Lindenwold High School

District:	LINDENWOLD BORO	School Identification:	NA
County:	CAMDEN	Targeted Subgroup	
Team:	NA	CDS:	072670005

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	Samantha Creitz	No	No	Yes		
Assistant Principal	Melanie Martin	Yes	Yes	Yes		
Student Representative	Melanie Bonilla	No	No	Yes		
STEM Supervisor	Jennifer Keeton	Yes	Yes	Yes		
Secondary Supervisor	Paul Maggi	Yes	Yes	Yes		
Instructional Coach	Morgen Frazier	Yes	Yes	Yes		
Assistant Principal	Ronald DiMattia	Yes	Yes	Yes		
Principal	Fred Geardino	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Community member	Betty Martin	No	No	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
10/17/2023	Priority Performance Needs and Root Cause Analysis	Yes	Yes
12/19/2023	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
03/19/2024	Comprehensive Data Analysis and Needs Assessment	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.	ELA	ELA 10 Students	Yes	Yes	Yes	For students with valid scores, the average growth was 47 points on the IXL diagnostic assessment.
Teacher Coaching	ELA	ELA 10 Students	Yes	No	No	In our current model of coaching, we don't have a quantifiable measure of coaching success. Teachers do participate in coaching as evidenced by the attached document.
Professional Learning Communities (PLC) & Data-based instruction	ELA	ELA 10 Students	Yes	Yes	Yes	Teachers participate in a benchmark reflection process which then in turn allows for edits to classroom instruction and benchmark questions.
Teach students to intentionally choose from alternative algebraic strategies when solving problems.	Algebra 1	Algebra 1 students	Yes	Yes	Yes	40% or more students demonstrated proficiency on the target standards as measured by the benchmark assessments.

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)
Teacher Coaching	Algebra 1	Algebra 1 students	Yes	Yes	Yes	Teachers worked with the math coaches throughout the school year. 1 teacher received direct, in-classroom support. 2 teachers attended a Building Thinking classrooms PD alongside the coach.
Professional Learning Communities (PLC) & Data-based instruction	Algebra 1	Algebra 1 students	Yes	Yes	Yes	Teachers met 1x per month for a PLC meeting and conducted quarterly benchmark analysis 3x throughout the year.
Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.	Graduation Rate	11th grade cohort	Yes	Yes	Yes	School Counselors met with each of the students that have fallen off track and created an individualized plan of support.
Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve studentsÃ¿Â¿ capacity to manage challenges in and out of school.	Graduation Rate	11th grade cohort	No	No	No	Students take Freshman Seminar during their 9th grade year. This course provides additional support to students transitioning from middle school to high school. Students receive instruction on Financial Literacy, College and Career readiness, and SEL. During their senior year, students take a Career and College Readiness course given by the counselors in the Guidance Dept.

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)
For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support.	Graduation Rate	11th grade cohort	Yes	Yes	Yes	Students not responding to their individualized plan created by their school counselor are referred to I&RS. Students that are referred to I&RS receive an action plan and are assigned a case liaison. Their progress is monitored and the plan is reveiwed every 6-8 weeks.

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.		Spring 2022 NJSLA Data - ELA 9 Level 1 - 42.6% Level 2 - 29.2% Level 3 - 17.8% Level 4 - 10.4% Level 5 - 0% Spring 2022 NJSLA Data - Algebra 1 Level 1 - 44.4% Level 2 - 41.2% Level 3 - 12.1% Level 4 - 2.5% Level 5 - 0% 20-21 Start Strong Data - ELA 9 Level 1 - 49.5% Level 2 - 17.3% Level 3 - 33.2% 20-21 Start Strong Data - Algebra 1 Level 1 - 89.5% Level 2 - <10% Level 3 - <10% Spring 2019 NJSLA Data - ELA 9 Level 1 - 37.9% Level 2 - 19.7% Level 3 - 24.2%	ELA 9 Student performance on the NJSLA ELA 9 has declined since 2019. In 2019, 1.5% of students achieved Level 5 as compared to 0% of students in 2022. The percent of students achieving a Level 4 also decreased from 16.7% in 2019 to 10.4% in 2022. In comparison, the percent of students scoring at a Level 2 increased by 48% from 2019 to 2022. Algebra 1 Student performance on the NJSLA Algebra 1 has declined since 2019. While the percent of students achieving proficiency has remained fairly steady at around 2%, the percent of students falling into Level 1 has increased from 31.3% in

