

Lindenwold High School

District: LINDENWOLD BORO

County: CAMDEN

Team: South

School Identification: CSI

Targeted Subgroup

CDS: 072670005

# Annual School Planning 2024-2025

## ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Parent/Guardian	Norma Rivera	No	No	Yes		
Community Member	Betty Martin	No	No	Yes		
Student Representative	Micah Torres	No	No	Yes		
Principal	Fred Geardino	Yes	Yes	Yes		
Assistant Principal	Melanie Martin	Yes	Yes	Yes		
Instructional Coach	Alana Albano	Yes	Yes	Yes		
Instructional Coach	Maria Waring	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Instructional Coach	Morgen Frazier	Yes	Yes	Yes		
Secondary Supervisor	Paul Maggi	Yes	Yes	Yes		

### ASP ESEA Required Stakeholder Groups Assurance

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

#### Comments

### ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
05/29/2024	Prior Year Evaluation	Yes	Yes
06/04/2024	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
06/19/2024	Priority Performance Needs and Root Cause Analysis, Smart Goal Development	Yes	Yes
08/09/2024	Smart Goal Development	Yes	Yes
09/24/2024	Comprehensive Data Analysis and Needs Assessment, Smart Goal Development	Yes	Yes
09/26/2024	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 implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.	ELA	ELA 11 Students	Yes	Yes	Yes	A Reading Intervention class is provided to students who qualify for intensive intervention. LLI (Leveled Literacy Intervention), IXL, Star Renaissance, and a small group instruction model are used in this class. When looking specifically at the Reading Intervention classes, 32 students received intensive reading intervention. 26 out of 32 students made reading growth throughout the school year. 13 out of 32 students made the expected amount of reading growth throughout the school year.	Yes

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Teacher Coaching	ELA	ELA 11 Students	Yes	Yes	Yes	Teachers participate in coaching on a voluntary basis. Additionally, coaches offer Instructional Academy Workshops to teachers throughout the year. For the 2023-2024 school year, 32 one hour Instructional Academy Workshops were presented to teachers.	Yes
Professional Learning Communities (PLC) & Data-based instruction	ELA	ELA 11 Students	Yes	Yes	Yes	The ELA department in grades 9-12 administer quarterly benchmark assessments. At the end of each marking period, teachers gather and reflect on the data for their classes. They look specifically at the lowest and highest performing standards and questions and reflect upon what strategies they can use to reteach areas in need of improvement. They additionally reflect upon ways they can differentiate/group students and instruction based on their data. Teachers use monthly PLC time to gather and reflect upon this data. They had a total of 9 PLC meetings for the 2023-2024 school year.	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention ?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.	ISS	Students who spent 10% or more of the school year	No	Yes	Yes	Between the administrative team and counseling department, students were recognized based on their attendance, academic and behavioral data. Based on the students data, the different leveled interventions were put in place.	Yes
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.	ISS	Students who spent 10% or more of the school year	No	Yes	No	Students began their high school careers in the Freshman Seminar course. Within this course, students were able to built relationships and rapport with peers and some of their Senior mentors. Students are taught coping skills and ways to avoid conflict.	Yes
For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support.	ISS	Students who spent 10% or more of the school year	Yes	Yes	Yes	For students who have difficulty academically and Socially/Emotionally, the Check and Connect Process will provide students with a very specific set of resources and a support team for specific research based systems of support. Student data and meetings began being reviewed and analyzed after the 1st Marking Period.	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Teach students to intentionally choose from alternative algebraic strategies when solving problems.	Math/Algebra I	Algebra 1 students	No	No	Yes	This year, math teachers in grades 9-12 were given on-going professional development from an outside consultant (10/31/23, 12/7/23, 2/1/24, 4/9/24). The professional development included time with the consultant, inside and outside of the classroom. There was a shift in focus from helping students identify and utilize alternative algebraic strategies to a focus on how to use data to group students, how to differentiate based on students' individual needs, modeling, and how to formally assess students. The purpose of this work was to shift towards implementation of the small group instructional model.	Yes
Teacher Coaching	Math/Algebra I	Algebra 1 students	Yes	Yes	Yes	Teachers participate in coaching on a voluntary basis. Additionally, coaches offer Instructional Academy Workshops to teachers throughout the year. For the 2023-2024 school year, 32 one hour Instructional Academy Workshops were presented to teachers.	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Professional Learning Communities (PLC) & Data-based instruction	Math/Algebra I	Algebra 1 students	Yes	Yes	Yes	The math department in grades 9-12 administer quarterly benchmark assessments. At the end of each marking period, teachers gather and reflect on the data for their classes. They look specifically at the lowest and highest performing standards and questions and reflect upon what strategies they can use to reteach areas in need of improvement. They additionally reflect upon ways they can differentiate/group students and instruction based on their data.	Yes
Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.	Class of 2026	10th grade cohort	Yes	Yes	Yes	Between the administrative team and counseling department, students were recognized based on their attendance, academic and behavioral data. Based on the students data, the different leveled interventions were put in place.	Yes



Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
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.	Class of 2026	10th grade cohort	Yes	Yes	Yes	Students began their high school careers in the Freshman Seminar course. Within this course, students were able to built relationships and rapport with peers and some of their Senior mentors. Students are taught coping skills and ways to avoid conflict.	Yes
For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support.	Class of 2026	10th grade cohort	Yes	Yes	Yes	Counselors will utilize Check & Connect documents to monitor student data and interventions.	Yes

STUDENT ACHIEVEMENT

Data Source	Factors to Consider	Prepopulated Data (Column not editable)						Additional Data Qualitative and Quantitative (best available formative assessment data)			Observations / Trends													
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. <a href=http://www.nj.gov/education/schools/achievement/ target="_blank">Link</a> to website with access to reports.	Student Group	ELA	Math	Alg1	Alg2	Geo	ELA Year	21-22	22-23	ELA - Students appear to perform better overall on district benchmarks in comparison to the NJSLA assessment. When looking at the subgroups, females out-performed males by 16.3%. In comparing 2021-2022 NJSLA Schoolwide ELA results to 2022-2023 NJSLA Schoolwide ELA results, there is an increase in levels 4 and 5 proficiency and a decrease in levels 1 and 2 proficiency. Math - NJSLA results continues to show that the majority of students are not achieving proficiency, year after year. There has been a decrease in students in levels 1													
		Schoolwide	17.3 %	20.7%	15%	*	*	23	42.6%	39.8%														
		White	*	*	*	*	*	Level 1	29.2%	21.4%														
		Hispanic	16.7 %	13.3%	*	*	*	Level 2	17.8%	20.4%														
		Black or African American	16.5 %	23.9%	24%	*	*	Level 3	10.4%	16.8%														
		Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	Level 4	0%	1.5%														
		American Indian or Alaska Native	*	*	*	*	*	MATH	21-22	22-23														
		Two or More Races	*	*	*	*	*	Algebra I	41.5	20.8														
		Female	26.1 %	21%	16%	*	*	Level 1	38.7	30.2														
		Male	*	19.2%	15%	*	*	Level 2	13.7	35.8														
		Economically Disadvantaged Students	17%	17.1%	*	*	*	Level 3	6.1	11.3														
		Non-Economically Disadvantaged Students	18.1 %	25.2%	29%	*	*	Level 4	0.0	1.9														
		Students with Disabilities	*	*	*	*	*	Level 5																
		Students without Disabilities	19.3 %	15.9%	15%	*	*																	
		English Learners	*	*	*	*	*																	
Non-English Learners	21.2 %	23.6%	16%	*	*																			

