rate. Last year, the highest rate of staff attendance occurred in September while this year it was November. Last year the lowest rate of staff attendance occurred in December while this year it was in October. October of this year is the only month during both years in which the rate dipped below 90%. This year had a higher rate of staff attendance toward the end of the year in March, April and May than last year.

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%	Less than 1% of students were suspended during the school year.	Behavior resulting in suspension was not a major issue during this school year. While suspensions may not have been common, LCS did hold lunch detention daily as a consequence for less serious offenses.
		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	0.36%		

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	N/A

COLLEGE & CAREER READINESS				
Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
Graduation Cohort (HS ONLY) - Federal Graduation Rate	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)			
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			

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	2		
		% of students with a C or better			
		Count of students who took the Algrbra section of PARCC	*		
		% of students who scored 4 or 5 on the PARCC assessment	*		

EVALUATION INFORMATION				
Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data	Observations / Trends
Learning Walks / Informal Classroom Observations	*Identify # teachers to evaluate *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs			

< 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 NJSLS. Department directors provide each grade level with various and appropriate physical and online resources. PLC's are used so teachers can colloborate and discuss student learning objectives.	Teachers will use district level diagnostic data to identify students in need of support.
	2	A	3-Developing		
	3	A	4-Sustaining		
	4	A	3-Developing		
	5	A	3-Developing		
Assessment	1	A	4-Sustaining	Summative and formative assessments are often used to guide instruction at each grade level and subject area.	Teachers will better utilize formative assessments to drive weekly instruction.
	2	A	4-Sustaining		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	3-Developing	PLC's will occur monthly. Teachers will use this time to discuss instructional strategies and student performance data.	PLC meetings will be more structured to focus on how to meet the needs of identified students in each grade level. The meetings will assist in generating and implementing ideas to promote solutions to student needs.
	2	A	4-Sustaining		
	3	A	2-Emerging		
	4	A	1-Not Addressed		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	2-Emerging	Teachers and administrators have a mutual respect for one another and work well together on a daily basis.	Teachers will continue to promote positive school wide behavior expectations and consequences. Teachers will provide opportunities for students to be active participants in their learning, which should deter from negative behaviors.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
	6	A	3-Developing		
	7	A	3-Developing		
	8	A	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		
Teacher and Principal Effectiveness	1	A	4-Sustaining	Teachers effectively use the Danielson model to guide instruction. PDP's are written to reflect individual and school needs.	Teachers utilize feedback provided by administrators to make necessary changes to their instructional program.

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)		Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
Effective Instruction	According to Spring 2022 NJSLA data, only 28% of students in Grades 3-8 at LCS met or exceeded grade level expectations. However, 31% of students scored a Level 3 which is Approaching Expectations. The challenge will be to increase the number of students that meet grade level expectations.	1. High rate of absences in Grades 3-8 for various reasons including personal and family illnesses. 2. Securely held knowledge and basic skills are lacking and need reinforcement to reach and maintain grade level understanding.	Grades 3-8 (Math)	1	During REACH period (once a week 40 minutes), grades 3-8 will implement iXL online instruction.
				2	Continuation of Daily Math Journal of Grades 3-5
				3	
Social and Emotional Learning	Research shows that SEL not only improves achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students Effective social and emotional learning programming involves coordinated classroom, schoolwide, family, and community practices that help students develop the following five key skills:Self awareness, self management, social awareness, relationship skills and responsible decision making.	1. Students lacking age and grade level social and emotional skills. 2. Districts and states requiring SEL curriculum to be implemented.	All students (total population of students at LCS)	1	District provided curriculum and initiatives.
				2	Utilization of S.A.C. & Project Support Counselor on a case by base or as needed basis. (Panorama Survey)
				3	