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			Level 4 - 16.7% Level 5 - 1.5% Spring 2019 NJSLA Data - Algebra 1 Level 1 - 31.3% Level 2 - 49.3% Level 3 - 17.2% Level 4 - 2.2% Level 5 - 0%	2019 to 44.4% in 2022.
Science*	NJSLA Science Homepage, https: /measinc-nj-science.com/		Spring 2022 NJSLA-S Data Level 1 - 82.9% Level 2 - 12.9% Level 3 - 4.3% Level 4 - 0% Spring 2019 NJSLA-S Data Level 1 - 80% Level 2 - 13% Level 3 - 7% Level 4 - 0%	Student performance on the NJSLA-S assessment has shown little improvement since 2019. No students achieved the highest level of proficiency in either reporting year. The percent of Level 3 student decreased from 7% in 2019 to 4.3% in 2022.
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					Student Attendance Rate November - 90% February - 92% April - 93% June - 95%	ELA ELA 9 missed the 95% participation rate in both Cycle 2 and Cycle 4. ELA 10 missed the 95% participation rate in both Cycle 1 and Cycle 3. ELA 11 missed the 95% participation rate in Cycles 2, 3, and 4. ELA 12 missed the 95% participation rate in Cycle 2 and Cycle 4.

Math Algebra 1 missed the 95% participation rate in Cycles 2, 3, and 4. Geometry missed the 95% participation rate in Cycles 1, 2, and 3. Algebra 2 missed the 95% participation rate in Cycle 4.

Attendance and chronic absenteeism are problems at Lindenwold High School. Daily student attendance hovers around 90% and an average of 20% of students are missing |
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	94.5%	93.8%	95.1%	89.2%		
		10	94.2%	94.8%	92.8%	94.6%		
		11	96.2%	90.4%	88.9%	90.8%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data	Observations / Trends
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		more the 10% of school year at any given time. This makes it difficult for teachers to track down students and have them make up benchmark exams. Many students will not stay after school to make up these long assessments and willing earn a zero because they do not make it up.
		12	95.7%	93.9%	96.9%	83.1%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	96.7%	90.3%	84.7%	89.7%		

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	92.6%	91.5%	91.9%	96.9%		
		11	98%	96.1%	96%	91.8%		
		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	2021-2022 Proficiency Cycle 1 9th - 90% 10th - 35% 11th - 54% 12th - 52%	9th grade proficiency rates are down across all Cycles since 2020 and the 2022-2023 proficiency rates show a marked decline over the 2021-2022 results.
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%	Cycle 2 9th - 72% 10th - 84% 11th - 92% 12th - 77%	10th and 11th grade proficiency rates show the same trend as 9th grade.
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%	Cycle 3 9th - 80% 10th - 73% 11th - 91% 12th - 75%	
		4	0%	0%	0%	0%		12th grade has shown slight improvement since 2020-2021.
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%	2020-2021 Proficiency Cycle 1 9th - 75% 10th - 52% 11th - 72% 12th - 71%	Overall, students do not see the value on working hard on the benchmark assessments. Because they count for so little of the overall grades, student do not put forth their best efforts when completing these exams.
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	64.5%	65.3%	17.5%	66.7%	Cycle 2 9th - 61% 10th - 76% 11th - 76% 12th - 61%	
		10	28.6%	24.1%	33.3%	64.5%		
		11	52.4%	53.2%	70.5%	53.9%	Cycle 3 9th - 79% 10th - 78% 11th - 79%	
		12	48.6%	62.6%	74.8%	83.7%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			12th - 84% Cycle 4 9th - 84% 10th - 86% 11th - 82% 12th - 92%	

