Lindenwold Middle School

District: LINDENWOLD BORO
County: CAMDEN
Team: South

School Identification: CSI
Targeted Subgroup
CDS: 072670090

# 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 | Denise Rivera | No | No | Yes | | |
| Community Member | Lindenwold Police | No | No | Yes | | |
| Director of Curriculum & | Marc Mancinelli | Yes | Yes | No | | |
| Principal | Alba Lugo | Yes | Yes | No | | |
| Assistant Principal | Ryan Strothers | Yes | Yes | Yes | | |
| Supervisor of BSI & Instruction | Jacquelyn Johnson-Arline | Yes | Yes | Yes | | |
| ELA 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 |
|---|---|---|---|---|---|---|
| Math Coach | Debra Esposito | Yes | Yes | Yes | | |
| ML Coach | Ivonne D'Amato | Yes | Yes | No | | |
| ELA Coach | Jennifer Smith | 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 |
|---|---|---|---|
| 09/23/2024 | Progress Monitoring | Yes | Yes |
| 05/21/2024 | Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment | Yes | Yes |
| 05/22/2024 | Comprehensive Data Analysis and Needs Assessment | Yes | Yes |
| 10/21/2024 | Progress Monitoring | Yes | Yes |
| 06/18/2024 | Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis | Yes | Yes |
| 11/25/2024 | Progress Monitoring | Yes | Yes |
| 12/16/2024 | Progress Monitoring | Yes | Yes |
| 06/03/2024 | Smart Goal Development | Yes | Yes |
| 06/06/2024 | Comprehensive Data Analysis and Needs Assessment,Smart Goal Development | Yes | Yes |
| 01/22/2025 | Progress Monitoring | No | No |
| 02/19/2025 | Progress Monitoring | No | No |
| 06/10/2024 | Smart Goal Development | Yes | Yes |
| 03/24/2025 | Progress Monitoring | No | No |

| Date | Topic | Agenda Uploaded | Minutes Uploaded |
|---|---|---|---|
| 06/18/2024 | Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis, | Yes | Yes |
| 04/28/2025 | Progress Monitoring | No | No |
| 07/30/2024 | Smart Goal Development | Yes | Yes |
| 07/29/2024 | Smart Goal Development | Yes | Yes |
| 05/19/2025 | Progress Monitoring | No | No |
| 06/09/2025 | Progress Monitoring | No | No |

# 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 |

| 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 |
|---|---|---|---|---|---|---|---|
| Small Group Instruction | ELA | Schoolwide | Yes | No | No | Although small group instruction was implemented in pockets throughout the grade levels and classrooms in the ELA department this year, small group instruction was not implemented consistently. Next year, a plan for small group instruction to take place weekly in all ELA classes in grades 5-8 will be implemented. According to one study, "When researchers have examined the effects of small group or one-on-one instruction in targeted skills across many studies, they have consistently demonstrated positive effects of such instruction (e.g., Gersten et al., 2017; Neitzel et al., 2021; Wanzek et al., 2016). And these findings makes sense! When we work with our students in a smaller setting where we can attend to their individual needs and provide specific directions and feedback, they respond, and their reading performance improves." | 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 |
|---|---|---|---|---|---|---|---|
| Intervention Classes with Targeted Standards | ELA | Schoolwide | Yes | Yes | Yes | BSI (Basic Skills Instruction) classes are grouped by level. The BSI teachers focus their instruction on the Target Standards and use IXL data to inform lessons and grouping. | Yes |
| Data Informed Instruction | ELA | Schoolwide | Yes | Yes | Yes | The ELA department in grades 5-8 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 |

| 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 |
|---|---|---|---|---|---|---|---|
| Small Group Instruction | Math | Schoolwide | Yes | Yes | Yes | This year, math teachers in grades 5-8 were given on-going professional development from an outside consultant. The professional development included time with the consultant, inside and outside of the classroom. The focus was on how to use data to group students, how to differentiate based on students' individual needs, modeling, and how to formally assess students. | Yes |
| Intervention Classes with Targeted Standards | Math | Schoolwide | Yes | Yes | Yes | BSI (Basic Skills Instruction) classes are grouped by level. The BSI teachers focus their instruction on the Target Standards and use IXL data to inform lessons and grouping. | 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 |
|---|---|---|---|---|---|---|---|
| Data Informed Instruction | Math | Schoolwide | Yes | Yes | Yes | The math department in grades 5-8 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 |

| 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 |
|---|---|---|---|---|---|---|---|
| Teacher Coaching | ESL | MLs | Yes | Yes | Yes | Teachers were able to implement culturally responsive teaching strategies in ML classes that consider the students' cultures, native language, and prior educational experiences outside of US schools such as academic language development through vocabulary development with native language support, scaffolding techniques such as the use of sentence frames, choice boards, visual representations of new concepts or vocabulary, and activating prior knowledge. Teachers and coach collaborated to group students in classes that aligned as closely as possible to their language levels using multiple data points. | 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 |
|---|---|---|---|---|---|---|---|
| Small Group Instruction in Academic Success Class | ESL | MLs | Yes | Yes | Yes | Academic Success classes renamed Language and Content Development classes (LCD) implemented small group instruction with ACCESS and F&P reading levels as the data points for small groups. Teachers will need to continue to work on instructional strategies for differentiating the work in small groups. | 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 |
|---|---|---|---|---|---|---|---|
| Data Informed Instruction | ESL | MLs | Yes | Yes | Yes | "ESL teachers used ACCESS data at the beginning of the school year to place students in appropritely leveled classes. ""Educators use ACCESS results, along with other WIDA resources, to make decisions about students' English academic language and to facilitate their language development.<br>Students' scores reflect proficiency levels ranging from Level 1 (Entering) to Level 6 (Reaching).<br>Test scores can be used:<br>-For accountability purposes.<br>-As benchmarks against which educators can measure future performance.<br>-As a measure to make reclassification decisions about whether a student can exit English language support services.<br>-To support decisions about placing students into appropriate classes or groups for instruction, instructional planning.<br>-To show the progress students have made"" (WIDA ACCESS for ELLS, | 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 |
|---|---|---|---|---|---|---|---|
| | | | | | | 2024). F&P data was also used to guide teachers in creating leveled guided reading groups and to choose reading materials appropriate to the students' languge and reading levels. " | |
| Professional Development | All Content Areas | Schoolwide | Yes | Yes | Yes | Presented data with top disciplinary infractions by grade level. While we were successful in some areas, we were unable to meet collaboratively this year due to teacher shortage and teachers having to take on additional classes. Going forward, the plan would be to get back to collaborative meetings and if that is unattainable, to use PLC time to present and discuss the data. | 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 |
|---|---|---|---|---|---|---|---|
| Move This World and/or similar SEL Program | All Content Areas | Schoolwide | Yes | Yes | Yes | The plan was to use the attached PLC meeting schedule to provide PD on SEL topics and PBIS. This did not work out they way we hoped due to teachers having to cover classes during scheduled collaborative prep time. However, we have utilized this method in the past and found it to be effective. As such, we will move forward with a similar during the 2023-2024 school year, and if that is not possible we will pivot to a monthly meeting plan. | Yes |
| PBIS Lessons | All Content Areas | Schoolwide | Yes | Yes | Yes | The plan was to use the attached PLC meeting schedule to provide PD on SEL topics and PBIS. This did not work out they way we hoped due to teachers having to cover classes during scheduled collaborative prep time. However, we have utilized this method in the past and found it to be effective. As such, we will move forward with a similar during the 2023-2024 school year, and if that is not possible we will pivot to a monthly meeting plan. | 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 |