Data Source	Factors to Consider	Prepopulated Data (Column not editable)						Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	ELA	Math	Alg1	Alg2	Geo		
		Homeless Students	*	*	*	*	*		and 2 and an increase in students reaching levels 4 and 5. Looking ahead, we should take time to target students who are scoring in Level 3 as they prepare to take the NJGPA.
		Students in Foster Care	*	*	*	*	*		
		Military-Connected Students	*	*	*	*	*		
		Migrant Students	*	*	*	*	*		
		Non-Binary / Undesignated Gender	*	*	*	*	*		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)				Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Science*	NJSLA Science Homepage, <a href="https://measinc-nj-science.com/">https://measinc-nj-science.com/</a>	NJSLA-S				Spring 2023 NJSLA-S Data Level 1 - 62.2% Level 2 - 27.8% Level 3 - 7.8% Level 4 - 2.2%  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 that there is a larger distribution of data away from level 1 up to level 2 and level 3 (slightly).
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide			10%		
		White					
		Hispanic			6%		
		Black or African			11%		
		Asian, Native					
		American Indian or					
		Two or More Races					
		Female			9%		
		Male			11%		
		Economical ly			14%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)				Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	Grade 5	Grade 8	Grade 11		
		Non-Economical			0%		
		Students with					
		Students without			11%		
		English Learners					
		Non-English			12%		
		Homeless Students					
		Students in Foster Care					
		Military-Connected					
		Migrant Students					
		Non-Binary /					

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.	Student Group	ELA	Math	NA	NA
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific				
		American Indian or Alaska Native				
		Two or More Races				
		Female				
		Male				
		Economically Disadvantaged				
		Non-Economically Disadvantaged				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	ELA	Math		
		Students with Disabilities				
		Students without Disabilities				
		English Learners				
		Non-English Learners				
		Homeless Students				
		Students in Foster Care				
		Military-Connected Students				
		Migrant Students				
		Non-Binary / Undesignated Gender				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)				Observations / Trends
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					ELA 2	Grade Cycle 3 9 92% 10 93% 11 92% 12 86% 90%	Cycle 1 92%	Cycle 95%	Students at this age level take on more responsibility in regards to getting themselves to school. Something we can work on for next year is to have a system in place to keep track of absent students to make up their benchmark upon return to school. Additionally, one cohort of 10th & 11th grade students did not have a consistent ELA teacher for the school year. Since COVID, attendance rates have not fully rebounded. Looking forward, we should develop a system for having absent students complete their benchmarks upon their return to school
		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	0%	0%	0%	0%					
		Math 2	Grade Cycle 3 "9 (Concepts of Algebra)" 94.00% 94.70% "10 (Algebra I)" 96.00% 97.20% "11 (Geometry)" 92.20% 98.00% "12 (Algebra II)" 83.90% 87.50%	Cycle 1 95.50%	Cycle 94.10%						



Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		
		<b>Math</b>						
		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%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		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 (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment 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	Grade 2	Cycle 3	Cycle 1	Cycle	For ELA, Students perform better on the Unit Benchmark assessments in comparison to the NJSLA. There is an increase in overall proficiency from Cycle 1 to Cycle 3. All Unit benchmarks were revised this year to include more of a variety of standards assessed as well as a consistent writing rubric across grade levels.	
		K	0%	0%	0%	0%	9	66.40%	43.00%			
		1	0%	0%	0%	0%	10	68.00%	34.00%			
		2	0%	0%	0%	0%	11	42.00%	21.00%			
		3	0%	0%	0%	0%	12	54.00%	34.00%			
		4	0%	0%	0%	0%		74.00%	62.00%	78.00%		
		5	0%	0%	0%	0%						
		6	0%	0%	0%	0%						
		7	0%	0%	0%	0%						
		8	0%	0%	0%	0%						
		9	0%	0%	0%	0%						
		10	0%	0%	0%	0%						

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)				Observations / Trends
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	Grade 2	Cycle 1	Cycle 3	Students in Concepts of Algebra have struggled to obtain proficiency on the Benchmark Assessments. While students in this course are not required to take an NJSLA Assessment, the questions on the benchmark align with the NJSLs and reflect the rigor of the NJSLA. Students in Algebra I have struggled to obtain proficiency on the Benchmark assessments. The assessments align with the course standards and reflect the level of rigor of the NJSLA. Students in Geometry have out-performed students in Algebra I and Concepts of Algebra on the Benchmark	
		K	0%	0%	0%	0%	9(Concepts)	11.40%	0%		
		1	0%	0%	0%	0%	10(Algebra I)	2.25%	7.65%		
		2	0%	0%	0%	0%	11(Geometry)	30.77%			
		3	0%	0%	0%	0%	12(Algebra II)	64.29%	64.29%		
		4	0%	0%	0%	0%		44.23%	33.65%		
		5	0%	0%	0%	0%		69.64%	64.29%		
		6	0%	0%	0%	0%					
		7	0%	0%	0%	0%					
		8	0%	0%	0%	0%					
		9	0%	0%	0%	0%					
		10	0%	0%	0%	0%					