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	2021-2022 Proficiency Cycle 1 Algebra 1 - 36.4% Geometry - 58.9% Algebra 2 - 40.3%	Algebra 1 The data show a sharp decline in proficiency on Algebra 1 assessments. Beginning in Cycle 2 of 2021-2022 we began using LinkIt to administer all benchmark assessments. This allows administrators to see all raw scores. In the past, we were relying on grades reported on report cards to determine proficiency data. These grades were often skewed or curved.
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%	Cycle 2 Algebra 1 - 10.0% Geometry - 38.0% Algebra 2 - 29.7%	
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%	Cycle 3 Algebra 1 - 40.0% Geometry - 33.1% Algebra 2 - 64.1%	
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%	Cycle 4 Data not available	
		6	0%	0%	0%	0%	2020-2021 Proficiency Cycle 1 Algebra 1 - 52% Geometry - 33% Algebra 2 - 31%	Geometry The data show a decrease in Geometry proficiency rates, particularly in Cycle 3 and Cycle 4. One of our main geometry teachers went out on medical leave in January and was replaced by teachers with less experience teaching the content.
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%	Cycle 2 Algebra 1 - 47% Geometry - 40% Algebra 2 - 52%	
		9	33.9%	5.4%	2%	13.5%		
		10	40.2%	23.9%	6%	9%	Cycle 3 Algebra 1 - 41% Geometry - 46% Algebra 2 - 47%	
		11	32%	28.6%	39.6%	20%		
		12	0%	0%	0%	0%	Cycle 4	

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
				Algebra 1 - 61% Geometry - 31% Algebra 2 - 63%	Algebra 2 Algebra 2 proficiency rates continue to be higher, on average, than either Algebra 1 or Geometry although they have decreased with the introduction of LinkIt.
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	2.5%	21-22 Access Data Level 6 - 0% Level 5 - 0% Level 4 - 4.9% Level 3 - 26.0% Level 2 - 27.6% Level 1 - 41.5% 20-21 Access Data - Composite Scores Level 6 - 0% Level 5 - 0% Level 4 - 1.6% Level 3 - 27.4% Level 2 - 32.3% Level 1 - 38.7%	The majority of students are performing at Level 3 or below which represent the categories of developing, emerging, and entering. The data shows that students are not progressing to a proficiency level at which they could exit the ELL program.

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	710	Overall Enrollment 18-19: 531 19-20: 601 20-21: 593 21-22: 648 White Enrollment 18-19: 54 19-20: 51 20-21: 46 21-22: 48 Students with Disabilities 18-19: 65 19-20: 78 20-21: 79 21-22: 98	Overall enrollment continues to increase. Enrollment has increased 33.7% since the 19-19 school year. White student enrollment is steadily decreasing. We have seen an 14% decrease in enrollment of white students between 18-19 and 22-23. Students with disabilities represent a quickly growing demographic in the high school. There has been an 56.9% increase in enrollment of students with disabilities between 18-19 and 22-23.
		Subgroup 1 YTD Student Enrollment Average	46		
		Subgroup 2 YTD Student Enrollment Average	102		

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	92.51%	Overall Attendance 18-19: 93% 19-20: 94% 20-21: 84% 21-22: 93.5% White Subgroup 18-19: 93% 19-20: 95% 20-21: 91% 21-22: 93.4% Students with Disabilities Subgroup 18-19: 94% 19-20: 94% 20-21: 87% 21-22: 93.3%	Attendance rates have returned to pre-COVID rates and remain fairly consistent at around 93% daily attendance across all groups. Students and parent receive notifications from the district when a student reaches 5, 10, and 18 absences. Truancy court is used for students with excessive attendance issues.
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	92.40%		

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	20.40%	Overall Chronic Absenteeism 18-19: 5.5% 19-20: N/A 20-21: 43.8% 21-22: 13.77% White Subgroup 18-19: 7.1% 19-20: N/A 20-21: 28.3% 21-22: 30.6% Students with Disabilities Subgroup 18-19: 10.9% 19-20: N/A 20-21: 36.2% 21-22: 32.3% 22-23 Data by Grade 9th: 47 chronically absent students 10th: 29 chronically absent students 11th: 24 chronically absent students 12th: 42 chronically absent students ELL: 31 chronically absent students SPED: 24 chronically absent students	Chronic absenteeism is up slightly over the 21-22 school year. Chronic absenteeism rates are fairly consistent across the subgroups, which students with disabilities showing only a slightly higher rate of chronic absenteeism. The data show that our most chronically absent students fall into either 9th grade or 12th. 9th graders often struggle with the transition from middle school to high school and the change in start time that comes with the change to high school. Seniors are a difficult group as well regarding attendance. Chronic absenteeism in 12th grade then negatively affects graduation rate. Students and families are contacted when students reach 5, 10, and 18 absences. Students who are chronically absent are
		Subgroup 1 YTD Chronic	20.45%		
		Subgroup 2 YTD Chronic Absenteeism	24.49%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
					reported to truancy court.
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	89.13%	18-19: 91.67% 19-20: 93.53% 20-21: 95.36% (majority of year on remote instruction) 21-22: 91.09%	Average daily attendance for staff has continued to decline since the 19-20 school year. For the first time since 18-19, staff attendance fell below 90%. The teaching profession is facing a staffing crisis and we had many LOA's, retirements, and resignations that could not be filled, contributing to the lower attendance rate. COVID continues to be an influence with staff member being more cautious when feeling ill and staying home from work more frequently.