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data (Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr>
<td>NJSLA Proficiency*</td>
<td>Consider comparing previous year's and current year's NJSLA results in the noted subject areas.<br><a href=http://www.nj.gov/education/schools/achievement/ target="_blank">Link</a><br>to website with access to reports.</td>
<td>
<table>
<tr><th>Student Group</th><th>ELA</th><th>Math</th><th>Alg1</th><th>Alg2</th><th>Geo</th></tr>
<tr><td>Schoolwide</td><td>17.6%</td><td>*</td><td>29%</td><td></td><td></td></tr>
<tr><td>White</td><td>25.8%</td><td>*</td><td>*</td><td></td><td></td></tr>
<tr><td>Hispanic</td><td>15.4%</td><td>*</td><td>23%</td><td></td><td></td></tr>
<tr><td>Black or African American</td><td>20.5%</td><td>*</td><td>*</td><td></td><td></td></tr>
<tr><td>Asian, Native Hawaiian, or Pacific Islander</td><td>25%</td><td>*</td><td>*</td><td></td><td></td></tr>
<tr><td>American Indian or Alaska Native</td><td>*</td><td>*</td><td>*</td><td></td><td></td></tr>
<tr><td>Two or More Races</td><td>*</td><td>*</td><td>*</td><td></td><td></td></tr>
<tr><td>Female</td><td>23.2%</td><td>*</td><td>27%</td><td></td><td></td></tr>
<tr><td>Male</td><td>12.4%</td><td>*</td><td>*</td><td></td><td></td></tr>
<tr><td>Economically Disadvantaged Students</td><td>16.6%</td><td>*</td><td>33%</td><td></td><td></td></tr>
<tr><td>Non-Economically Disadvantaged Students</td><td>21.8%</td><td>*</td><td>*</td><td></td><td></td></tr>
<tr><td>Students with Disabilities</td><td>*</td><td>*</td><td>*</td><td></td><td></td></tr>
<tr><td>Students without Disabilities</td><td>20.3%</td><td>*</td><td>29%</td><td></td><td></td></tr>
<tr><td>English Learners</td><td>*</td><td>*</td><td>*</td><td></td><td></td></tr>
<tr><td>Non-English Learners</td><td>23.9%</td><td>*</td><td>29%</td><td></td><td></td></tr>
<tr><td>Homeless Students</td><td>11.6%</td><td>*</td><td>*</td><td></td><td></td></tr>
<tr><td>Students in Foster Care</td><td>*</td><td>*</td><td>*</td><td></td><td></td></tr>
</table>
</td>
<td>NJSLA Data 2021-2022<br>ELA<br>Math Algebra 1<br>Schoolwide 19.8% * 62.00%<br><br>White 30.50% 11.90% *<br><br>Hispanic 17.5% *<br><br>Black 21.80% * *<br><br>Asian 42.00% 28.00%<br><br>Native Hawaiian Pacific Islander<br><br>Female 25.00% * *<br><br>Male 15.10% * *<br><br>Economically 17.80% * *<br>Disadvantaged Students</td>
<td>"ELA - Students appear to perform better overall on district benchmarks in comparison to the NJSLA assessment. In comparing 2021-2022 NJSLA Schoolwide ELA results to 2022-2023 NJSLA Schoolwide ELA results, there is a consistent decrease in level 4 and level 5 proficiency for all grades 5-8. Specifically, grade 5 decreased by 3.3%; grade 6 decreased by 3.8%; grade 7 decreased by 5%; and grade 8 decreased by 2.8%. In looking closely at 2022-2023 Evidence Statements, students in grades 5-8 underperformed in all reading and writing standards that were assessed when compared to the state</td>
</tr>
</table>

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

| Student Group | ELA | Math | Alg1 | Alg2 | Geo |
|---|---|---|---|---|---|
| Military-Connected Students | * | * | * | | |
| Migrant Students | * | * | * | | |
| Non-Binary / Undesignated Gender | * | * | * | | |

Non-Economically Disadvantaged Students
30.60% *

Students without Disabilities 23.20%
62.00%

Non-English Learners
26.10% 62.00%

Homeless Students 20.20%

level.
5th 13.7% 10.4%
6th 19.2% 15.4%
7th 24.9% 20.9%
8th 24.8% 22.0%"

"Math - NJSLA results continues to show that the students are not achieving proficiency, year after year. The results are comparable year to year.
5th 2% 3%
6th 5% 5%
7th 7% 5%
8th 4% 2%
Alg I 62% 29%"

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

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data (Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr>
<td>Science*</td>
<td>NJSLA Science Homepage, https: /measinc-nj-science.com/</td>
<td>
NJSLA-S
<table>
<tr><th>Student Group</th><th>Grade 5</th><th>Grade 8</th><th>Grade 11</th></tr>
<tr><td>Schoolwide</td><td>4%</td><td>2%</td><td></td></tr>
<tr><td>White</td><td>7%</td><td>13%</td><td></td></tr>
<tr><td>Hispanic</td><td>4%</td><td>1%</td><td></td></tr>
<tr><td>Black or African</td><td>3%</td><td>2%</td><td></td></tr>
<tr><td>Asian, Native</td><td></td><td></td><td></td></tr>
<tr><td>American Indian or</td><td></td><td></td><td></td></tr>
<tr><td>Two or More Races</td><td></td><td></td><td></td></tr>
<tr><td>Female</td><td>4%</td><td>2%</td><td></td></tr>
<tr><td>Male</td><td>4%</td><td>2%</td><td></td></tr>
<tr><td>Economically</td><td>4%</td><td>1%</td><td></td></tr>
</table>
</td>
<td>The district has created and is using benchmarks pre-assessments and assessments that align to the standards and NJSLA assessment.<br><br>2021-2022 Science data:<br><br>Student Group<br>Schoolwide<br>Grade 5- 7.00%<br>Grade 8- 1.00%<br><br>White<br>Grade 5- 19.00%<br>Grade 8- 10.00%<br><br>Hispanic<br>Grade 5- 6.00%<br>Grade 8- 0.00%<br><br>Black or African American<br>Grade 5- 7.00%<br>Grade 8- 0.00%<br><br>Female<br>Grade 5- 8.00%<br>Grade 8- 1.00%<br><br>Male<br>Grade 5- 6.00%<br>Grade 8- 1.00%</td>
<td>Overall, tours and all comparable categories have gone down from the 2021 - 2022 school year. The largest decreased occurred with white students and with non economically disadvantaged students.</td>
</tr>
</table>

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

| Student Group | Grade 5 | Grade 8 | Grade 11 |
|---|---|---|---|
| Non-Economical | 4% | 4% | |
| Students with | 0% | | |
| Students without | 5% | 2% | |
| English Learners | 0% | | |
| Non-English | 7% | 2% | |
| Homeless Students | 6% | | |
| Students in Foster Care | | | |
| Military-Connected | | | |
| Migrant Students | | | |
| Non-Binary / | | | |

Economically Disadvantaged Students
Grade 5- 5.00%
Grade 8- 0.00%

Non-Economically Disadvantaged Students
Grade 5- 21.00%
Grade 8- 4.00%

English Learners
Grade 5- 0.00%

Non-English Learners
Grade 5- 9.00%

Homeless Students
Grade 5- 5.00%
Grade 8- 0.00%

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data (Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr>
<td>SGP*</td>
<td>Student growth on state assessments. (Grades 4-8)<br>*Identify overall school wide growth performance by content.<br>*Identify interaction between student proficiency level.</td>
<td>
<table>
<tr><th>Student Group</th><th>ELA</th><th>Math</th></tr>
<tr><td>Schoolwide</td><td>34%</td><td>39%</td></tr>
<tr><td>White</td><td>36%</td><td>41%</td></tr>
<tr><td>Hispanic</td><td>34%</td><td>40%</td></tr>
<tr><td>Black or African American</td><td>35%</td><td>33%</td></tr>
<tr><td>Asian, Native Hawaiian, or Pacific</td><td>*</td><td>*</td></tr>
<tr><td>American Indian or Alaska Native</td><td>*</td><td></td></tr>
<tr><td>Two or More Races</td><td>32.5%</td><td>49.5%</td></tr>
<tr><td>Female</td><td>35%</td><td>38%</td></tr>
<tr><td>Male</td><td>32%</td><td>40%</td></tr>
<tr><td>Economically Disadvantaged</td><td>35%</td><td>39%</td></tr>
<tr><td>Non-Economically Disadvantaged</td><td></td><td></td></tr>
</table>
</td>
<td>SGP Data from 2021-2022 School Year:<br>Schoolwide<br>ELA- 30.0<br>Math- 40.0<br><br>White<br>ELA- 34.0<br>Math- 47.0 while<br><br>Hispanic<br>ELA- 31.0<br>Math- 42.5<br><br>Black or African American<br>ELA- 28.0<br>Math- 36.0<br><br>Female<br>ELA- 33.0<br>Math- 38.0<br><br>Male<br>ELA- 28.0<br>Math- 38.0<br><br>Economically Disadvantaged<br>ELA- 31.0<br>Math- 41.0<br><br>Students w/Disabilities<br>ELA- 26.5<br>Math- 41.0</td>
<td>Overall, ELA achievement improved from school year 2021 - 2022 to school year 2022-2023. However, math achievement slightly dipped. Among the different ethnicities, all students made gains in ELA while math achievement decreased among the same groups. The largest decrease occurred within the white subgroup. The one outlier among the ethnic groups occurred for students identifying as two or more races. Those students increase both their ELA and math performances. There was little discrepancy between the schoolwide population performance and the</td>
</tr>
</table>