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		11	0%	0%	0%	0%	<p>Assessments. There is a focus on application and reasoning in the Geometry courses that more closely aligns with the expectations for NJSLA. Students in Algebra II have out-performed other courses in proficiency rate. Looking forward, it will be important to ensure that Algebra II benchmarks are aligned to the course standards and assess those standards at the appropriate level of rigor for the course.</p>	
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends																																																																												
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	6.5%	<p>23-24 ACCESS Data</p> <p>Level 6 - 0%</p> <p>Level 5 - 0%</p> <p>Level 4 - 2%</p> <p>Level 3 - 28%</p> <p>Level 2 - 31%</p> <p>Level 1 - 35%</p> <p style="text-align: center;">Listening</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: right;">Proficiency Level</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td style="text-align: right;">10th</td> <td style="text-align: center;">11th</td> <td style="text-align: center;">12th</td> <td style="text-align: center;">9th</td> </tr> <tr> <td style="text-align: right;">Overall</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: right;">1- Entering</td> <td style="text-align: center;">16%</td> <td style="text-align: center;">36%</td> <td style="text-align: center;">36%</td> </tr> <tr> <td style="text-align: right;">2- Emerging</td> <td style="text-align: center;">32%</td> <td style="text-align: center;">35%</td> <td style="text-align: center;">30%</td> </tr> <tr> <td style="text-align: right;">3- Developing</td> <td style="text-align: center;">16%</td> <td style="text-align: center;">6%</td> <td style="text-align: center;">14%</td> </tr> <tr> <td style="text-align: right;">4- Expanding</td> <td style="text-align: center;">33%</td> <td style="text-align: center;">28%</td> <td style="text-align: center;">28%</td> </tr> <tr> <td style="text-align: right;">5-Bridging</td> <td style="text-align: center;">29%</td> <td style="text-align: center;">35%</td> <td style="text-align: center;">31%</td> </tr> <tr> <td style="text-align: right;">6-Reaching</td> <td style="text-align: center;">21%</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">15%</td> </tr> <tr> <td style="text-align: right;">8%</td> <td style="text-align: center;">12%</td> <td style="text-align: center;">14%</td> <td style="text-align: center;">14%</td> </tr> <tr> <td style="text-align: right;">5-Bridging</td> <td style="text-align: center;">8%</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td style="text-align: right;">13%</td> <td style="text-align: center;">12%</td> <td style="text-align: center;">8%</td> <td style="text-align: center;">8%</td> </tr> <tr> <td style="text-align: right;">6-Reaching</td> <td style="text-align: center;">4%</td> <td style="text-align: center;">4%</td> <td style="text-align: center;">4%</td> </tr> <tr> <td style="text-align: right;">3%</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">3%</td> <td style="text-align: center;">3%</td> </tr> </table> <p style="text-align: center;">Speaking</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: right;">Proficiency Level</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td style="text-align: right;">10th</td> <td style="text-align: center;">11th</td> <td style="text-align: center;">12th</td> <td style="text-align: center;">9th</td> </tr> <tr> <td style="text-align: right;">Overall</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: right;">1- Entering</td> <td style="text-align: center;">51%</td> <td style="text-align: center;">62%</td> <td style="text-align: center;">62%</td> </tr> <tr> <td style="text-align: right;">47%</td> <td style="text-align: center;">47%</td> <td style="text-align: center;">52%</td> <td style="text-align: center;">52%</td> </tr> </table>	Proficiency Level				10th	11th	12th	9th	Overall				1- Entering	16%	36%	36%	2- Emerging	32%	35%	30%	3- Developing	16%	6%	14%	4- Expanding	33%	28%	28%	5-Bridging	29%	35%	31%	6-Reaching	21%	15%	15%	8%	12%	14%	14%	5-Bridging	8%	0%	0%	13%	12%	8%	8%	6-Reaching	4%	4%	4%	3%	0%	3%	3%	Proficiency Level				10th	11th	12th	9th	Overall				1- Entering	51%	62%	62%	47%	47%	52%	52%	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 showing slight growth in progressing to a proficiency level at which they could exit the ELL program.
Proficiency Level																																																																																	
10th	11th	12th	9th																																																																														
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1- Entering	16%	36%	36%																																																																														
2- Emerging	32%	35%	30%																																																																														
3- Developing	16%	6%	14%																																																																														
4- Expanding	33%	28%	28%																																																																														
5-Bridging	29%	35%	31%																																																																														
6-Reaching	21%	15%	15%																																																																														
8%	12%	14%	14%																																																																														
5-Bridging	8%	0%	0%																																																																														
13%	12%	8%	8%																																																																														
6-Reaching	4%	4%	4%																																																																														
3%	0%	3%	3%																																																																														
Proficiency Level																																																																																	
10th	11th	12th	9th																																																																														
Overall																																																																																	
1- Entering	51%	62%	62%																																																																														
47%	47%	52%	52%																																																																														

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)			Observations / Trends
			2- Emerging	19%	23%	
				16%	41%	
			3- Developing	25%	9%	
				29%	6%	
			4- Expanding	1%	0%	
				0%	6%	
			5-Bridging	0%	0%	
				0%	0%	
			6-Reaching	0%	0%	
				0%	0%	
			Reading			
			Proficiency Level		9th	
			10th	11th	12th	
			Overall			
			1- Entering	28%	43%	
				47%	35%	
			2- Emerging	29%	34%	
				26%	41%	
			3- Developing	23%	17%	
				11%	6%	
			4- Expanding	7%	2%	
				3%	0%	
			5-Bridging	8%	4%	
				5%	18%	
			6-Reaching	5%	0%	
				8%	0%	
			Writing			
			Proficiency Level		9th	
			10th	11th	12th	



Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends																																				
			<p>Overall</p> <table border="0"> <tr> <td>1- Entering</td> <td>32%</td> <td>28%</td> </tr> <tr> <td></td> <td>39%</td> <td>34%</td> </tr> <tr> <td>2- Emerging</td> <td>15%</td> <td>30%</td> </tr> <tr> <td></td> <td>18%</td> <td>20%</td> </tr> <tr> <td>3- Developing</td> <td>43%</td> <td>36%</td> </tr> <tr> <td></td> <td>34%</td> <td>39%</td> </tr> <tr> <td>4- Expanding</td> <td>5%</td> <td>0%</td> </tr> <tr> <td></td> <td>0%</td> <td>6%</td> </tr> <tr> <td>5-Bridging</td> <td>1%</td> <td>0%</td> </tr> <tr> <td></td> <td>0%</td> <td>0%</td> </tr> <tr> <td>6-Reaching</td> <td>0%</td> <td>0%</td> </tr> <tr> <td></td> <td>0%</td> <td>0%</td> </tr> </table> <p>21-22 Access Data</p> <p>Level 6 - 0%</p> <p>Level 5 - 0%</p> <p>Level 4 - 4.9%</p> <p>Level 3 - 26.0%</p> <p>Level 2 - 27.6%</p> <p>Level 1 - 41.5%</p> <p>20-21 Access Data - Composite Scores</p> <p>Level 6 - 0%</p> <p>Level 5 - 0%</p> <p>Level 4 - 1.6%</p> <p>Level 3 - 27.4%</p> <p>Level 2 - 32.3%</p> <p>Level 1 - 38.7%</p>	1- Entering	32%	28%		39%	34%	2- Emerging	15%	30%		18%	20%	3- Developing	43%	36%		34%	39%	4- Expanding	5%	0%		0%	6%	5-Bridging	1%	0%		0%	0%	6-Reaching	0%	0%		0%	0%	
1- Entering	32%	28%																																						
	39%	34%																																						
2- Emerging	15%	30%																																						
	18%	20%																																						
3- Developing	43%	36%																																						
	34%	39%																																						
4- Expanding	5%	0%																																						
	0%	6%																																						
5-Bridging	1%	0%																																						
	0%	0%																																						
6-Reaching	0%	0%																																						
	0%	0%																																						

CLIMATE & CULTURE					
Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Enrollment*	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	Overall YTD Student Enrollment Average	729	Overall Enrollment 18-19: 531 19-20: 601 20-21: 593 21-22: 648 22-23: 729  Enrollment as of June 14, 2024 Total: 762 Male: 407 (53%) Female: 355 (47%) Grade 9: 249 Grade 10: 204 Grade 11: 174 Grade 12: 135  Hispanic: 432 (57%) African American: 248 (33%) Caucasian: 41 (5%) Multi: 24 (3%) Asian: 15 (2%) Native Hawaiian Pacific Islander: 1 (<1%)	Overall enrollment continues to increase. Enrollment has increased 37.3% since the 18-19 school year.  Hispanic and SWD students represent a quickly growing demographic in the high school.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
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	93.86%	Overall Attendance 18-19: 93% 19-20: 94% 20-21: 84% 21-22: 93.5% 22-23: 92.5%	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. Students also do not receive credit for courses that they exceed 18 absences.
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Chronic Absenteeism (Students)*	<p>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</p> <ul style="list-style-type: none"> <li>*Identify patterns by grade</li> <li>*Identify patterns by teacher</li> <li>*Identify interventions</li> </ul>	Overall YTD Chronic Absenteeism	19.34%	<p>Overall Chronic Absenteeism</p> <p>18-19: 5.5%</p> <p>19-20: N/A</p> <p>20-21: 43.8%</p> <p>21-22: 13.77%</p> <p>22-23: 20.4%</p>	<p>Chronic absenteeism is slightly down from the 22-23 school year. Chronic absenteeism rates are fairly consistent across the subgroups, which students with disabilities showing only a slightly higher rate of chronic absenteeism.</p> <p>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.</p>
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	0.00%	18-19: 91.67% 19-20: 93.53% 20-21: 95.36% (majority of year on remote instruction) 21-22: 91.09% 22-23: 89.1%	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 (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders			Student Suspension In-School 18-19: 3.56% 19-20: 3.13% 20-21: Remote Instruction 21-22: 2.06% 22-23: 3.72% Student Suspension Out Of School 18-19: 1.17% 19-20: 1.44% 20-21: Remote Instruction 21-22: 1.87% 22-23: 1.11%	The In School suspension rate decreased significantly during the 23-24 school year while the Out of School suspension rate also decreased. This indicates that the administration is administering disciplinary consequences that allow students to remain in school rather than miss school days, but also that students have been working to stay in school.  Out of school suspension rates decreased across all groups.
		Student Suspension YTD Average - In School	0.96%		
		Student Suspension YTD Average - In School for Subgroup 1	0.00%		
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		
		Student Suspension YTD Average - Out of School	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Suspension YTD Average - Out of School for Subgroup 2	0.14%		
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family				