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	According to Spring 2022 NJSLA data, 48% of students in Grades 3-8 at LCS met or exceeded grade level expectations. 26% of students scored a Level 3 which is Approaching Expectations. The challenge will be to increase the number of students that meet grade level expectations.	1. High rate of absences in Grades 3-8 for various reasons including personal and family illnesses. 2. Securely held knowledge and basic skills are lacking and need reinforcement . 3. Lack of class time to independtly read for enjoyment and pleasure rather than for curriculum reasons.	Grades 3-8 (ELA)	1	During REACH period (once a week 40 minutes), grades 3-8 will implement iXL online instruction.
				2	Implementation of Scholastic News Magazines and Daily Reading Comprehension Journals for Grades 3-5.
				3	
Climate & Culture - Attendance/Behavior	Based on Link-it data from the 22-23 school year, 22% of LCS students were chronically absent. The overall daily student attendance rate was 92.6%.	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
				2	Monthly Attendance Recognition
				3	

SMART Goal 1

75% of LCS students in Grades 3-8 will increase their iXL Math Diagnostic score by 70 points or will have a grade level score equivalent to the 7th month of the school year. Example: a score of 570 is equivalent to Grade 5, Month 7. Students showing this iXL growth will be on track to demonstrate academic proficiency on the 2024 NJSLA testing.

Priority Performance	According to Spring 2022 NJSLA data, only 28% of students in Grades 3-8 at LCS met or exceeded grade level expectations. However, 31% of students scored a Level 3 which is Approaching Expectations. The challenge will be to increase the number of students that meet grade level expectations.
Strategy 1:	During REACH period (once a week 40 minutes), grades 3-8 will implement iXL online instruction.
Strategy 2:	Continuation of Daily Math Journal of Grades 3-5
Strategy 3:	
Target Population:	Grades 3-8 (Math)

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Students have taken the beginning of the year iXL Diagnostic; teachers will have analyzed the results and created a learning plan/strategy based on collected data; students have been placed in ARMS classes based on iXL and NJSLA testing data.	*MP1 grades/averages *iXL data *Link-it benchmark data *DA1 scores

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	Teachers will provide students class time to update their iXL diagnostic score/level; teachers will keep an ongoing record of areas of weaknesses for students and provide them with strategies and methods to improve their learning; common planning time will be used to analyze data and create next steps for remediation.	*MP 2 grades/averages *updated iXL data *DA2 scores *Link-it data
Apr 15:	Teachers will continue to allow students to update their iXL diagnostic scores; PLC's and common planning time will be used to analyze data from report cards, DA's and iXL skills; students will work on skills identified as deficiencies within the iXL program.	*MP 3 grades/averages *updated iXL data *DA3 scores *Link-it data
Jul 1	75% of LCS students in Grades 3-8 will increase their iXL Math Diagnostic score by 70 points or will have a grade level score equivalent to the 7th month of the school year. Example: a score of 570 is equivalent to Grade 5, Month 7. Students showing this iXL growth will be on track to demonstrate academic proficiency on the 2024 NJSLA testing.	*iXL diagnostic results *MP4 grades/scores *Math DA4 results *Link-it data

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Use Daily Math journals in Grades 3-5 for consistent preview or review of grade level skills.	9/5/23	6/20/24	
1	1	Give students time to complete the baseline IXL Math Diagnostic baseline.	9/5/23	6/20/24	
2	1	Utilize IXL program weekly by assigning skills and provide time for students to "Step into the Arena" to keep IXL Diagnostic updated.	9/5/23	6/20/24	

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	IXL Licensing	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$5,000	State/Local
1	Journals	INSTRUCTION - Supplies & Materials / 100-600	$500	State/Local

SMART Goal 2

Students at LCS in Grades K-8 will work to develop self awareness and self management skills to achieve school and life success. Students will identify and manage their behaviors and emotions through weekly/bi weekly SEL lessons provided by teachers in all grades. Students will recognize personal qualities and demonstrate the skills needs to persevere in challenging life situations.