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th colspan="3">Prepopulated Data (Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td></td><td></td><td colspan="3"><table>
<tr><th>Student Group</th><th>ELA</th><th>Math</th></tr>
<tr><td>Students with Disabilities</td><td>28.5%</td><td>32%</td></tr>
<tr><td>Students without Disabilities</td><td></td><td></td></tr>
<tr><td>English Learners</td><td>33%</td><td>38%</td></tr>
<tr><td>Non-English Learners</td><td></td><td></td></tr>
<tr><td>Homeless Students</td><td>38%</td><td>38%</td></tr>
<tr><td>Students in Foster Care</td><td>*</td><td>*</td></tr>
<tr><td>Military-Connected Students</td><td>*</td><td>*</td></tr>
<tr><td>Migrant Students</td><td></td><td></td></tr>
<tr><td>Non-Binary / Undesignated Gender</td><td></td><td></td></tr>
</table></td><td>English Language Learners<br>ELA- 31.0<br>Math- 40.0<br><br>Homeless<br>ELA- 26.5<br>Math- 45.0</td><td>performance of economically disadvantaged students for the school year 2022-2023, and this group improved their ELA and math performance from the 2021-2022 school year. students with disabilities, English Learners, and homeless students all made games in ELA from school year 2021-2022 to 2022-2023. however, math performance in each of these groups dropped.</td></tr>
</table>

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data (Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr>
<td>Benchmark Assessment Participation*</td>
<td>Please list any cycles where the 95% participation rate was not met. Please provide explanation.<br>*Identify patterns by subgroup<br>*Identify patterns by grade</td>
<td>
ELA
<table>
<tr><th>Grade</th><th>Cycle 1</th><th>Cyclle 2</th><th>Cycle 3</th><th>Cycle 4</th></tr>
<tr><td>K</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>1</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>2</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>3</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>4</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>5</td><td>93%</td><td>94%</td><td>93%</td><td>81%</td></tr>
<tr><td>6</td><td>96%</td><td>98%</td><td>92%</td><td>96%</td></tr>
<tr><td>7</td><td>86%</td><td>83%</td><td>96%</td><td>96%</td></tr>
<tr><td>8</td><td>95%</td><td>98%</td><td>90%</td><td>94%</td></tr>
<tr><td>9</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
</table>
</td>
<td>Cycles where the 95% participation rate was not met:<br>ELA<br>Cycle 1<br>Grades 5 and<br><br>Cycle 2<br>Grade 5 and 7<br><br>Cycle 3<br>Grade 5,6, and 8<br><br>Cycle 4<br>Grade 5 & 8<br><br>Math<br>Cycle 1</td>
<td>Grade 5-8 ELA<br>Since Covid, attendance rates have not fully rebounded. Parents are more likely to keep their children home. Something we can work on for next year is to keep track of absent students to make up their benchmark upon return to school. Additionally, one cohort of 7th grade students did not have a consistent ELA teacher the majority of the school year.<br><br>Grade 5 Math Math<br>The absence of a 5th grade teacher led to a decline in participation in the cycle 2 participation. Since Covid, attendance rates have</td>
</tr>
</table>

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

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

Math

| Grade | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 |
|---|---|---|---|---|
| K | 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 | 93% | 75% | 87% | 86% |

Grades 5, 6 and 8

Cycle 2
Grade 5, 7 & 8

Cycle 3
Grade 5, 6, and 8

Cycle 4
Grade 5 and 6

not fully rebounded. Parents are more likely to keep their children home. Something we can work on for next year is to keep track of absent students to make up their benchmark upon return to school.

Grade 6 Math
6th grade teachers did a good job of following up with students who needed to complete the assessment.

Grade 7 Math
7th grade teachers do a good job of making sure that their students take the even when absence is an issue.

Grade 8 Math
The absence of a 8th

| 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 | 93% | 96% | 93% | 94% |
| 7 | 95% | 87% | 97% | 96% |
| 8 | 81% | 82% | 91% | 98% |
| 9 | 0% | 0% | 0% | 0% |
| 10 | 0% | 0% | 0% | 0% |
| 11 | 0% | 0% | 0% | 0% |
| 12 | 0% | 0% | 0% | 0% |

grade teacher led to a decline in participation in the cycle 1 participation. Since Covid, attendance rates have not fully rebounded. Parents are more likely to keep their children home. Something we can work on for next year is to keep track of absent students to make up their benchmark upon return to school.

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<tr><td rowspan="12">Benchmark Assessment (Proficiency) ELA Rates*</td><td rowspan="12">Please share results of analysis of % passing, including YTD analysis by grades and subgroups.<br>*Identify patterns by grade/subgroups<br>*Identify patterns by chronic absenteeism<br>*Identify patterns by students with chronic disciplinary infractions</td><td>Grade</td><td>Cycle 1</td><td>Cycle 2</td><td>Cycle 3</td><td>Cycle 4</td><td rowspan="12">https://docs.google.com/presentation/d/1VbeZKT0OHwPkO0JGc3G3HaWqeqilwuLrJajhweRrcRg/edit?usp=sharing<br><br>https://docs.google.com/spreadsheets/d/1nawCzfb1tBV17MruSSZoLVysTPfHKJnVS9OMTyxX3Nk/edit?gid=0#gid=0</td><td rowspan="12">Grades 5-8 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. Additionally, 6th grade tends to outperform the other grade levels on the Unit Benchmark assessments. Grade 7 is the only grade level that shows a decrease. 7th grade historically underperforms on the Unit Benchmark assessments. Lack of motivation, effort, and skill seem to be factors for this grade/age level.<br><br>Target Standards Analysis/Reflections</td></tr>
<tr><td>K</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>1</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>2</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>3</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>4</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>5</td><td>27%</td><td>21%</td><td>33%</td><td>31%</td></tr>
<tr><td>6</td><td>44%</td><td>28%</td><td>55%</td><td>37%</td></tr>
<tr><td>7</td><td>43%</td><td>52%</td><td>36%</td><td>25%</td></tr>
<tr><td>8</td><td>42%</td><td>6%</td><td>47%</td><td>22%</td></tr>
<tr><td>9</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>10</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
</table>

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

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

Grade 5
Students had difficulty connecting to the story. If students were able to markup the text and annotate, they would be able to follow the story better. It is difficult for students to synthesize and summarize the reading and digest it into an easily discernible theme.

Grade 6
Lowest performing standard is W.6.2.C (transition words/phrases), same as last year.
RL.6.4 - This continues to be an issue for our students year after year. We need more "Word Study". and more practice resources to help the students. Growth is being

| Data Source | Factors to Consider | Prepopulated Data (Column not editable) | Additional Data Qualitative and Quantitative (best available formative assessment data) | Observations / Trends |
|---|---|---|---|---|
| | | | | shown from BM 1 to BM 3 for Target Standard 6.2 (theme/summary).<br><br>Grade 7<br>Proficiency rate has increased over the past two years.<br>A noticeable increase in proficiency for standard RL7.1 (citing text evidence). On the other hand, there is a noticeable decrease in proficiency for standard RL.7.6 (point of view). Growth is being shown from BM 1 to BM 3 for both Target Standards.<br><br>Grade 8<br>Lowest Performing RL.8.2 Determine a theme or central idea of a text & RL.8.4 Determine the meaning of words and phrases as they are |

| Data Source | Factors to Consider | Prepopulated Data (Column not editable) | Additional Data Qualitative and Quantitative (best available formative assessment data) | Observations / Trends |
|---|---|---|---|---|
| | | | | used in a text. These are standards that we have been reviewing in class, but they are foundational, big concepts that students have not had enough practice in. Growth is being shown from BM 1 to BM 3 for Target Standard 8.2 (theme/summary). |

<table>
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<tr><td>4</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>5</td><td>19%</td><td>43%</td><td>29%</td><td>30%</td></tr>
<tr><td>6</td><td>28%</td><td>62%</td><td>28%</td><td>8%</td></tr>
<tr><td>7</td><td>4%</td><td>10%</td><td>13%</td><td>11%</td></tr>
<tr><td>8</td><td>13%</td><td>41%</td><td>18%</td><td>30%</td></tr>
<tr><td>9</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>10</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
</table>

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<tr><td rowspan="4"></td><td rowspan="4"></td><td>Grade</td><td>Cycle 1</td><td>Cycle 2</td><td>Cycle 3</td><td>Cycle 4</td><td rowspan="4"></td><td rowspan="4">skill seem to be the cause.<br><br>Target Standards Analysis/Reflections<br>Grade 5<br>Students are not retaining prerequisite skills. Many students struggle with using assessment time to the fullest and do not read the assigned question completely through to analyze what was being asked of them to find.<br><br>Grade 6<br>Students are not retaining prerequisite skills. Students are not reading the problems as evidenced by student responses. We need to teach coordinate grids with decimals and fractions or the grid on the</td></tr>
<tr><td>11</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>12</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td colspan="5"></td></tr>
</table>

| Data Source | Factors to Consider | Prepopulated Data (Column not editable) | Additional Data Qualitative and Quantitative (best available formative assessment data) | Observations / Trends |
|---|---|---|---|---|
| | | | | benchmark should be changed. This benchmark has a large variety of skills and not enough time to cover it all.<br><br>Grade 7<br>Students are not retaining prerequisite skills and possess lack of stamina to read the questions for understanding. Students do well with the operations in isolation but get confused when there is mixed practiced. Lack of confidence in working with fractions and decimals<br><br>Grade 8<br>Students are not retaining prerequisite skills and appear to not have enough time to practice to create true understanding |

| Data Source | Factors to Consider | Prepopulated Data (Column not editable) | Additional Data Qualitative and Quantitative (best available formative assessment data) | Observations / Trends |
|---|---|---|---|---|
| | | | | and to maximize retention.Students truly do not seem invested in showing their best work on the benchmark. |

| 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 | 13.3% | ACCESS Scores<br><br>https://drive.google.com/file/d/1Kfe4TlVCb3qctX_rNIrVlQQNFBYGhW_5/view | While there was 100% participation in taking the ACCESS students have shown since COVID a difficulty with the productive languages of speaking and writing where traditionally it has been reading and writing. Students still struggle with reading and since the reading section of the assessment tiers students into their speaking and writing portions of the tests, students are not placing into the higher tiered tests. This precludes students from being able to reach proficiency (4.5) since the lower tiers are capped at the mid to high 3s. |