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	3.72%	Student Suspension In-School 18-19: 3.56% 19-20: 3.13% 20-21: Remote Instruction 21-22: 2.06% Student Suspension In-School - White Subgroup 18-19: 5.71% 19-20: 4.18% 20-21: Remote Instruction 21-22: 2.06% Student Suspension In-School - Students with Disabilities 18-19: 7.07% 19-20: 6.50% 20-21: Remote Instruction 21-22: 2.62% Student Suspension Out Of School 18-19: 1.17% 19-20: 1.44% 20-21: Remote Instruction 21-22: 1.87% Student Suspension Out Of School - White Subgroup 18-19: 2.07% 19-20: 2.50% 20-21: Remote Instruction 21-22: 2.04% Student Suspension Out Of School - Students with	The In School suspension rate increased significantly during the 22-23 school year while the Out of School suspension rate decreased. This indicates that the administration is administering disciplinary consequences that allow students to remain in school rather than miss school days. The In School Suspension rate for our white student subgroup increased significantly this year. With such a small population (48 students), one student with a lot of discipline can affect this rate. Out of school suspension rates decreased across all groups.
		Student Suspension YTD Average - In School for Subgroup 1	10.61%		
		Student Suspension YTD Average - In School for Subgroup 2	3.52%		
		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	1.11%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			Disabilities 18-19: 1.52% 19-20: 2.47% 20-21: Remote Instruction 21-22: 3.16% Fighting Incidents 18-19: 10 19-20: 12 20-21: Remote Instruction 21-22: 39 22-23: 39 Chronic Offenders Student #112359: 59 incidents Student #107152: 55 incidents Student #113152: 53 incidents Student #112735: 44 incidents Student #113687: 41 incidents	
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

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)		Schoolwide 4 year rate 18-19: 76.8% 19-20: 70.2% 20-21: Data not available 21-22: 81.5% White 4 year rate 18-19: 78.9% 19-20: 64.7% 20-21: Data not available 21-22: Data not available Hispanic 4 year rate 18-19: 67.7% 19-20: 67.3% 20-21: Data not available 21-22: 76.9% Black 4 year rate 18-19: 86.2% 19-20: 75.0% 20-21: Data not available 21-22: 85.2% Economically Disadvantaged 4 year rate 18-19: 74.5% 19-20: 69.1% 20-21: Data not available	Schoolwide 4 year graduation rate returned to pre-COVID ranges following a high of 81.5% in 21-22. Grading was more lenient during the 20-21 school year due to remote instruction leading to a higher than average graduation rate in 21-22. Ignoring the 21-22 year data, our 4 year graduation rate continues to slowly climb. A high rate of chronic absenteeism coupled with a high mobility rate contributes to the lower graduation rate. The 4 year graduation rate for Hispanic students is steadily climbing up to 77.3% in 22-23. This represents a 14% increase for this subgroup. Interventions for this group include academic support classes and expanded ELL services.