COLLEGE & CAREER READINESS						
Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Graduation Cohort (HS ONLY) - Federal Graduation Rate	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)	Student Group	5 Year Rate	4 Year Rate	Schoolwide 4 year rate 18-19: 76.8% 19-20: 70.2% 20-21: Data not available 21-22: 81.5% 22-23: 72.5	Schoolwide 4 year graduation rate recently has declined heavily. 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. A high rate of chronic absenteeism coupled with a high mobility rate contributes to the lower graduation rate. There will be a focus on student coding within NJSMART.
		Schoolwide	66.2%	71%		
		White	64.7%	75%		
		Hispanic	68.1%	65.9%		
		Black or African American	61.5%	79.1%		
		Asian, Native Hawaiian, or Pacific Islander	*	*		
		American Indian or Alaska Native				
		Two or More Races				
		Economically Disadvantaged Students	64.8%	69.6%		
		Students with Disabilities	35%	70.7%		



Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	5 Year Rate	4 Year Rate		
		English Learners	48.6%	49.2%		
		Homeless Students	47.1%	47.2%		
		Students in Foster Care				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)								Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.	Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution	<p>22-23 Data</p> <p>Schoolwide % Enrolled in Any Institution 40.60%</p> <p>% Enrolled in 2-Year Institution 50.00%</p> <p>% Enrolled in 4-Year Institution 50.00%</p> <p>% Enrolled in Public Institution 88.50%</p> <p>% Enrolled in Private Institution 11.50%</p> <p>% Enrolled in In-State Institution 73.10%</p> <p>% Enrolled in Out-of-State Institution 26.90%</p> <p>White % Enrolled in Any Institution 41.70%</p> <p>% Enrolled in 2-Year Institution 20.00%</p>	<p>The percent of students enrolled in any institution recently had a steady decline since the 19-20 school year. But that number has increased for the current year. Recent figures are 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 based on local availability and economic availability.</p> <p>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</p>
		Statewide	50.0-51.5%	81.3	18.8	100	0	93.8	6.3		
		White	58.3-60.1%	71.4	28.6	100	0	100	0		
		Hispanic	43.9-45.2%	88	12	100	0	88	12		
		Black or African American	61.5-63.4%	75	25	100	0	100	0		
		Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)							Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends	
		Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution		
		American Indian or Alaska Native	*	*	*	*	*	*	% Enrolled in 4-Year Institution 80.00%	students attending any type of institution.	
		Two or More Races	*	*	*	*	*	*	% Enrolled in Public Institution 40.00%		
		Economically Disadvantaged Students	45.7-47.1%	84.4	15.6	100	0	90.6	% Enrolled in Private Institution 60.00%		
		Students with Disabilities	*	*	*	*	*	*	% Enrolled in In-State Institution 40.00%		
		English Learners	7.7-7.9%	100	0	100	0	100	% Enrolled in Out-of-State Institution 60.00%		
									Hispanic % Enrolled in Any Institution 25.00%		
									% Enrolled in 2-Year Institution 80.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)							Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends	
		Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution	% Enrolled in In-State Institution 86.70% % Enrolled in Out-of-State Institution 13.30%	
		Homeless Students	*	*	*	*	*	*	*	Black or African American % Enrolled in Any Institution 59.30%	
		Students in Foster Care	*	*	*	*	*	*	*	% Enrolled in 2-Year Institution 40.60% % Enrolled in 4-Year Institution 59.40% % Enrolled in Public Institution 93.80% % Enrolled in Private Institution 6.30% % Enrolled in In-State Institution 71.90% % Enrolled in Out-of-State Institution 28.10%  21-22 Data	

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			<p>% 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%</p> <p>% 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%</p> <p>% Enrolled in 4-year Institution Schoolwide: 38.7% White: 42.9% Hispanic: 33.3% Black: 39.1%</p>	

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			<p>Economically Disadvantaged: 37.8% Students with Disabilities: 0.00% English Learners: 0.00%</p> <p>19-20 Data</p> <p>% 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%</p> <p>% 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:</p>	

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				100.00%  % Enrolled in 4-year Institution Schoolwide: 25.70% White: 0.00% Hispanic: 10.50% 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. Nearly 300 (270) students took the PSAT/SAT during their designated days.
		Participating in PSAT	100		
		Participating in SAT	29.2		
		Participating in ACT	1.8		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment 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	71	23-24 Algebra 1 Grade Distribution A - 6% B - 15% C - 29% D - 30% F - 18%	Proficiency in Algebra 1 continues to be an issues as demonstrated in benchmark proficiency section of this document.  The percentage of students failing has decreased by 6% from the previous school year. Grade distribution has increased more in the C/D range as the A/B range has slightly decreased.
		% of students with a C or better			
		Count of students who took the Algrbra section of PARCC	52	22-23 Algebra 1 Grade Distribution A - 7% B - 14% C - 33% D - 22% F - 24%	
		% of students who scored 4 or 5 on the PARCC assessment	15%		



EVALUATION INFORMATION				
Data Source	Factors to Consider	Prepopulated Data (from prior year's ASP Reporting tab) (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Learning Walks / Informal Classroom Observations	<ul style="list-style-type: none"> <li>*Identify # teachers to evaluate</li> <li>*Identify % of teachers on CAP in the previous school year</li> <li>*Identify instructional trends</li> <li>*Identify professional development needs</li> </ul>		<p>Danielson is the Framework utilized by Lindenwold Public Schools. There are approximately 72 professionals (teacher, IA, Coach, Counselor, Case Manager) to evaluate at LHS. There are 0 teachers on a CAP for the 2024-25 school year.</p> <p>Instructional walks were completed by designed departments quarterly throughout the 2023-24 school year. Approximately 4-6 teachers were included in the quarterly walkthrough.</p>	<p>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.</p> <p>Our professional development needs will focus on the workshop model which incorporates formative assessment, small group instruction, and student engagement.</p>

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< Other Indicators - NO DATA >

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## Comprehensive Needs Assessment Process Questions

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

The school planning team will review the results of the comprehensive needs assessment at the first district secondary meeting of the 24-25 school year. The District Strategic Plan will be broken down and an instructional framework will be shared to show the incremental approach toward classroom instruction. Community members will be able to receive ASP goals and planning information at one of the Board of Education meetings at the beginning of the 2024-25 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 meet/work in collaboration with local stakeholders and community members at a beginning of the year ASP meeting and during evening parent/family events to develop ways in which parents and families can engage in helping us meet the goals of our comprehensive needs assessment.