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

| 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<br>*Identify overall enrollment trends<br>*Identify enrollment by grade and subgroup | Overall YTD Student Enrollment Average | 898 | 2023-2024 5/22/24<br>Overall: 898<br>Males: 445<br>Females: 453<br><br>2022-2023 EOY<br>Overall: 909<br>Males: 465<br>Females: 444<br><br>2021-2022 EOY<br>Overall: 944<br>Males: 482<br>Females: 462<br><br>2020-2021 EOY<br>Overall: 911<br>Males: 475<br>Females: 436<br><br>2019-2020<br>Overall: 915<br>Males-484<br>Females- 431<br><br>2018-2019<br>Overall YTD- 841<br>YTD Females- 421<br>YTD Males- 420<br><br>2017-2018<br>Overall YTD- 783 | Enrollment has increased since the 2016- 2017 school year and peeked in 2021-2022 school year. Now there appears to be a slight decrease each year. However there does not appear to<br>be any discernible pattern regarding the increase by females and males. |
| | | 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 |
|---|---|---|---|---|---|
| | | | | YTD Females- 381<br>YTD Males- 402<br><br>2016-2017<br>Overall YTD- 776<br>YTD Females- 383<br>YTD Males- 393 | |
| Attendance Rate (Students)* | The average daily attendance for students in your building<br>*Identify patterns by grade<br>*Identify patterns by teacher<br>*Identify interventions | Overall YTD Student Attendance Average | 95.28% | 2022-2023- 96.13%<br>2021-2022- 95.91%<br>2020-2021- 97.85% | No significant pattern by teacher or grade over the past 3 year |
| | | 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)* | 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<br>*Identify patterns by grade<br>*Identify patterns by teacher<br>*Identify interventions | Overall YTD Chronic Absenteeism | 9.54% | 2022-2023- 8.42%<br>2021-2022- 16.20%<br>2020-2021- not calculated | Prior to the pandemic, chronic absenteeism has not been an issue at the middle school. However, due to the impact of the pandemic, chronic absenteeism has become something with which we must contend. However, Attendance has been tracked monthly, and those students with chronic absenteeism were taking to truancy court, required to attend ESY, or retained. |
| | | Subgroup 1 YTD Chronic | 0.00% | | |
| | | Subgroup 2 YTD Chronic Absenteeism | 0.00% | | |
| Attendance Rate (Staff)* | The average daily attendance for staff<br>*Identify patterns by grade<br>*Identify chronic absenteeism<br>*Identify reasons for absenteeism | Staff Attendance YTD | 87.84% | 2022 -2023- 89.05%<br>2021 - 2022- 87.36%<br>2020-2021- 96.21% | As with the students, we are still working our way back from COVID related high absenteeism rates. Additionally, We had several vacancies and a substitute shortage which may have an impact on staff attendance. |

| 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<br>*Identify types of incidents<br>*Identify patterns by subgroup<br>*Identify chronic offenders | Student Suspension YTD Average - In School | 5.02% | In-school<br>2022-2023- 5.03%<br>2021-2022- 5.04%<br>2020-2021- remote<br><br>Out-of-school<br>2022-2023- 2.83%<br>2021-2022- 1.70%<br>2020-2021- remote | In-School Suspension rates remained steady.<br>Out-of-School Suspension rate increased due to a significant physical altercation involving multiple students with lengthy suspensions.<br><br>Reinforcing school expectations using PBIS techniques and rewards<br>State of the Grade assemblies at each grade level outlining concerns<br>Rearranging the students composition of several classrooms in grades 6 and 7<br>Parent Meetings |
| | | 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 | 3.38% | | |

| Data Source | Factors to Consider | Prepopulated Data (Column not editable) | Additional Data Qualitative and Quantitative (best available formative assessment data) | Observations / Trends |
|---|---|---|---|---|
| Climate & Culture Surveys | Results from surveys<br>*Identify staff satisfaction and support<br>*Identify perception of the environment<br>*Identify perceptions of students<br>*Identify perceptions of family | | Staff Survey<br><br>https://docs.google.com/spreadsheets/d/108MA_ZZ74vxENXd_qPKhSf2zi8q2wVg695pJftZX95g/edit?gid=845810241#gid=845810241<br><br><br><br>Student Survey<br><br>https://docs.google.com/spreadsheets/d/1tVJnIlaSpLSVJdv8eXXtXk5uWrDozElYXMVvm5KlVqQ/edit?gid=1580960052#gid=1580960052 | Staff Survey<br>45 respondents<br>41% participation rate<br><br>Student Surveys<br>#1<br>698 respondents<br>79% participation rate<br><br>#2<br>617 respondents<br>68% participation rate<br><br>#3<br>679 respondents<br>75% participation rate<br><br>#4<br>390 respondents<br>58% participation (this took place during Chromebook collection)<br><br>Initially the purpose of the surveys were to poll students regarding items they wanted to see in the building. However, due to a major physical altercation involving |

| Data Source | Factors to Consider | Prepopulated Data (Column not editable) | Additional Data Qualitative and Quantitative (best available formative assessment data) | Observations / Trends |
|---|---|---|---|---|
| | | | | multiple students, we pivoted to obtaining students feeling regarding safety and made operational accordingly. |

## 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:<br>* under credited<br>* chronically absent<br>* frequent suspension<br>(* - Data suppressed) | | | |

| Student Group | 5 Year Rate | 4 Year Rate |
|---|---|---|
| Schoolwide | | |
| White | | |
| Hispanic | | |
| Black or African American | | |
| Asian, Native Hawaiian, or Pacific Islander | | |
| American Indian or Alaska Native | | |
| Two or More Races | | |
| Economically Disadvantaged Students | | |
| Students with Disabilities | | |

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

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

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

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

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<tr><td>Students in Foster Care</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
</td><td></td><td></td></tr>
<tr><td>College Readiness Test Participation</td><td>Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT</td><td></td><td></td><td></td></tr>
</table>

| 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 | 17 | | Students in the Algebra I section outperformed their peers on the NJSLA. The proficiency declined from the previous year due to losing their teacher halfway through the year. All of the students in the class received a C or higher in the class. |
| | | % of students with a C or better | | | |
| | | Count of students who took the Algrbra section of PARCC | 17 | | |
| | | % of students who scored 4 or 5 on the PARCC assessment | 29% | | |

| 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 | *Identify # teachers to evaluate<br>*Identify % of teachers on CAP in the previous school year<br>*Identify instructional trends<br>*Identify professional development needs | Evaluation framework: Danielson<br># Teachers to Evaluate: 83<br># Teachers on CAP: 0<br># Teachers receiving mSGP:<br>null: Total<br>Cycle 1: 2<br>Cycle 2: 2<br>Cycle 3: 2<br>Cycle 4: 1 | 3.6.24 Learning walk https://docs.google.com/document/d/1eOwk3mxXPkzw7NC8f_9DOloquHzBgNKtotNM1fvXbFs/edit<br><br>3.14.24 Learning walk https://docs.google.com/document/d/1nyGrxt6fEiH7vWf6003G_H-0_5M5q9RSncQ2xWD0UOc/edit<br><br>5.20.24 https://docs.google.com/document/d/1kkWD4EUpI8UBaqIKkVXuCLjjr8oe2QmVzd7hJhYft6o/edit | Teachers are doing a better job of posting learning targets<br><br>When learning targets are posted, learning target and student work are aligned<br><br>Some teachers still need work on creating meaningful learning targets<br><br>Teachers require resources/assistance with formative assessment<br><br>Building Admin will provide 1:1 assistance for teachers needing help with Lts<br><br>Building Admin will focus on LTs in lesson plans to |

| 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 |
|---|---|---|---|---|
| | | | | assess who needs support.<br><br>Formative assessment information shared during the in-service and added to JJA's Instructional Corner will be added to LMS weekly communication |

< Other Indicators - NO DATA >

# Comprehensive Needs Assessment Process Questions

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

The school planning team will disseminate the results of the comprehensive needs assessment via faculty meetings, Department meetings, and/or PLC meetings. A complete overview of the comprehensive needs assessment will be presented during the first faculty meeting of the year. Thereafter, specific areas of the needs assessment will be shared during monthly faculty meetings held throughout the school year. The comprehensive needs assessment will also be shared during PLC team meetings where school planning team members will be able to facilitate in depth discussions.