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			21-22: 77.5% Students with Disabilities 4 year rate 18-19: 60.0% 19-20: 60.0% 20-21: Data not available 21-22: 86.4% ELL 4 year rate 18-19: 48.0% 19-20: 47.9% 20-21: Data not available 21-22: 66.7%	

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.		21-22 Data % Enrolled in Any Institution Schoolwide: 48.4% White: 53.8% Hispanic: 44.3% Black: 47.9% Economically Disadvantaged: 51.7% Students with Disabilities: 21.1% English Learners: 17.6% % Enrolled in 2-year Institution Schoolwide: 61.3% White: 57.1% Hispanic: 66.7% Black: 60.9% Economically Disadvantaged: 62.2% Students with Disabilities: 100.00% English Learners: 100.00% % Enrolled in 4-year Institution Schoolwide: 38.7% White: 42.9% Hispanic: 33.3% Black: 39.1% Economically Disadvantaged: 37.8% Students with	The percent of students enrolled in any institution has steadily declined since the 19-20 school year. This is reflective of the economic consequences from the COVID pandemic. Those student who do choose to attend an institution primarily chose to attend a two year institution, especially our economically disadvantaged and special education students. There is an increase in the percent of Black or African American students attending 4 year institutions. Additionally, Black or African American students represent our largest population of students attending any type of institution.

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			Disabilities: 0.00% English Learners: 0.00% 19-20 Data % Enrolled in Any Institution Schoolwide: 55.10% White: 33.30% Hispanic: 39.60% Black: 71.40% Economically Disadvantaged: 56.80% Students with Disabilities: 14.30% English Learners: 12.50% % Enrolled in 2-year Institution Schoolwide: 74.30% White: 100.0% Hispanic: 89.50% Black: 67.50% Economically Disadvantaged: 78.00% Students with Disabilities: 100.00% English Learners: 100.00% % Enrolled in 4-year Institution Schoolwide: 25.70% White: 0.00% Hispanic: 10.50%	

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
				Black: 32.50% Economically Disadvantaged: 22.00% Students with Disabilities: 0.00% English Learners: 0.00%	
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	Test	% of Students in School		The school administers the PSAT during a school day. Students are able to apply for a voucher to take the SAT. The other 70% of students who did not take the test are representative of students who are not considering college after high school, but have been exposed to other post-secondary paths.
		Participating in PSAT	100		
		Participating in SAT	30		
		Participating in ACT	0		
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	216	22-23 Algebra 1 Grade Distribution A - 7% B - 14% C - 33% D - 22% F - 24%	Algebra 1 grade distributions show that 54% of students earned a C or better in Algebra 1. Proficiency in Algebra 1 continues to be an issues as demonstrated in benchmark proficiency section of this document.
		% of students with a C or better			
		Count of students who took the Algrbra section of PARCC	199		
		% 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	Evaluation framework: Charlotte Danielson _# Teachers to Evaluate_: 68 _# Teachers on CAP_: 0 _# Teachers receiving mSGP_: **null / Total** Cycle 1: 0 Cycle 2: 3 Cycle 3: 1 Cycle 4: 1		Teachers are relying mainly on whole group, teacher led instruction. They follow a traditional routine of warm up, direct instruction, followed by guided or independent practice. Authentic student engagement is low and engagement is mostly characterized as compliant. Objectives are vague and do not provide a rationale as to why students are learning the topic. Our professional development needs will focus on rationale, small group instruction, and student engagement.

< Other Indicators - NO DATA >

Process Questions and Growth and Reflection Tool

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 with review the results of the comprehensive needs assessment at the first faculty meeting of the 23-24 school year.

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

The ASP team will work in collaboration with the Community and Inclusion Coordinator to develop ways in which parents and families can engage in helping us meet the goals of our comprehensive needs assessment.

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	3-Developing	With the addition of instructional coaches to the high school, we have begun to develop norms for meetings and spend more time unpacking standards.	Ensuring that daily objectives are aligned to student learning standards and planning engaging instruction for students.
	2	A	2-Emerging		
	3	A	2-Emerging		
	4	A	2-Emerging		
	5	A	2-Emerging		
Assessment	1	A	4-Sustaining	We have common assessments in all core instructional areas that are administered via the online platform LinkIt. This allows for in-depth data analysis and reflection to occur during PLC meetings.	Continue to refine and revise assessment to align with NJSLA and NJGPA.
	2	A	1-Not Addressed		
	3	A	2-Emerging		
Professional Learning Community (PLC)	1	A	3-Developing	PLC's are held once a month and that time is used primarily for data analysis and reflection. The time is limited.	Continue to refine our data reflection protocol and use it to drive future instruction.
	2	A	2-Emerging		
	3	A	2-Emerging		
	4	A	2-Emerging		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	3-Developing	Teacher turn over at the high school is relatively low compared to other schools in the district. Teachers have collegial relationships with each other and there are few negative interactions between staff.	Continue to build student buy-in and school spirit. Create celebrations that recognize both students and staff.
	2	A	2-Emerging		
	3	A	2-Emerging		
	4	A	3-Developing		
	5	A	3-Developing		
	6	A	2-Emerging		
	7	A	2-Emerging		
	8	A	2-Emerging		
	9	A	2-Emerging		
	10	A	2-Emerging		
	11	A	2-Emerging		
	12	A	2-Emerging		
	13	A	3-Developing		
	14	A	3-Developing		
Teacher and Principal Effectiveness	1	A	3-Developing	The Danielson Rubric is used effectively to evaluate teachers.	Continue to provide actionable feedback in observations.