## Reflection and Growth Rubric

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	3-Developing	<p>Student Learning Objectives and Rationale were a focus at the beginning of the 2023-24 School year. Teachers showed growth and promise during the initial phases.</p> <p>PLC's and collaborative time will be a major focus for the 2024-25 school year. Teacher common teaching areas were created to increase collaboration and instruction in specific content courses.</p>
	2	A	2-Emerging	
	3	A	2-Emerging	
	4	A	2-Emerging	
	5	A	2-Emerging	
Assessment	1	A	2-Emerging	<p>There are many assessment protocols that have been created and are in place. Teachers have created, or collaborated on, common pre/post assessments and benchmarks.</p> <p>The focus for the 2024-25 school year will be utilizing formative assessment data to drive instruction within the workshop model. Ways to create impactful formative assessments and utilize them appropriately within a lesson framework.</p>
	2	A	2-Emerging	
	3	A	1-Not Addressed	
Professional Learning Community (PLC)	1	A	2-Emerging	<p>Teachers are currently reflecting via data protocol for each of the quarterly benchmark assessments (by course). PLC guidelines and protocols have been created and will be implemented to have cohorts meet monthly.</p> <p>PLC's and collaborative time will be a major focus for the 2024-25 school year.</p>
	2	A	2-Emerging	
	3	A	2-Emerging	
	4	A	1-Not Addressed	

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	3-Developing	There are some strong developing points within the area of culture. There are plenty of opportunities for teachers to grow professionally and have developmental conversations. Atop of administrators within the building, staff also have access to building based coaches regarding data and instruction.	There will be a focus on incorporating new staff members to different leadership roles and opportunities during the 2024-25 School year. A devised mission and goals will be worked on and shared within the faculty/staff. Staff will be given insight into the rationale of rolling out initiatives and ways to increase morale for both students and their colleagues.
	2	A	1-Not Addressed		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
	6	A	2-Emerging		
	7	A	2-Emerging		
	8	A	1-Not Addressed		
	9	A	3-Developing		
	10	A	2-Emerging		
	11	A	3-Developing		
	12	A	2-Emerging		
	13	A	2-Emerging		
	14	A	2-Emerging		
Teacher and Principal Effectiveness	1	A	3-Developing	PDP and SGO goals were created collaboratively for the 2023-24 school year. Common school and department based goals were shared out for PDP's.	Research based initiatives and conversations will continue to be utilized. There will be a focus on implementing instructional focuses at specified timelines/deadlines. Teachers are somewhat familiar with the components of the Danielson Framework, but not necessarily the indicators aligned within each. Staff are given very specific feedback based on their observations and given rationale for scoring and evidence which includes specific indicators aligned.

## Priority Performance Needs and Root Cause Analysis

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



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
Effective Instruction	Students are not performing well on the ELA 9 benchmark assessments. The average proficiency rate is 59%.	<ul style="list-style-type: none"> <li>- Students are reading below grade level.</li> <li>- Lack of teacher training in how to remediate students who are reading well below grade level</li> <li>- High number of students classified as English Language Learners, particularly newcomers</li> <li>- Due to COVID, students have gaps in instruction.</li> <li>- Lack of reading and writing stamina</li> <li>- High transient rate</li> </ul>	English 9 Students	1 Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.	A Reading Intervention class, taught by a Reading Specialist, will be offered to those students reading below grade level and qualify for this intensive intervention.	Promising	<a href="https://ies.ed.gov/ncee/WWC/PracticeGuide/8">https://ies.ed.gov/ncee/WWC/PracticeGuide/8</a>



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
				2 Professional Learning Communities (PLC) & Data-based instruction	Teachers will utilize common planning time and PLC time to analyze student pre-assessment data and formative assessment data to identify learning gaps, instructional deficiencies, and student misconceptions. Teachers will use the data they obtain to make decisions about which students need interventions and the best methods and resources for meeting the needs of diverse learners.	Moderate	<a href="https://ies.ed.gov/ncee/WWC/PracticeGuide/12">https://ies.ed.gov/ncee/WWC/PracticeGuide/12</a> <a href="https://www.sciencedirect.com/science/article/abs/pii/S0742051X07000066">https://www.sciencedirect.com/science/article/abs/pii/S0742051X07000066</a>





Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLs	
				3	Implementation of Instructional Workshop Model with ongoing professional development	Teachers will implement small group instruction in their classrooms. This instructional model will allow teachers to more effectively address the needs of their students through small group instruction focused on areas of weakness as identified through formative assessment. Teachers will continue to be provided with professional development focused on instructional practice, unpacking standards, and effective planning.	Promising	<a href="https://ies.ed.gov/ncee/WWC/PracticeGuide/8">https://ies.ed.gov/ncee/WWC/PracticeGuide/8</a>



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
Social and Emotional Learning	There were over 1500 (1512) disciplinary referrals infractions (over 750 in 3 specified areas) during the 2023-24 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. - Since the pandemic, students experience difficulty and lack the social/emotional skills to manage their behavior.	Students who comprise of 10% or more of the top infractions during the 23-24 school year.	1 Utilize building based Hall Sweeps	Building hall sweeps will be utilized throughout the school year to target spaces/times where students are not going to class.	Promising , Demonstrates a Rationale	<a href="https://ies.ed.gov/funding/grantssearch/details.asp?ID=1643">https://ies.ed.gov/funding/grantssearch/details.asp?ID=1643</a> <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf</a>
				2 Utilize an incentive based program.	An incentive based program will be used to recognize students who receive no/minimal infractions throughout the marking periods.	Promising	<a href="https://ies.ed.gov/funding/grantssearch/details.asp?ID=1026">https://ies.ed.gov/funding/grantssearch/details.asp?ID=1026</a> <a href="https://www.sciencedirect.com/science/article/abs/pii/S0022440519300123?via%3Dihub">https://www.sciencedirect.com/science/article/abs/pii/S0022440519300123?via%3Dihub</a>
				3 Recognizing students who have high volume of referrals.	Identify students who need additional supports and interventions based on their individual data and needs.	Moderate	<a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf</a>



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLs
Effective Instruction	Students are not demonstrating proficiency on the Algebra I Benchmark Assessments. The average proficiency rate is 3.3%	<ul style="list-style-type: none"> <li>-Teachers lack capacity related to providing targeted interventions to meet the needs of individual students</li> <li>-Lack of teacher training pertaining to unpacking the standards and prioritizing major, supporting, and additional content</li> <li>-Lack of professional development related to quality math instruction and monitoring student progress and providing appropriate remediation</li> <li>-High number of students classified as English Language Learners, particularly</li> </ul>	Algebra I Students	1 Implementation of instructional workshop model	Teachers will implement small group instruction (Instructional Workshop Model) in their classrooms. This instructional model will allow teachers to more effectively address the needs of their students through small group instruction focused on areas of weakness as identified through formative assessment.	Promising	<a href="https://ies.ed.gov/ncee/WWC/Study/89849">https://ies.ed.gov/ncee/WWC/Study/89849</a>
				2 On-going professional development with outside consultant	Teachers will continue to be provided with professional development from an outside consultant focused on instructional practice, unpacking standards, and effective planning.	Promising	<a href="https://ies.ed.gov/ncee/WWC/Documents/PracticeGuide/20072004.pdf">https://ies.ed.gov/ncee/WWC/Documents/PracticeGuide/20072004.pdf</a>