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

As a major stakeholder the parent and family engagement program will help gather and prioritize specific needs for students. The parent and family engagement program would allow for a different perspective and point of view outside those of the school employees. This in turn would be shared and compared to other stakeholders "needs", which would help provide specific data. The data would help address the priority of needs.

# 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 | We consistently Implement, revise, and reflect on SLOs as we deliver our units of study. We assess students to determine their progress in meeting SLOs. We must continue to use the data to drive changes and instruction and unit design. Objectives are aligned to standards and curriculum. | Career ready practices need to be aligned to SLOs and all subject areas so they can be taught purposefully. |
| | 2 | A | 4-Sustaining | | |
| | 3 | A | 4-Sustaining | | |
| | 4 | A | 3-Developing | | |
| | 5 | A | 1-Not Addressed | | |
| Assessment | 1 | A | 4-Sustaining | All grade levels in math and ELA have developed common summative assessments using linkit for all units and use data protocols to participate and reflection and revision. Teachers use formative assessments, discuss them during PLCs, and use them to drive instruction period all areas have common summative assessments. | We have developed common pre-assessments. However we need to develop common formative assessments to be able to formally use the data to drive next steps in instruction. |
| | 2 | A | 3-Developing | | |
| | 3 | A | 2-Emerging | | |
| Professional Learning Community (PLC) | 1 | A | 3-Developing | The Lindenwold Middle School PLC teams are organized into content groups to help promote student learning and achieve the schools SMART goals. Each PLC group has a separate log where documentation of each meeting includes time topic dates and participants. During common planning time, teachers are able to collaborate with colleagues on different topics of professional learning. | While Lindenwold Middle School PLC teams are largely effective, the lack of following prescribed norms sometime interfere with the PLCs focus on student learning. |
| | 2 | A | 4-Sustaining | | |
| | 3 | A | 3-Developing | | |
| | 4 | A | 3-Developing | | |

| Component | Indicator | Descriptor Level | | Overall Strengths Summary | Areas of Focus Summary |
|---|---|---|---|---|---|
| Culture | 1 | A | 3-Developing | Our mission is to ensure that all students acquire knowledge, skills, and attitudes necessary to realize their full potential and become productive and responsible citizens of a changing world. This is accomplished by providing dynamic educational programs in partnership with parents and our entire diverse community. Constant emphasis on our local, state, and national goals will allow Lindenwold students to succeed. | We need to do a better job of increasing our community outreach so that we can collaborate with and gain feedback from families. Additionally, and Improvement is needed in the pier to peer interactions, both student to student and staff to staff, as well as the interactions between staff and students. |
| | 2 | A | 2-Emerging | | |
| | 3 | A | 2-Emerging | | |
| | 4 | A | 3-Developing | | |
| | 5 | A | 3-Developing | | |
| | 6 | A | 2-Emerging | | |
| | 7 | A | 3-Developing | | |
| | 8 | A | 4-Sustaining | | |
| | 9 | A | 3-Developing | | |
| | 10 | A | 3-Developing | | |
| | 11 | A | 3-Developing | | |
| | 12 | A | 3-Developing | | |
| | 13 | A | 4-Sustaining | | |
| | 14 | A | 4-Sustaining | | |
| Teacher and Principal Effectiveness | 1 | A | 4-Sustaining | The Danielson framework is used to evaluate teachers and principals. All teachers and leaders have received sufficient training in the evaluation framework. Student growth objectives are directly connected to slo's and provide meaningful data on areas of student growth and drive on going instruction. Meaningful feedback is provided after all informal informal observations. | N/A |

# 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 | Many students in grades 5-8 are reading below grade level and struggle with fluency and reading comprehension. Due to these factors, students struggle with performing proficient on grade-level benchmarks. | - Students are reading below grade level.<br>- Many of our students struggle with foundational reading and writing skills, such as phonemic awareness, decoding, fluency, and grammar.<br>- Students need more targeted time for literacy instruction and intervention in order to accelerate reading level growth.<br>- Our ML population has increased, which leads to lower scores because they are still acquiring language skills. | Schoolwide | | | | |

| 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 |
|---|---|---|---|---|---|---|---|---|
| | | | | 1 | Small Group Instruction | 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. Small groups will typically meet between three and | Promising | https://ies.ed.gov/ncee/WWC/PracticeGuide/8 |

| 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 |
|---|---|---|---|---|---|---|---|---|
| | | | | | | five times a week, for 20-40 minutes. | | |
| | | | | 2 | Intervention Classes with Targeted Standards | Intensive and individualized interventions will be made available for struggling readers that can be provided by trained specialists, such as a Reading Specialist. | Promising | https://ies.ed.gov/ncee/WWC/PracticeGuide/8 |

| 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 | Data-Informed 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. | Demonstrates a Rationale | https://ies.ed.gov/ncee/WWC/PracticeGuide/12 |

| 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 | Through SEL and PBSIS Lessons, students will be able to develop emotion regulation, positive relationship building, and responsible decision making. By developing these competencies, student engagement in learning will increase. | Students are still having difficulty demonstrating appropriate school behavior and expectations as a result of the pandemic and remote learning. In addition, we have experienced staffing shortages which have not allowed students the ability to build and sustain meaningful relationships with their peers and staff in an environment that supports student engagement. | Schoolwide | | | | |

| 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 |
|---|---|---|---|---|---|---|---|---|
| | | | | 1 | Professional Development | Classroom teachers, in coordination with other school personnel (administrators, grade-level teams, and special educators), can benefit from adopting a schoolwide approach to preventing problem behaviors and increasing positive social interactions among students and with school staff. This type of systemic approach requires a shared responsibility on the part of all school personnel, particularly the administrators who establish and support consistent schoolwide | Moderate | https://ies.ed.gov/ncee/wwc/PracticeGuide/4 |

| 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 |
|---|---|---|---|---|---|---|---|
| | | | | | practices and the teachers who implement these practices both in their individual classrooms and beyond. | | |

| 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 | SEL Instruction | Classroom teachers, in coordination with other school personnel (administrators, grade-level teams, and special educators), can benefit from adopting a schoolwide approach to preventing problem behaviors and increasing positive social interactions among students and with school staff. This type of systemic approach requires a shared responsibility on the part of all school personnel, particularly the administrators who establish and support consistent schoolwide | Moderate | https://ies.ed.gov/ncee/wwc/PracticeGuide/4 |

| 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 |
|---|---|---|---|---|---|---|---|
| | | | | | practices and the teachers who implement these practices both in their individual classrooms and beyond. | | |

| 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 | PBIS Lessons | Classroom teachers, in coordination with other school personnel (administrators, grade-level teams, and special educators), can benefit from adopting a schoolwide approach to preventing problem behaviors and increasing positive social interactions among students and with school staff. This type of systemic approach requires a shared responsibility on the part of all school personnel, particularly the administrators who establish and support consistent schoolwide | Moderate | https://ies.ed.gov/ncee/wwc/PracticeGuide/4 |

| 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 |
|---|---|---|---|---|---|---|---|
| | | | | | practices and the teachers who implement these practices both in their individual classrooms and beyond. | | |

| 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 | Many students in grades 5-8 are performing below grade level in mathematics. The students struggle from lack of basic foundational skills, stamina to work through multi-step problems, and word problems. | "- Low reading achievement is having an impact on students' abilities to read and understand math problems. - Students need more time for math instruction and intervention in order to fill in the gaps in math skills. --Lack of professional development related to quality math instruction and monitoring student progress and providing appropriate remediation - - Lack of teacher training pertaining to unpacking the standards and prioritizing major, supporting, and additional content | Schoolwide | 1 | Small Group Instruction | Instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review. | Promising | https://ies.ed.gov/ncee/WWC/Study/89849 |
| | | | | 2 | On-going professional development with outside consultant in order to support teachers in improving student learning | Teachers will continue to be provided with professional development from an outside consultant focused on instructional practice, unpacking standards, and effective planning. | Promising | https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/20072004.pdf |

| 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 | Professional Learning Communities (PLC) and Data Informed 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. | Demonstrates a Rationale | https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/dddm_pg_092909.pdf |

| 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 | Many students in grades 5-8 are performing below grade level in mathematics. The students struggle from lack of basic foundational skills, stamina to work through multi-step problems, and word problems | "- Low reading achievement is having an impact on students' abilities to read and understand math problems. - Students need more time for math instruction and intervention in order to fill in the gaps in math skills. --Lack of professional development related to quality math instruction and monitoring student progress and providing appropriate remediation - - Lack of teacher training pertaining to unpacking the standards and prioritizing major, supporting, and additional content | Math | 1 | Use of Instructional Technology | 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 assessments and IXL data. | Promising | https://www.ixl.com/membership/teachers/research |
| | | | | 2 | On-going professional development with outside consultant in order to support teachers in improving student learning | Teachers will continue to be provided with professional development from an outside consultant focused on instructional practice, unpacking standards, and effective planning. | Promising | https://ies.ed.gov/ncee/WWC/PracticeGuide/8 |

| 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 | Professional Learning Communities (PLC) and Data Informed Instruction | Teachers will utilize common planning time and PLC time to analyze student performance data on the ACCESS 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. | Demonstrates a Rationale | https://ies.ed.gov/ncee/WWC/PracticeGuide/12 |