Priority Performance	Research shows that SEL not only improves achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students Effective social and emotional learning programming involves coordinated classroom, schoolwide, family, and community practices that help students develop the following five key skills:Self awareness, self management, social awareness, relationship skills and responsible decision making.
Strategy 1:	District provided curriculum and initiatives.
Strategy 2:	Utilization of S.A.C. & Project Support Counselor on a case by base or as needed basis. (Panorama Survey)
Strategy 3:	
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	Teachers will have created and implemented quality SEL lesson plans; administrators will provide teachers with regular, constructive and personalized feedback on their SEL lessons and plans; teachers will guide instruction based on their students individual SEL needs.	*Weekly lesson plans *Administrative feedback *District provided initiatives

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	Teachers will continue to provide students with meaningful SEL lessons that will allow them manage emotions, handle stress and control impulses; administrators will provide frequent opportunities to collaborate and share best SEL practices; teachers will provide their students with grade level lessons that will motivate them to persevere in overcoming obstacles to goal achievement.	*Weekly lesson plans *Administrative feedback *District provided initiatives
Apr 15:	Teachers will provide students with ongoing wellness activities and resources for emotional support and learning; students will demonstrate their SEL growth by using grade level appropriate vocabulary and becoming more aware of their own personal needs and the needs of the people around them.	*Weekly lesson plans *Administrative feedback *District provided initiatives
Jul 1	Students at LCS in Grades K-8 will work to develop self awareness and self management skills to achieve school and life success. Students will identify and manage their behaviors and emotions through weekly/bi weekly SEL lessons provided by teachers in all grades. Students will recognize personal qualities and demonstrate the skills needs to persevere in challenging life situations.	*Weekly lesson plans *Administrative feedback *District provided initiatives

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Panorama survey administered to students.	9/5/23	6/20/24	
1	1	Students will engage in weekly lessons from district provided curriculum in all grade levels.	9/5/23	6/20/24	
2	2	S.A.C. counselor to meet with students and support teachers as necessary.	9/5/23	6/20/24	

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Panorama Licensing	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$5,000	ESSER/ESSER II/ARP
2	N/A	SCHOOLWIDE - Schoolwide Blended / 520-930	$1	Federal Title I (School Allocation)

SMART Goal 3

75% of LCS students in Grades 3-8 will increase their iXL ELA Diagnostic score by 70 points or will have a grade level score equivalent to the 7th month of the school year. Example: a score of 570 is equivalent to Grade 5, Month 7. Students showing this iXL growth will be on track to demonstrate academic proficiency on the 2024 NJSLA testing.

Priority Performance	According to Spring 2022 NJSLA data, 48% of students in Grades 3-8 at LCS met or exceeded grade level expectations. 26% of students scored a Level 3 which is Approaching Expectations. The challenge will be to increase the number of students that meet grade level expectations.
Strategy 1:	During REACH period (once a week 40 minutes), grades 3-8 will implement iXL online instruction.
Strategy 2:	Implementation of Scholastic News Magazines and Daily Reading Comprehension Journals for Grades 3-5.
Strategy 3:	
Target Population:	Grades 3-8 (ELA)

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Students have taken the beginning of the year iXL Diagnostic; teachers will have analyzed the results and created a learning plan/strategy based on collected data; students have been placed in ELA ARMS classes based on iXL and NJSLA testing data.	*MP1 ELA grades/averages *iXL data *Link-it benchmark data *DA1 ELA scores

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	Teachers will provide students class time to update their iXL diagnostic score/level; teachers will keep an ongoing record of areas of weaknesses for students and provide them with strategies and methods to improve their learning; common planning time will be used to analyze data and create next steps for remediation.	*MP 2 ELA grades/averages *updated iXL data *DA2 ELA scores *Link-it data
Apr 15:	Teachers will continue to allow students to update their iXL diagnostic scores; PLC's and common planning time will be used to analyze data from report cards, DA's and iXL skills; students will work on skills identified as deficiencies within the iXL program.	*MP 3 ELA grades/averages *updated iXL data *DA3 ELA scores *Link-it data
Jul 1	75% of LCS students in Grades 3-8 will increase their iXL ELA Diagnostic score by 70 points or will have a grade level score equivalent to the 7th month of the school year. Example: a score of 570 is equivalent to Grade 5, Month 7. Students showing this iXL growth will be on track to demonstrate academic proficiency on the 2024 NJSLA testing.	*iXL ELA diagnostic results *MP4 grades/scores *ELA DA4 results *Link-it data