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	Students are not performing well on the ELA 11 benchmark assessments. The average proficiency rate is 65%.	-Students are reading below grade level. -Lack of teacher training in how to remediate students who are reading well below grade level. -Lack of professional development around reading instruction for high school teachers. -High number of students classified as English Language Learners.	ELA 11 Students	1	Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.
				2	Teacher Coaching
				3	Professional Learning Communities (PLC) & Data-based instruction
Social and Emotional Learning	Students spent a total of 879 days in in-school suspension during the 22-23 school year.	-Students do not connect their behavior and academic achievement together. -Students are not engaged in the learning and do not see the real world connections in their classes. -Students come from challenging home situations and lack the social and emotional skills to manage their behavior.	Students who spent 10% or more of the school year in in-school suspension in 22-23.	1	Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.
				2	Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students¿ capacity to manage challenges in and out of school.
				3	For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support.

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	Students are not performing well on the Algebra 1 benchmarks. The average proficiency rate is 14%.	-Lack of teacher knowledge in how to intervene for individual students. -Lack of understanding about priority standards and how to prioritize content. -Lack of professional development provided to teachers around math instruction. -High number of students classified as English Language Learners.	Algebra 1 students	1	Teach students to intentionally choose from alternative algebraic strategies when solving problems.
				2	Teacher Coaching
				3	Professional Learning Communities (PLC) & Data-based instruction
Graduation Rate	Five year graduation rate is 84% and four year graduation rate is 77%.	-Incorrect coding of students as drop-out's when they leave our building. -Students do not feel supported socially and emotionally in school. -Students are not engaged with academics or the school community.	10th grade cohort	1	Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.
				2	Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students capacity to manage challenges in and out of school.
				3	For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support.

SMART Goal 1

By June 2024, 45% of ELA 11 students will demonstrate proficiency on identified targeted standards based on NJSLA and school level data.

Priority Performance   Students are not performing well on the ELA 11 benchmark assessments. The average proficiency rate is 65%.

Strategy 1:   Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.

Strategy 2:   Teacher Coaching

Strategy 3:   Professional Learning Communities (PLC)
& Data-based instruction

Target Population: ELA 11 Students

Interim Goals
SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 45% of ELA 11 students will demonstrate proficiency on standards RL.11-12.1 and RL.11-12.2.	LinkIt Benchmark Data, IXL
Feb 15	By February 15, 45% of ELA 11 students will demonstrate proficiency on standards RL.11-12.1 and RL.11-12.2.	LinkIt Benchmark Data, IXL
Apr 15:	By April 15, 45% of ELA 11 students will demonstrate proficiency on standards RL.11-12.1 and RL.11-12.2.	LinkIt Benchmark Data, IXL
Jul 1	By June 2024, 45% of ELA 11 students will demonstrate proficiency on identified targeted standards based on NJSLA and school level data.	LinkIt Benchmark Data, IXL

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Teachers will receive coaching on effective instructional strategies related to the identified target standards.	9/7/23	6/13/24	
1	1	Staff reading interventionist for targeted instruction.	9/7/23	6/13/24	
1	3	ELA teachers will participate in monthly PLC meetings to review target standard data.	9/7/23	6/13/24	
2	1	Students identified as struggling readers will be placed into LLI class.	9/7/23	9/29/23	
2	2	All 11th grade ELA teachers will meet with the instructional coaches to discuss classroom level data and instructional practices.	9/7/23	6/13/24	
2	3	ELA teachers will participate in a cycle of data inquiry each marking period.	9/7/23	6/13/24	
3	2	11th grade ELA teachers will participate in coaching cycles with the ELA coaches.	9/7/23	6/13/24	
3	1	Targeted walkthroughs will occur to ensure fidelity of implementation.	9/7/23	6/13/24	
3	3	Target standards will be identified using NJSLA, NJGPA, and school level data.	8/1/23	8/31/23	
4	2	Administrations will participate in walkthroughs to ensure appropriate implementation of programming.	9/7/23	6/13/24	
4	1	Leadership team will be formed and meet monthly to review ASP progress and data.	9/7/23	6/13/24	