# SMART Goal 1

By June 2025, 50% of students in grade 5 will demonstrate mastery on major standards from pre-assessment 1 to benchmark 3.

| | |
|---|---|
| Area of Focus | Effective Instruction |
| Content Area | ELA |
| Priority Performance | Many students in grades 5-8 are reading below grade level and struggle with fluency and reading comprehension. Due to these factors, students struggle with performing proficient on grade-level benchmarks. |
| Target Population: | Schoolwide |

## Interim Goals

SMART Goal 1

| End of Cycle | Interim Goal | Source(s) of Evidence |
|---|---|---|
| Nov 15 | 11/15/2024 95% of grade 5 students will complete the pre-assessment, and students that score below 50% will receive at least 5 sessions of small group, targeted instruction. | Pre-assessments<br>Learning Plans |
| Feb 15 | By 2/15/2025, 25% of students in grade 5 will demonstrate mastery on major standards from pre-assessment 1 to benchmark 1. | Benchmark1<br>Small Group Instruction Data |
| Apr 15: | By 4/15/2025, 50% of students in grade 5 will demonstrate mastery on major standards from pre-assessment 1 to benchmark 3. | Benchmark 3<br>Learning Plans |

| End of Cycle | Interim Goal | Source(s) of Evidence |
|---|---|---|
| Jul 1 | By June 2025, 50% of students in grade 5 will demonstrate mastery on major standards from pre-assessment 1 to benchmark 3. | Pre-assessments<br>Benchmark1<br>Benchmark 3<br>Small Group Instruction Data<br>Learning Plans |

## Strategy 1 - Small Group Instruction

### 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 small group instruction according to pre-assessment and benchmark results. | 10/1/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; ELA Coach; Leadership Team |
| 2 | 1 | School Leadership Team will meet monthly to review ASP data and progress and will collaboratively complete End of Cycle 3 Record Book. | 10/30/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; ELA Coach; Leadership Team |

| Step Numbe | Strategy | Action Steps | Start Date | Deadline | Title(s) Assigned To |
|---|---|---|---|---|---|
| 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. | 10/1/24 | 6/30/25 | Director of Curriculum; Supervisor of Instruction; ELA Coach |
| 4 | 1 | Provide families with workshops and materials that engage them in grade-level learning goals. Print suggestions for parents on ways to support their children at home. | 9/30/24 | 6/30/25 | District Administration; Building Administration; Coaches |
| 5 | 1 | Ensure at least 95% participation on every benchmark by creating and implementing a system that monitors participation rate/absentee follow-up during the benchmark window. | 10/31/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; ELA Coach; Leadership Team |
| 6 | 1 | School Leadership will ensure that teachers continue the use of intervention instructional technology and provide training and support during PLCs as needed. | 9/30/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; ELA Coach; Leadership Team |
| 7 | 1 | Teachers will be provided professional development on the workshop model by an outside consultant. | 10/31/24 | 5/30/25 | Leadership Team; Consultant |
| 8 | 1 | Reading specialist will provide pull-out instruction to readers who are reading 1-2 levels below grade level. | 9/1/24 | 5/31/25 | Reading Specialist, Leadership Team |
| 9 | 1 | School Leadership Team will establish a system for notetaking (delegating taking minutes and capturing next steps) | 9/26/24 | 6/30/25 | Leadership Team |

## Budget Items

SMART Goal 1 - Strategy 1

| Corresponding Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|---|---|---|---|---|
| 8 | Reading Specialist Salary | INSTRUCTION - Personnel Services - Salaries / 100-100 | $93,078 | SIA |
| 8 | Reading Specialist Benefits | SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200 | $91,322 | SIA |

# Strategy 2 - Intervention Classes with Targeted Standards

## Action Steps

SMART Goal 1 - Strategy 2

| Step Numbe | Strategy | Action Steps | Start Date | Deadline | Title(s) Assigned To |
|---|---|---|---|---|---|
| 1 | 2 | School Leadership Team will measure effectiveness of Intervention Classes according to pre-assessment and benchmark results. | 10/1/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; ELA Coach; Leadership Team |
| 2 | 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. | 9/30/24 | 6/30/25 | Director of Curriculum; Supervisor of Instruction; ELA Coach |

| Step Numbe | Strategy | Action Steps | Start Date | Deadline | Title(s) Assigned To |
|---|---|---|---|---|---|
| 3 | 2 | School Leadership will ensure that teachers continue the use of intervention instructional technology and provide training and support during PLCs as needed. | 9/30/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; ELA Coach; Leadership Team |
| 4 | 2 | Students identified as needing long term intervention will be targeted for intervention through I&RS with the school Reading Interventionist. | 9/30/24 | 5/30/25 | Supervisor of Instruction; I&RS Committee |
| 5 | 2 | Establish a system for ensuring all students receive positive commendation (via phone calls, written communication) and provide families with accessible and relevant resources to use at home with their child to increase engagement and improve student growth. | 10/15/24 | 6/30/25 | Supervisor of Instruction; Intervention Teachers |

## Budget Items

SMART Goal 1 - Strategy 2

| Correspondin g Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|---|---|---|---|---|
| 3 | Intervention instructional technology | INSTRUCTION - Supplies & Materials / 100-600 | $29,700 | State/Local |

## Strategy 3 - Data-Informed Instruction

## 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 Data-Informed Instruction according to pre-assessment and benchmark results. | 10/1/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; ELA Coach; Leadership Team |
| 2 | 3 | School Leadership Team will meet monthly to review ASP data and progress and will collaboratively complete End of Cycle 3 Record Book. | 10/31/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; ELA Coach; Leadership Team |
| 3 | 3 | Teachers will use PLCs to analyze data and make data-informed curricular decisions. | 9/30/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; ELA Coach; Leadership Team; Teachers |
| 4 | 3 | Establish a system for ensuring all students receive positive commendation (via phone calls, written communication) and provide families with accessible and relevant resources to use at home with their child to increase engagement and improve student growth. | 10/31/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; ELA Coach; Leadership Team |

| Step Numbe | Strategy | Action Steps | Start Date | Deadline | Title(s) Assigned To |
|---|---|---|---|---|---|
| 5 | 3 | Ensure at least 95% participation on every benchmark by creating and implementing a system that monitors participation rate/absentee follow-up during the benchmark window. | 10/31/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; ELA Coach; Leadership Team |
| 6 | 3 | Continue incentives for performance on major standards, benchmarks, and Bring on the Benchmark questions | 11/29/24 | 6/30/25 | Coaches |
| 7 | 3 | Teachers will regularly analyze formative and summative assessment data during common planning time and other prep periods to inform instruction. Teachers will use Data Tracker to monitor student progress on major standards. | 9/23/24 | 6/13/25 | ELA teachers |

## Budget Items

SMART Goal 1 - Strategy 3

| Corresponding Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|---|---|---|---|---|
| 6 | incentives for mastery of major standards, benchmark, and Bring on the benchmark. | SUPPORT SERVICES - Supplies & Materials / 200-600 | $2,500 | State/Local |

# SMART Goal 2

By June 2025, student engagement in the classrooms will increase as evidenced by 80% of teachers earning a 3 or a 4 in the category of student engagement on the Danielson Framework.

| | |
|---|---|
| Area of Focus | Social and Emotional Learning |
| Content Area | All Content areas |
| Priority Performance | Through SEL and PBSIS Lessons, students will be able to develop emotion regulation, positive relationship building, and responsible decision making. By developing these competencies, student engagement in learning will increase. |