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
		newcomers		3 Professional Learning Communities (PLC) and Data-based instruction	Teachers will utilize common planning time and PLC time to analyze student pre-assessment data and formative assessment data to identify learning gaps, instructional deficiencies, and student misconceptions. Teachers will use the data they obtain to make decisions about which students need interventions and the best methods and resources for meeting the needs of diverse learners.	Moderate	<a href="https://ies.ed.gov/ncee/WWC/Documents/PracticeGuide/ddm_pg_092909.pdf">https://ies.ed.gov/ncee/WWC/Documents/PracticeGuide/ddm_pg_092909.pdf</a> <a href="https://www.sciencedirect.com/science/article/abs/pii/S0742051X07000066">https://www.sciencedirect.com/science/article/abs/pii/S0742051X07000066</a>



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLs
Graduation Rate	The percent of 11th graders on track to graduate in their fourth year of high school is currently 65%, while the state average is 91%	- A high rate of chronic absenteeism coupled with a high mobility rate contributes to the lower graduation rate.	Class of 2026	1 Identify and continually track at-risk students	Students in the 2026 cohort will be monitored for early warning indicators by the Graduation Committee. These include attendance, grades, and discipline referrals.	Demonstrates a Rationale	<a href="https://www.dropoutprevention.org/wp-content/uploads/2017/10/dropout-prevention-and-trauma-2017-10.pdf">https://www.dropoutprevention.org/wp-content/uploads/2017/10/dropout-prevention-and-trauma-2017-10.pdf</a>
				2 Check and Connect	Provide intensive, individualized support through a check-and-connect program	Moderate	<a href="https://ies.ed.gov/ncee/WWC/Documents/PracticeGuide/wwc_dropout_092617.pdf#page=27">https://ies.ed.gov/ncee/WWC/Documents/PracticeGuide/wwc_dropout_092617.pdf#page=27</a>
				3 Increasing relevance in curricula/lessons	Engage students through more relevant curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school	Strong	<a href="https://ies.ed.gov/ncee/WWC/Documents/PracticeGuide/wwc_dropout_092617.pdf#page=35">https://ies.ed.gov/ncee/WWC/Documents/PracticeGuide/wwc_dropout_092617.pdf#page=35</a>

## SMART Goal 1

By June 2025, 45% of students in English 9 will show mastery on the two identified performing priority standards as measured by the quarterly benchmark assessment data.

Area of Focus                      Effective Instruction

Content Area                      ELA 9

Priority Performance              Students are not performing well on the ELA 9 benchmark assessments. The average proficiency rate is 59%.

Target Population:                English 9 Students

### Interim Goals

#### SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2025, 15% of students in English 9 will show mastery on the two identified performing priority standards as measured by the quarterly benchmark assessment data.	Unit 1 Pre-assessment Data; Unit 1 Benchmark Data
Feb 15	By February 15, 2025, 25% of students in English 9 will show mastery on the two identified performing priority standards as measured by the quarterly benchmark assessment data.	Unit 2 Pre-assessment Data; Unit 2 Benchmark Data
Apr 15:	By April 15, 2025, 35% of students in English 9 will show mastery on the two identified performing priority standards as measured by the quarterly benchmark assessment data.	Unit 3 Pre-assessment Data; Unit 3 Benchmark Data
Jul 1	By June 2025, 45% of students in English 9 will show mastery on the two identified performing priority standards as measured by the quarterly benchmark assessment data.	Unit 4 Pre-assessment Data; Unit 4 Benchmark Data

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

### Action Steps

#### SMART Goal 1 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	School Leadership Team will measure effectiveness of intensive and individualized interventions according to formative assessment data results.	9/9/24	6/18/25	Principal, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches
2	1	Continue to refine template for prescribed block of time for small group instruction, focused on individual student needs.	9/9/24	6/18/25	Principal, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches
3	1	Continue the use of intervention instructional technology and provide training as needed for teachers.	9/9/24	6/18/25	Principal, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches

Step Number	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
4	1	Students identified as needing long term intervention will be targeted for intervention through I&RS with the school Reading Specialist.	9/9/24	6/18/25	Principal, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches
5	1	Teachers will analyze formative assessment data in order to form groups for small group instruction.	9/9/24	6/18/25	Principal, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches
6	1	Provide families with accessible and relevant resources to use at home with their child to increase engagement and improve student growth.	9/9/24	6/18/25	Principal, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches

**Budget Items**

SMART Goal 1 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	New Hire - Reading Specialist	INSTRUCTION - Personnel Services - Salaries / 100-100	\$88,500	SIA



Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	Reading Specialist - Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$65,000	SIA

## Strategy 2 - Professional Learning Communities (PLC) & Data-based instruction

### Action Steps

#### SMART Goal 1 - Strategy 2

Step Number	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	2	School Leadership Team will measure effectiveness of PLC & Data based instruction according to pre-assessment, benchmark assessment and identified standards data results.	9/9/24	6/18/25	Principal, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches
2	2	Leadership Team/Data team will convene monthly to analyze pre-assessments, benchmark, and identified standards data. Instructional support will be identified to provide necessary intervention to staff and student	9/9/24	6/18/25	Principal, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
3	2	Teachers will use PLCs to analyze data and make data-informed curricular decisions.	9/9/24	6/18/25	Principal, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches
4	2	Continue incentives for mastery of major standards and benchmark proficiency.	9/9/24	6/18/25	Principal, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches
5	2	Quarterly Bring on the Benchmark practice questions and incentives.	9/9/24	6/18/25	Principal, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches
6	2	School Leadership Team will develop and implement a system of Learning Walks to include determining and communicating look-fors, collaboratively monitoring the look-fors, communicating the trends of the learning walk.	9/9/24	6/18/25	Principal, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
7	2	Continue and refine data-based PLCs in each grade level.	9/9/24	6/18/25	Principal, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches
8	2	School Leadership Team will meet monthly to review ASP data and progress.	9/9/24	6/18/25	Principal, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches
9	2	School Leadership Team will collaboratively complete End of Cycle 3 Record Book.	9/9/24	6/18/25	Principal, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches
10	2	Ensure at least 80% participation on every benchmark by creating and implementing a system that monitors participation rate/absentee follow-up during the benchmark window.	9/9/24	6/18/25	Principal, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches

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

### Strategy 3 - Implementation of Instructional Workshop Model with ongoing professional development

#### Action Steps

##### SMART Goal 1 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	3	School Leadership Team will measure effectiveness of Instructional Model with data from Learning Walks which will include look-fors, collaboratively monitoring the look-fors, communicating the trends of the learning walks.	9/9/24	6/18/25	Principal, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches
2	3	Teachers will analyze quarterly pre-assessment, benchmark data and formative assessment data in order to form groups for small group instruction.	9/9/24	6/18/25	Principal, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches
3	3	Teachers will be provided instructional support during PLCs.	9/9/24	6/18/25	Principal, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
4	3	Teachers will be provided professional development on the instructional workshop model.	9/9/24	6/18/25	Principal, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches
5	3	Continue the use of intervention instructional technology and provide training as needed for teachers.	9/9/24	6/18/25	Principal, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches
6	3	School Leadership Team will create a plan for communicating the ASP goals and progress to district, staff, teachers, and students.	9/9/24	6/18/25	Principal, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches

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

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## SMART Goal 2

By June 2025, we will reduce the number of students spending 10% or more of the school year in in-school suspension by 30%.