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Use Daily Comprehension Journals and Scholastic magazines provided by the ELA/SS department in Grades 3-5 to enhance ELA lessons and keep students informed of current events.	9/5/23	6/20/24	
1	1	Give students time to complete the IXL ELA Diagnostic baseline.	9/5/23	6/20/24	
2	1	Utilize IXL program weekly by assigning skills and provide time for students to "Step into the Arena" to keep IXL Diagnostic updated.	9/5/23	6/20/24	

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Journals	INSTRUCTION - Supplies & Materials / 100-600	$500	State/Local
1	N/A	SCHOOLWIDE - Schoolwide Blended / 520-930	$1	Federal Title I (School Allocation)

SMART Goal 4

During the 23-24 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   Based on Link-it data from the 22-23 school year, 22% of LCS students were chronically absent. The overall daily student attendance rate was 92.6%.

Strategy 1:   Attendance Committee

Strategy 2:   Monthly Attendance Recognition

Strategy 3:

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 (22-23) 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

End of Cycle	Interim Goal	Source(s) of Evidence
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
Jul 1	During the 23-24 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

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Students will receive certificates or pencils each month to recognize good attendance.	9/5/23	6/20/24	
1	1	In lieu of an attendance committee, teachers will enter their chronic absenteeism numbers each month in a shared Google document.	9/1/23	6/20/24	
2	1	Teachers will send district form letter for students with 4, 8 10 or more absences.	9/1/23	6/20/24	

Budget Items

SMART Goal 4

Corresponding 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
1	Attendance Rewards	INSTRUCTION - Supplies & Materials / 100-600	$500	State/Local

Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
Title I Teacher Salaries	9/1/23	6/30/24	Building	INSTRUCTION - Personnel Services - Salaries / 100-100	$246,417.00	Federal Title I (School
Title I Teacher Benefits	9/1/23	6/30/24	Building	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$157,707.00	Federal Title I (School
Title I Backpacks	9/1/23	6/30/24	Building	SUPPORT SERVICES - Supplies & Materials / 200-600	$35,837.00	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	$5,000	$0	$0	$0	$0	$0	$0	$0	$5,000
INSTRUCTION	Purchased Professional & Technical Services	100-300	$5,000	$0	$0	$0	$0	$0	$0	$0	$5,000
INSTRUCTION	Other Purchased Services	100-500	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Supplies & Materials	100-600	$1,500	$0	$0	$0	$0	$0	$0	$0	$1,500
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Sub-total		$11,500	$0	$0	$0	$0	$0	$0	$0	$11,500
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	$0	$0	$0	$5,000	$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 (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	$5,000	$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	$2	$0	$0	$0	$0	$0	$2
SCHOOLWIDE	Sub-total		$0	$0	$2	$0	$0	$0	$0	$0	$2

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			$11,500	$0	$0	$0	$5,000	$0	$0	$0	$16,502

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	$439,961	$0	$439,961
Total	$0	$439,961	$0	$439,961

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
x	For CII, CSI, ATSI and TSI Schools Only: The Annual School Plan includes evidence-based interventions to improve academic achievement for all students who are not yet performing on grade level, and all SIA funds will be used for evidence-based interventions that meet the strong, moderate or promising evidence tier as set forth in the Every Student Succeeds Act (ESSA).	
x	The Budget Summary includes all planned expenditures, as identified within the 'Budget Items' section of the SMART Goal pages.	
x	This plan has been submitted for final review and approval by the District Business Administrator, Federal Programs Administrator, Chief School Administrator, and any other district personnel with responsibility for expenditures of federal funds to ensure all purchases and uses of funds (SIA, other Title I, other federal, and state/local) are reviewed and approved.	

Completed By: Keith J. Makowski

Title: Principal

Date: 06/26/2023

District Business Administrator or District Federal Programs Administrator Certification

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

For Comprehensive Support and Targeted Support schools only:

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

Certified By: Dennis C. Degnan

Title: Assistant Superintendent

Date: 06/28/2023

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 Niesz

Title: Superintendent of Schools

Date: 06/29/2023