< SMART Goal 1 - Budget Items: NO DATA >

SMART Goal 2

By June 2024, we will reduce the number of students spending 10% or more of the school year in in-school suspension by 30%.

Priority Performance   Students spent a total of 879 days in in-school suspension during the 22-23 school year.

Strategy 1:   Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.

Strategy 2:   Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students¿ capacity to manage challenges in and out of school.

Strategy 3:   For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support.

Target Population: Students who spent 10% or more of the school year in in-school suspension in 22-23.

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15th, we will identify the students who have reached the 10% threshold for time spent in in-school suspension.	Realtime discipline data
Feb 15	By February 15th, we will reduce the number of students spending 10% or more of the school year in in-school suspension by 10%.	Realtime discipline data
Apr 15:	By April 15th, we will reduce the number of students spending 10% or more of the school year in in-school suspension by 20%.	Realtime discipline data
Jul 1	By June 2024, we will reduce the number of students spending 10% or more of the school year in in-school suspension by 30%.	Realtime discipline data

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Students above the 10% threshold for in-school suspension will be assigned to a specific administrator for monthly check-ins.	10/3/23	11/15/23	
1	1	Provide training on restorative practices to AIR teacher.	9/7/23	11/30/23	
1	2	Research and identify support materials that can be used during in-school suspension.	9/7/23	11/15/23	
2	1	Identify students who are approaching or have reached the 10% threshold for in-school suspension.	9/7/23	11/15/23	
2	2	Purchase materials that connect with college and career success for use during in-school suspension.	11/15/23	12/29/23	
2	3	Freshman seminar curricula will be revamped to address social and emotional learning and provide support.	8/1/23	9/29/23	
3	1	Create customized intervention plan for students about the 10% threshold for in-school suspension.	9/7/23	12/29/23	
3	2	Create a structured format for in-school suspension that allows students to complete school work, reflect on their choices, and plan for the future.	12/29/23	2/15/24	
3	3	Character education curriculum and programs will be researched.	9/7/23	12/29/23	
4	2	Administration will conduct walkthrough of in-school suspension.	9/7/23	6/13/24	
4	1	Administration will conduct walkthroughs of in-school suspension.	9/7/23	6/13/24	
4	3	Discipline committee will be formed to monitor students assigned to in-school suspension.	9/7/23	10/31/23	

< SMART Goal 2 - Budget Items: NO DATA >

SMART Goal 3

By June 2024, Algebra I students will demonstrate proficiency on identified targeted standards based on NJSLA and school level data.

Priority Performance   Students are not performing well on the Algebra 1 benchmarks. The average proficiency rate is 14%.

Strategy 1:   Teach students to intentionally choose from alternative algebraic strategies when solving problems.

Strategy 2:   Teacher Coaching

Strategy 3:   Professional Learning Communities (PLC)
& Data-based instruction

Target Population: Algebra 1 students

Interim Goals
SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 30% of Algebra students will demonstrate proficiency on standard A.CED.A.1.	LinkIt Benchmark data, IXL
Feb 15	By February 15, 30% of Algebra students will demonstrate proficiency on standard A.REI.C.5.	LinkIt Benchmark data, IXL
Apr 15:	By April 15, 30% of Algebra students will demonstrate proficiency on standard F.IF.B.6.	LinkIt Benchmark data, IXL
Jul 1	By June 2024, Algebra I students will demonstrate proficency on identified targeted standards based on NJSLA and school level data.	LinkIt Benchmark data, IXL