Target Population: Schoolwide

## Interim Goals

SMART Goal 2

| End of Cycle | Interim Goal | Source(s) of Evidence |
|---|---|---|
| Nov 15 | By 11/15/2024 student engagement in the classrooms will increase as evidenced by 20% of teachers meeting student engagement learning walk expectations | Teacher observations<br>Learning Walks<br>Teacher Surveys<br>Student Surveys |

| End of Cycle | Interim Goal | Source(s) of Evidence |
|---|---|---|
| Feb 15 | By 2/15/2025 student engagement in the classrooms will increase as evidenced by 40% of teachers earning a 3 or a 4 in the category of student engagement on the Danielson Framework. | Teacher observations<br>Learning Walks<br>Teacher Surveys<br>Student Surveys |
| Apr 15: | By 4/15/2025 student engagement in the classrooms will increase as evidenced by 60% of teachers meeting student engagement learning walk expectations | Teacher observations<br>Learning Walks<br>Teacher Surveys<br>Student Surveys |
| Jul 1 | By June 2025, student engagement in the classrooms will increase as evidenced by 80% of teachers earning a 3 or a 4 in the category of student engagement on the Danielson Framework. | Teacher observations<br>Learning Walks<br>Teacher Surveys<br>Student Surveys |

## Strategy 1 - Professional Development

### 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 small group instruction according to pre-assessment and benchmark results. | 10/1/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; ELA Coach; Leadership Team |

| Step Numbe | Strategy | Action Steps | Start Date | Deadline | Title(s) Assigned To |
|---|---|---|---|---|---|
| 2 | 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. | 10/1/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; ELA Coach; Leadership Team |
| 3 | 1 | Provide families with accessible and relevant resources to use at home with their child to increase engagement and improve student growth. | 9/30/24 | 6/30/25 | Principal; C& C Assistant Principal; Supervisor of Instruction; C&C Committee |
| 4 | 1 | The Climate and Culture committee will support SEL and PBSIS expectations throughout the building Teachers will be provided professional development on PBSIS Expectations and SEL Techniques. | 9/30/24 | 6/30/25 | C&C Assistant Principal; C& C Committe |

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

## Strategy 2 - SEL Instruction

## 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 SEL Instruction to improve student engagement according to walkthrough and observation data | 10/1/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; ELA Coach; Leadership Team |
| 2 | 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. | 9/30/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; ELA Coach; Leadership Team |
| 3 | 2 | Provide families with accessible and relevant resources to use at home with their child to increase engagement and improve student growth. | 9/30/24 | 6/30/25 | Principal; C& C Assistant Principal; Supervisor of Instruction; C&C Committee |
| 4 | 2 | The Climate and Culture committee will support SEL and PBSIS expectations throughout the building Teachers will be provided professional development on PBSIS Expectations and SEL Techniques. | 9/30/24 | 6/30/25 | C&C Assistant Principal; C& C Committee |

## Budget Items

SMART Goal 2 - Strategy 2

| Corresponding Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|---|---|---|---|---|
| 4 | Materials/Incentives/rewards for achieving PBIS/SEL goals/excpectations | INSTRUCTION - Purchased Professional & Technical Services / 100-300 | $2,000 | State/Local |

# Strategy 3 - PBIS Lessons

## Action Steps

SMART Goal 2 - Strategy 3

| Step Numbe | Strategy | Action Steps | Start Date | Deadline | Title(s) Assigned To |
|---|---|---|---|---|---|
| 1 | 3 | School Leadership Team will measure effectiveness of PBIS Lessons to improve student engagement according to walkthrough and observation data | 10/1/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; ELA Coach; Leadership Team |
| 2 | 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. | 9/30/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; ELA Coach; Leadership Team |

| Step Numbe | Strategy | Action Steps | Start Date | Deadline | Title(s) Assigned To |
|---|---|---|---|---|---|
| 3 | 3 | Provide families with accessible and relevant resources to use at home with their child to increase engagement and improve student growth. | 9/30/24 | 6/30/25 | Principal; C& C Assistant Principal; Supervisor of Instruction; C&C Committee |
| 4 | 3 | The Climate and Culture committee will support SEL and PBSIS expectations throughout the building Teachers will be provided professional development on PBSIS Expectations and SEL Techniques. | 9/30/24 | 6/30/25 | C&C Assistant Principal; C& C Committee |

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

# SMART Goal 3

By June 2025, 45% of students in grade 5 will demonstrate mastery on the two lowest preforming standards of each benchmark as measured by the quarterly pre-assessment and benchmark data.

| | |
|---|---|
| Area of Focus | Effective Instruction |
| Content Area | Mathematics |
| Priority Performance | Many students in grades 5-8 are performing below grade level in mathematics. The students struggle from lack of basic foundational skills, stamina to work through multi-step problems, and word problems. |
| Target Population: | Schoolwide |

## Interim Goals

SMART Goal 3

| End of Cycle | Interim Goal | Source(s) of Evidence |
|---|---|---|
| Nov 15 | By November 2024, 45% of students in grade 5 will demonstrate mastery on the two lowest preforming standards as measured by the quarterly pre-assessment and benchmark data. | Pre-assessments<br>Benchmarks |
| Feb 15 | By June 2025, 45% of students in grade 5 will demonstrate mastery on the two lowest preforming standards of each benchmark as measured by the quarterly pre-assessment and benchmark data. | Pre-assessments<br>Benchmarks |
| Apr 15: | By June 2025, 45% of students in grade 5 will demonstrate mastery on the two lowest preforming standards of each benchmark as measured by the quarterly pre-assessment and benchmark data. | Pre-assessments<br>Benchmarks |
| Jul 1 | By June 2025, 45% of students in grade 5 will demonstrate mastery on the two lowest preforming standards of each benchmark as measured by the quarterly pre-assessment and benchmark data. | Pre-assessments<br>Benchmarks |

# Strategy 1 - Small Group Instruction

## 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 small group instruction according to pre-assessment and benchmark results. | 10/1/24 | 6/27/25 | Director of Curriculum; Principal; Supervisor of Instruction; Math Coach; Leadership Team |
| 2 | 1 | School Leadership Team will meet monthly to review ASP data and progress and will collaboratively complete End of Cycle 3 Record Book. | 10/31/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; Math Coach; Leadership Team |
| 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. | 10/1/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; Math Coach; Leadership Team |

| Step Numbe | Strategy | Action Steps | Start Date | Deadline | Title(s) Assigned To |
|---|---|---|---|---|---|
| 4 | 1 | Provide families with workshops and materials that engage them in grade-level learning goals. Print suggestions for parents on ways to support their children at home. | 9/30/24 | 6/30/25 | Supervisor of Instruction, Math Coach, Classroom teachers, Basic skills teachers. District Administration; Building Administration; Coaches |
| 5 | 1 | Ensure at least 95% participation on every benchmark by creating and implementing a system that monitors participation rate/absentee follow-up during the benchmark window. | 10/31/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; Math Coach; Leadership Team |
| 6 | 1 | School Leadership will ensure that teachers continue the use of intervention instructional technology and provide training and support during PLCs as needed. | 9/30/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; Math Coach; Leadership Team |
| 7 | 1 | Teachers will be provided professional development on the workshop model by an outside consultant. | 10/31/24 | 5/30/25 | Leadership Team; Consultant |
| 8 | 1 | School Leadership Team will establish a system for notetaking (delegating taking minutes and capturing next steps) | 9/26/24 | 6/30/25 | Leadership Team |

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

## Strategy 2 - On-going professional development with outside consultant in order to support teachers in improving student learning

### 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 of ongoing professional development according to pre-assessment and benchmark results. | 10/1/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; Math Coach; Leadership Team |
| 2 | 2 | School Leadership Team will meet monthly to review ASP data and progress and will collaboratively complete End of Cycle 3 Record Book. | 10/31/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; Math Coach; Leadership Team |
| 3 | 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. | 10/1/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; Math Coach; Leadership Team |

| Step Numbe | Strategy | Action Steps | Start Date | Deadline | Title(s) Assigned To |
|---|---|---|---|---|---|
| 4 | 2 | Provide families with workshops and materials that engage them in grade-level learning goals. Print suggestions for parents on ways to support their children at home. | 9/30/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; Math Coach; Leadership Team |
| 5 | 2 | Ensure at least 95% participation on every benchmark by creating and implementing a system that monitors participation rate/absentee follow-up during the benchmark window. | 10/31/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; Math Coach; Leadership Team |
| 6 | 2 | Teachers will be provided professional development on the workshop model by an outside consultant. | 10/31/24 | 5/30/25 | Leadership Team; Consultant |