Area of Focus                      Social and Emotional Learning  
 Content Area                      ISD  
 Priority Performance              There were over 1500 (1512) disciplinary referrals infractions (over 750 in 3 specified areas) during the 2023-24 school year.

Target Population:                Students who comprise of 10% or more of the top infractions during the 23-24 school year.

### Interim Goals

#### SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2024, we will reduce the number of students spending 10% or more of the school year in in-school suspension by 15%.	Realtime discipline data
Feb 15	By February 15, 2025, we will reduce the number of students spending 10% or more of the school year in in-school suspension by 20%.	Realtime discipline data
Apr 15:	By April 15, 2025, we will reduce the number of students spending 10% or more of the school year in in-school suspension by 25%.	Realtime discipline data
Jul 1	By June 2025, we will reduce the number of students spending 10% or more of the school year in in-school suspension by 30%.	Realtime discipline data

### Strategy 1 - Utilize building based Hall Sweeps

## Action Steps

### SMART Goal 2 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	School Leadership Team will measure effectiveness of building hall sweeps according to disciplinary referrals.	9/9/24	6/18/25	Principal, APs, SLT Committee
2	1	Building hall sweeps will be utilized throughout the school year to target spaces/times where students are not going to class.	9/9/24	6/18/25	Principal, APs
3	1	School Leadership Team will develop and implement a system of Learning Walks to include determining and communicating look-fors, collaboratively monitoring the look-fors, communicating the trends of the learning walk.	9/9/24	6/18/25	Principal, APs, SLT Committee

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

### Strategy 2 - Utilize an incentive based program.

## Action Steps

### SMART Goal 2 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	2	School Leadership Team will measure effectiveness of incentive based program according to disciplinary referrals and students recognized.	9/9/24	6/18/25	Principal, APs, SLT Committee, District Coordinator

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
2	2	An incentive based program will be used to recognize students who receive no/minimal infractions throughout the marking periods.	9/9/24	6/18/25	Principal, APs, SLT Committee, District Coordinator
3	2	Provide families with accessible and relevant resources to use at home with their child to increase engagement and improve student growth.	9/9/24	6/18/25	Principal, APs, SLT Committee, District Coordinator, Website Coordinator
4	2	Culture and Climate Team will meet quarterly to review student incentive data.	9/9/24	6/18/25	Principal, APs, SLT Committee, District Coordinator

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

Strategy 3 - Recognizing students who have high volume of referrals.

### Action Steps

SMART Goal 2 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
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Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	3	School Leadership Team will measure effectiveness of building hall sweeps according to high volume referrals.	9/9/24	6/18/25	Principal, APs, SLT Committee, Director of Counseling, Guidance Counselors
2	3	Provide families with accessible and relevant resources to use at home with their child to increase engagement and improve student growth.	9/9/24	6/18/25	Principal, APs, SLT Committee, Director of Counseling, Guidance Counselors
3	3	Identify students who need additional supports and interventions based on their individual data and needs.	9/9/24	6/18/25	Principal, APs, SLT Committee, Director of Counseling, Guidance Counselors
4	3	Culture and Climate Team will meet quarterly to review student incentive data.	9/9/24	6/18/25	Principal, APs, SLT Committee, Director of Counseling, Guidance Counselors
5	3	School Leadership Team will meet monthly to review ASP data and progress.	9/9/24	6/18/25	Principal, APs, SLT Committee, Director of Counseling, Guidance Counselors

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
6	3	School Leadership Team will collaboratively complete End of Cycle 3 Record Book.	9/9/24	6/18/25	Principal, APs, SLT Committee, Director of Counseling, Guidance Counselors
7	3	School Leadership Team will establish a system for notetaking (delegating taking minutes and capturing next steps).	9/9/24	6/18/25	Principal, APs, SLT Committee, Director of Counseling, Guidance Counselors
8	3	School Leadership Team will create a plan for communicating the ASP goals and progress to district, staff, teachers, and students.	9/9/24	6/18/25	Principal, APs, SLT Committee, Director of Counseling, Guidance Counselors

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

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## SMART Goal 3

By June 2025, there will be a 10% increase in the amount of Algebra 1 students showing mastery on the two identified priority standards from pre-assessment to post-assessment for two of the three Unit Benchmark Assessments.

Area of Focus

Effective Instruction

Content Area

Algebra I

Priority Performance

Students are not demonstrating proficiency on the Algebra I Benchmark Assessments. The average proficiency rate is 3.3%

Target Population:

Algebra I Students

## Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2025, there will be a 10% increase in the amount of Algebra 1 students showing mastery on two identified priority standards from pre-assessment to post-assessment for unit 1 Benchmark Assessments.	Unit 1 pre-assessment data Unit 1 benchmark data
Feb 15	By February 15, 2025 there will be a 10% increase in the amount of Algebra 1 students showing mastery on two identified priority standards from pre-assessment to post-assessment for unit 2 Benchmark Assessments.	Unit 2 pre-assessment data Unit 2 benchmark data
Apr 15:	By April 15, 2025, there will be a 10% increase in the amount of Algebra 1 students showing mastery on two identified priority standards from pre-assessment to post-assessment for unit 3 Benchmark Assessments.	Unit 3 pre-assessment data Unit 3 benchmark data
Jul 1	By June 2025, there will be a 10% increase in the amount of Algebra 1 students showing mastery on the two identified priority standards from pre-assessment to post-assessment for two of the three Unit Benchmark Assessments.	Unit 1 benchmark data Unit 2 benchmark data Unit 3 benchmark data

## Strategy 1 - Implementation of instructional workshop model

## Action Steps

### SMART Goal 3 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	School Leadership Team will measure effectiveness of intensive and individualized interventions according to formative assessment data results.	9/9/24	6/18/25	Principals, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches
2	1	Teachers will analyze quarterly pre-assessment, benchmark data and formative assessment data in order to form groups for small group instruction.	9/9/24	6/18/25	Principals, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches
3	1	Teachers will be provided instructional support during PLCs.	9/9/24	6/18/25	Principals, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches
4	1	Teachers will be provided professional development on the instructional workshop model.	9/9/24	6/18/25	Principals, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
5	1	Administration will conduct targeted walk-throughs to evaluate the effectiveness of the instructional workshop model.	9/9/24	6/18/25	Principals, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches
6	1	Continue the use of intervention instructional technology and provide training as needed for teachers.	9/9/24	6/18/25	Principals, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches
7	1	School Leadership Team will meet monthly to review ASP data and progress.	9/9/24	6/18/25	Principals, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches
8	1	School Leadership Team will collaboratively complete End of Cycle 3 Record Book.	9/9/24	6/18/25	Principals, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches

Step Number	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
9	1	School Leadership Team will establish a system for notetaking (delegating taking minutes and capturing next steps).	9/9/24	6/18/25	Principals, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches
10	1	School Leadership Team will create a plan for communicating the ASP goals and progress to district, staff, teachers, and students.	9/9/24	6/18/25	Principals, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches
11	1	Provide families with accessible and relevant resources to use at home with their child to increase engagement and improve student growth.	9/9/24	6/18/25	Principals, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches
12	1	School Leadership Team will develop and implement a system of Learning Walks to include determining and communicating look-fors, collaboratively monitoring the look-fors, communicating the trends of the learning walk.	9/9/24	6/18/25	Principals, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches

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

Strategy 2 - On-going professional development with outside consultant

Action Steps

SMART Goal 3 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	2	School Leadership Team will measure effectiveness of intensive and individualized interventions according to formative assessment data results.	9/9/24	6/18/25	Principals, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches
2	2	Teachers will analyze formative assessment data in order to form groups for small group instruction.	9/9/24	6/18/25	Principals, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches
3	2	Continue to refine template for prescribed block of time for small group instruction focused on indivudal student needs.	9/9/24	6/18/25	Principals, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
4	2	Continue the use of intervention instructional technology and provide training as needed for teachers.	9/9/24	6/18/25	Principals, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches
5	2	Students identified as needing long term intervention will be targeted for intervention through I&RS.	9/9/24	6/18/25	Principals, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches

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

### Strategy 3 - Professional Learning Communities (PLC) and Data-based instruction

#### Action Steps

SMART Goal 3 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
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Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	3	School Leadership Team will measure effectiveness of PLC & Data based instruction according to pre-assessment, benchmark assessment and identified standards data results.	9/9/24	6/18/25	Principals, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches, Committee members
2	3	Continue and refine data-based PLCs in each grade level.	9/9/24	6/18/25	Principals, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches, Committee members
3	3	Teachers will use PLCs to analyze data and make data-informed curriucular decisions.	9/9/24	6/18/25	Principals, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches, Committee members

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
4	3	Continue incentives for mastery of major standards and benchmark proficiency.	9/9/24	6/18/25	Principals, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches, Committee members
5	3	Quarterly Bring on the Benchmark practice questions and incentives will be utilized for preparation.	9/9/24	6/18/25	Principals, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches, Committee members
6	3	Ensure at least 80% participation on every benchmark by creating and implementing a system that monitors participation rate/absentee follow-up during the benchmark window.	9/9/24	6/18/25	Principals, APs, Director of Curriculum, Supervisor of Curriculum, Instructional Coaches, Committee members

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

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## SMART Goal 4

By June 2025, 85% of 11th grade cohort students will be on track to graduate and/or properly coded.

Area of Focus                      Graduation Rate

Content Area                      Class of 2026

Priority Performance              The percent of 11th graders on track to graduate in their fourth year of high school is currently 65%, while the state average is 91%

Target Population:              Class of 2026

## Interim Goals

### SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15th, 65% of current 11th grade cohort students will be on track to graduate and/or properly coded.	Grade reporting, disciplinary data, attendance data
Feb 15	By February 15th, 75% of the current 11th grade cohort students will be on track to graduate and/or properly coded.	Grade reporting, disciplinary data, attendance data
Apr 15:	By April 15th, 80% of the current 11th grade cohort students will be on track to graduate and/or properly coded.	Grade reporting, disciplinary data, attendance data
Jul 1	By June 2025, 85% of 11th grade cohort students will be on track to graduate and/or properly coded.	Grade reporting, disciplinary data, attendance data

## Strategy 1 - Identify and continually track at-risk students

## Action Steps

### SMART Goal 4 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	Graduation Committee will convene quarterly to analyze attendance, discipline, and GPA data. Supports will be provided to students in danger of failing or losing credit.	9/9/24	6/18/25	Principal, APs, Instructional Coaches, Counselors, Committee Members
2	1	School Leadership Team will measure effectiveness of tracking at-risk students according to attendance, discipline and academic data results.	9/9/24	6/18/25	Principal, APs, Instructional Coaches, Counselors, Committee Members
3	1	School Leadership Team will meet monthly to review ASP data and progress.	9/9/24	6/18/25	Principal, APs, Instructional Coaches, Counselors, Committee Members
4	1	School Leadership Team will collaboratively complete End of Cycle 3 Record Book.	9/9/24	6/18/25	Principal, APs, Instructional Coaches, Counselors, Committee Members
5	1	School Leadership Team will establish a system for notetaking (delegating taking minutes and capturing next steps).	9/9/24	6/18/25	Principal, APs, Instructional Coaches, Counselors, Committee Members

## Budget Items

### SMART Goal 4 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Graduation committee salary	INSTRUCTION - Personnel Services - Salaries / 100-100	\$1,500	SIA

### Strategy 2 - Check and Connect

## Action Steps

### SMART Goal 4 - Strategy 2

Step Number	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	2	School Leadership Team will measure effectiveness of tracking at-risk students according based on documented interventions and meeting with students/families.	9/9/24	6/18/25	Principal, APs, Instructional Coaches, Counselors, Committee Members
2	2	Students identified as being at risk of failing will be assigned a staff member to check in with on a regular basis.	9/9/24	6/18/25	Principal, APs, Instructional Coaches, Counselors, Committee Members

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
3	2	Establish a system for ensuring all students receive positive commendation via Check and Connect meetings.	9/9/24	6/18/25	Principal, APs, Instructional Coaches, Counselors, Committee Members
4	2	Students will be provided with "trusted" adults within their personal community that they can check in with daily on their overall progress.	9/9/24	6/18/25	Principal, APs, Instructional Coaches, Counselors, Committee Members, Staff members
5	2	School Leadership Team will meet monthly to review ASP data and progress.	9/9/24	6/18/25	Principal, APs, Instructional Coaches, Counselors, Committee Members, Staff members

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< SMART Goal 4, Strategy 2 - Budget Items: NO DATA >

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Strategy 3 - Increasing relevance in curricula/lessons

## Action Steps

### SMART Goal 4 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	3	The Graduation Rate team will measure effectiveness by meeting bi-monthly to discuss Freshman Seminar course failures and academic trends.	9/9/24	6/18/25	Principal, APs, Instructional Coaches, Counselors, Committee Members
2	3	Provide families with accessible and relevant resources to use at home with their child to increase engagement and improve student growth.	9/9/24	6/18/25	Principal, APs, Instructional Coaches, Counselors, Committee Members
3	3	Establish a system for ensuring all students receive positive commendation	9/9/24	6/18/25	Principal, APs, Instructional Coaches, Counselors, Committee Members
4	3	School Leadership Team will meet monthly to review ASP data and progress.	9/9/24	6/18/25	Principal, APs, Instructional Coaches, Counselors, Committee Members
5	3	School Leadership Team will develop and implement a system of Learning Walks to include determining and communicating look-fors, collaboratively monitoring the look-fors, communicating the trends of the learning walk.	9/9/24	6/18/25	Principal, APs, Instructional Coaches, Counselors, Committee Members

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

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## 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	\$90,000	\$0	\$90,000
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	\$0	\$0
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$90,000	\$0	\$90,000
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$0	\$0	\$0	\$0	\$65,000	\$0	\$65,000
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	\$65,000	\$0	\$65,000
FACILITIES	Buildings	400-720	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Instructional Equipment	400-731	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Noninstructional Equipment	400-732	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Schoolwide Blended	520-930	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/III Immigrant	Other Fed Funds-Example-Title IV	SIA	SIA Carryover	TOTAL
Total Cost			\$0	\$0	\$0	\$0	\$0	\$0	\$155,000	\$0	\$155,000

## Overview of Total Title 1 Expenditures

	Federal Title 1 (School Allocation) Total	Federal Title 1 (Intervention Reserve)	TOTAL
Included in SMART Goal Pages	\$0	\$0	\$0
Other Title 1 Expenditures	\$0	\$0	\$0
Total	\$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 Fred Geardino

Title: Principal

Date: 08/23/2024

## District Business Administrator or District Federal Programs Administrator Certification

< NO DATA >

## ASP District CSA Certification and Approval Page

< NO DATA >

OCS Approval