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Work with contracted math consultant on improved instructional strategies.	9/7/23	6/13/24	
1	3	Concepts and Algebra teachers will participate in monthly PLC meetings to review target standard data.	9/7/23	6/13/24	
2	2	Math teachers will receive training on small group instruction strategies and the math workshop model.	9/7/23	6/13/24	
2	1	Math coach will provide professional development around alternative algebraic strategies.	9/7/23	6/13/24	
2	3	Concepts and Algebra teachers will participate in a cycle of data inquiry each marking period.	9/7/23	6/13/24	
3	3	Target standards will be identified using NJSLA, NJGPA, and school level data.	8/1/23	8/31/23	
3	2	Concepts and Algebra teachers will meet with math coaches to discuss classroom level data and instructional practices.	9/7/23	6/13/24	
3	1	Concepts and Algebra teachers will participate in coaching cycles with the math coaches.	9/7/23	6/13/24	
4	2	Administrators will conduct walkthroughs to ensure fidelity of implementation.	9/7/23	6/13/24	
4	1	Administrators will conduct walkthroughs to ensure fidelity of implementation.	9/7/23	6/13/24	
5	1	Leadership team will be formed and will meet monthly to review ASP progress and data.	9/7/23	6/13/24	
6	1	Collaborative learning materials, resources and furniture will be reviewed and implemented in math classrooms.	9/7/23	6/13/24	

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
6	Collaborative learning materials, resources and furniture will be reviewed and implemented in math classrooms.	INSTRUCTION - Supplies & Materials / 100-600	$26,531	SIA Carryover

SMART Goal 4

By June 2024, 90% of current 10th grade students will be on track to graduate.

Priority Performance   Five year graduation rate is 84% and four year graduation rate is 77%.

Strategy 1:   Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.

Strategy 2:   Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students capacity to manage challenges in and out of school.

Strategy 3:   For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support.

Target Population: 10th grade cohort

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15th, 65% of current 10th grade students will be on track to graduate.	Grade reporting, disciplinary data, attendance data
Feb 15	By February 15th, 75% of the current 10th grade students will be on track to graduate.	Grade reporting, disciplinary data, attendance data
Apr 15:	By April 15th, 85% of the current 10th grade students will be on track to graduate.	Grade reporting, disciplinary data, attendance data
Jul 1	By June 2024, 90% of current 10th grade students will be on track to graduate.	Grade reporting, disciplinary data, attendance data

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Students have the opportunity to receive counseling from peers through the Teen Pep program.	9/7/23	6/13/24	
1	1	A graduation rate committee will be formed.	9/7/23	10/31/23	
1	3	Identify at-risk students using data from guidance.	9/7/23	10/31/23	
2	1	Graduation rate committee will identify current 10th graders who have been students at LHS since 9th grade.	9/7/23	10/13/23	
2	2	Students will be enrolled in a college readiness course during their 12th grade year.	9/7/23	6/13/24	
2	3	Solicit teachers who are willing to be mentors to at-risk students.	9/7/23	10/31/23	
3	2	Students will be provided the opportunity to take the Accuplacer and PSAT assessments in preparation for college applications.	9/7/23	6/13/24	
3	1	Graduation rate committee will identify students in danger of not graduating within 4 years.	10/13/23	11/15/23	
3	3	Define mentoring expectations for students and staff.	9/7/23	10/31/23	
4	3	Monitor mentoring program throughout the year.	9/7/23	6/13/24	
4	2	Hold a college and career fair.	9/7/23	6/13/24	
4	1	Individual students will be provided counseling, guidance, and resources in order to address their specific issues.	9/7/23	6/13/24	
5	2	Revisit and research implementing a Co-op program for students to receive work experience during their senior year.	9/7/23	6/13/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
5	1	Leadership team will be formed and will meet monthly to review data and ASP progress.	9/7/23	6/13/24	

< SMART Goal 4 - 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	$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	$0	$26,531	$26,531
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Sub-total		$0	$0	$0	$0	$0	$0	$0	$26,531	$26,531
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	$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 (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	$0	$0	$0	$0	$0	$0	$0	$0
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			$0	$0	$0	$0	$0	$0	$0	$26,531	$26,531

Overview of Total Title 1 Expenditures

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

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		Graduation Rate
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: Fred Geardino

Title: Principal

Date: 04/10/2024

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: Kathleen Huder

Title: Business Administrator

Date: 04/11/2024

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: Marc Mancinelli

Title: Director of Curriculum

Date: 04/11/2024