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

## Strategy 3 - Professional Learning Communities (PLC) and Data Informed Instruction

### Action Steps

SMART Goal 3 - Strategy 3

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

| Step Numbe | Strategy | Action Steps | Start Date | Deadline | Title(s) Assigned To |
|---|---|---|---|---|---|
| 1 | 3 | School Leadership Team will measure effectiveness of PLCs and Data-Informed Instruction according to pre-assessment and benchmark results. | 10/1/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; Math Coach; Leadership Team |
| 2 | 3 | School Leadership Team will meet monthly to review ASP data and progress and will collaboratively complete End of Cycle 3 Record Book. | 10/31/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; Math Coach; Leadership Team |
| 3 | 3 | Teachers will use PLCs to analyze data and make data-informed curricular decisions. | 9/30/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; Math Coach; Leadership Team |
| 4 | 3 | Establish a system for ensuring all students receive positive commendation (via phone calls, written communication) and provide families with accessible and relevant resources to use at home with their child to increase engagement and improve student growth. | 10/31/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; Math Coach; Leadership Team |

| Step Numbe | Strategy | Action Steps | Start Date | Deadline | Title(s) Assigned To |
|---|---|---|---|---|---|
| 5 | 3 | Ensure at least 95% participation on every benchmark by creating and implementing a system that monitors participation rate/absentee follow-up during the benchmark window. | 10/31/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; Math Coach; Leadership Team |
| 6 | 3 | Continue incentives for performance on major standards, benchmarks, and Bring on the Benchmark questions | 11/29/24 | 6/30/25 | Coaches |
| 7 | 3 | Teachers will regularly analyze formative and summative assessment data during common planning and other prep periods to inform instruction. Teachers will use Data Tracker to monitor student progress on major standards. | 9/23/24 | 6/13/25 | Math Teachers |

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

# SMART Goal 4

By June 2025, 80% of Math teachers in grades 5-8 will implement Small Group Instruction at least 3 times a week.

| | |
|---|---|
| Area of Focus | Effective Instruction |
| Content Area | Mathematics |
| Priority Performance | Many students in grades 5-8 are performing below grade level in mathematics. The students struggle from lack of basic foundational skills, stamina to work through multi-step problems, and word problems |
| Target Population: | Math |

## Interim Goals

SMART Goal 4

| End of Cycle | Interim Goal | Source(s) of Evidence |
|---|---|---|
| Nov 15 | By June 2025, 20% of Math teachers in grades 5-8 will implement Small Group Instruction at least 3 times a week. | Learning Walks<br>Teacher Observations<br>Lesson Plans<br>PLC notes |
| Feb 15 | By June 2025, 40% of Math teachers in grades 5-8 will implement Small Group Instruction at least 3 times a week. | Learning Walks<br>Teacher Observations<br>Lesson Plans<br>PLC notes |
| Apr 15: | By June 2025, 60% of Math teachers in grades 5-8 will implement Small Group Instruction at least 3 times a week. | Learning Walks<br>Teacher Observations<br>Lesson Plans<br>PLC notes |

| End of Cycle | Interim Goal | Source(s) of Evidence |
|---|---|---|
| Jul 1 | By June 2025, 80% of Math teachers in grades 5-8 will implement Small Group Instruction at least 3 times a week. | Learning Walks<br>Teacher Observations<br>Lesson Plans<br>PLC notes |

## Strategy 1 - Use of Instructional Technology

### Action Steps

SMART Goal 4 - Strategy 1

| Step Numbe | Strategy | Action Steps | Start Date | Deadline | Title(s) Assigned To |
|---|---|---|---|---|---|
| 1 | 1 | School Leadership Team will measure effectiveness of use of instructional technology according to IXL data results. | 10/1/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; Math Coach; Leadership Team |
| 2 | 1 | School Leadership Team will meet monthly to review ASP data and progress and will collaboratively complete End of Cycle 3 Record Book. | 10/31/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; Math Coach; Leadership Team |

| Step Numbe | Strategy | Action Steps | Start Date | Deadline | Title(s) Assigned To |
|---|---|---|---|---|---|
| 3 | 1 | Provide families with workshops and materials that engage them in grade-level learning goals. Print suggestions for parents on ways to support their children at home. | 10/1/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; Math Coach; Leadership Team |
| 4 | 1 | Ensure at least 95% participation on every benchmark by creating and implementing a system that monitors participation rate/absentee follow-up during the benchmark window. | 10/31/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; Math Coach; Leadership Team |
| 5 | 1 | School Leadership will ensure that teachers continue the use of intervention instructional technology and provide training and support during PLCs as needed. | 9/30/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; Math Coach; Leadership Team |

< SMART Goal 4, Strategy 1 - Budget Items: NO DATA >

## Strategy 2 - On-going professional development with outside consultant in order to support teachers in improving student learning

## Action Steps

SMART Goal 4 - Strategy 2

| Step Numbe | Strategy | Action Steps | Start Date | Deadline | Title(s) Assigned To |
|---|---|---|---|---|---|
| 1 | 2 | School Leadership Team will measure effectiveness of of ongoing professional development according to pre-assessment and benchmark results. | 10/1/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; Math Coach; Leadership Team |
| 2 | 2 | School Leadership Team will meet monthly to review ASP data and progress and will collaboratively complete End of Cycle 3 Record Book. | 10/31/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; Math Coach; Leadership Team |
| 3 | 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. | 10/1/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; Math Coach; Leadership Team |
| 4 | 2 | Provide families with workshops and materials that engage them in grade-level learning goals. Print suggestions for parents on ways to support their children at home. | 9/30/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; Math Coach; Leadership Team |

| Step Numbe | Strategy | Action Steps | Start Date | Deadline | Title(s) Assigned To |
|---|---|---|---|---|---|
| 5 | 2 | Ensure at least 95% participation on every benchmark by creating and implementing a system that monitors participation rate/absentee follow-up during the benchmark window. | 10/31/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; Math Coach; Leadership Team |
| 6 | 2 | Teachers will be provided professional development on the workshop model by an outside consultant. | 10/31/24 | 5/30/25 | Leadership Team; Consultant |

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

## Strategy 3 - Professional Learning Communities (PLC) and Data Informed Instruction

### Action Steps

SMART Goal 4 - Strategy 3

| Step Numbe | Strategy | Action Steps | Start Date | Deadline | Title(s) Assigned To |
|---|---|---|---|---|---|
| 1 | 3 | School Leadership Team will measure effectiveness of PLCs and Data-Informed Instruction according to pre-assessment and benchmark results. | 10/1/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; Math Coach; Leadership Team |

| Step Numbe | Strategy | Action Steps | Start Date | Deadline | Title(s) Assigned To |
|---|---|---|---|---|---|
| 2 | 3 | School Leadership Team will meet monthly to review ASP data and progress and will collaboratively complete End of Cycle 3 Record Book. | 10/31/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; Math Coach; Leadership Team |
| 3 | 3 | Teachers will use PLCs to analyze data and make data-informed curricular decisions. | 9/30/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; Math Coach; Leadership Team |
| 4 | 3 | Establish a system for ensuring all students receive positive commendation (via phone calls, written communication) and provide families with accessible and relevant resources to use at home with their child to increase engagement and improve student growth. | 10/31/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; Math Coach; Leadership Team |
| 5 | 3 | Ensure at least 95% participation on every benchmark by creating and implementing a system that monitors participation rate/absentee follow-up during the benchmark window. | 10/31/24 | 6/30/25 | Director of Curriculum; Principal; Supervisor of Instruction; Math Coach; Leadership Team |
| 6 | 3 | Continue incentives for performance on major standards, benchmarks, and Bring on the Benchmark questions | 11/29/24 | 6/30/25 | coaches |

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

# Budget Summary

| Budget Category | Sub Category | Function & Object Code | State/Local Budget for School | Federal Title I (School Allocation) | Federal Title I (Intervention Reserve) | Title II | Title III/ III Immigrant | Other Fed Funds-Example-Title IV | SIA | SIA Carryover | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| INSTRUCTION | Personnel Services - Salaries | 100-100 | $0 | $0 | $0 | $0 | $0 | $0 | $93,078 | $0 | $93,078 |
| INSTRUCTION | Purchased Professional & Technical Services | 100-300 | $2,000 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $2,000 |
| INSTRUCTION | Other Purchased Services | 100-500 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| INSTRUCTION | Supplies & Materials | 100-600 | $29,700 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $29,700 |
| INSTRUCTION | Other Objects | 100-800 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| INSTRUCTION | Sub-total | | $31,700 | $0 | $0 | $0 | $0 | $0 | $93,078 | $0 | $124,778 |
| 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 | $91,322 | $0 | $91,322 |
| 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 | $2,500 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $2,500 |
| 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 | | $2,500 | $0 | $0 | $0 | $0 | $0 | $91,322 | $0 | $93,822 |
| 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 | | | $34,200 | $0 | $0 | $0 | $0 | $0 | $184,400 | $0 | $218,600 |

# 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 | Effective Instruction |
| 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 Date: 08/23/2024

Jacquelyn Johnson-Arline

Title: Supervisor of Instruction

# District Business Administrator or District Federal Programs Administrator Certification

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

For Comprehensive Support and Targeted Support schools only:

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

Certified By: Kathleen Huder Title: Business Administrator

Date: 09/02/2024

# ASP District CSA Certification and Approval Page

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

Certified By: Marc Mancinelli Title: Director of Curriculum

Date: 09/10/2024

## OCS Approval

Approved By: Cassandra Johnson Date: 09/10/2024

Comments: Congratulations on completing your 2024-25 Annual School Plan!