Lindenwold School Four

District: LINDENWOLD BORO
County: CAMDEN
Team: NA

School Identification: ATSI
Targeted Subgroup Students with Disabilities,
CDS: 072670040

Annual School Planning 2023-2024

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Parent/Guardian	Milagros Yax	No	Yes	No		
Community Member	Calvin Gardner	No	No	Yes		
Principal	Dana Lawrence	Yes	Yes	Yes		
Supervisor of Basic Skills	Rick Bulicki	Yes	Yes	Yes		
ELA Coach	Denise Weintraut	Yes	No	No		
Math Coach	Brieann Benkert	Yes	Yes	No		
ESL Teacher	Claire Vakalis	Yes	Yes	Yes		
Teacher	Corissa Benjamin	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
BSI Support	Susan Penny	Yes	No	Yes		
Reading Specialist	Patrice McBride	Yes	Yes	Yes		
Social Worker	Denise Velez Vogel	Yes	Yes	Yes		
Math Coach	Katie Scherf	No	No	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
09/12/2023	Progress Monitoring	Yes	Yes
05/17/2023	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment	Yes	Yes
09/14/2023	Progress Monitoring	Yes	Yes
05/26/2023	Priority Performance Needs and Root Cause Analysis	Yes	Yes
11/27/2023	Progress Monitoring	Yes	Yes
06/05/2023	Smart Goal Development	Yes	Yes
02/16/2024	Progress Monitoring	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
Ongoing and specific professional development for teachers has proven to be effective in increasing student achievement.	Literacy	Grades K-3; Black, Hispanic, Economically Disadvantag	Yes	Yes	Yes	In addition to other variables, the professional development opportunities for the staff have contributed to student achievement. The percentage of students reading at or above grade level increased from 13% to 26% from the fall to late winter.
Small group intervention, explicit instruction, and specific feedback have as well as LLI has been proven to accelerate the reading of at risk students.	Literacy	Grades K-3; Black, Hispanic, Economically Disadvantag	Yes	Yes	Yes	In addition to other variables, small group intervention has contributed to student achievement. The percentage of students reading at or above grade level increased from 13% to 26% from the fall to late winter.
Using data to make decisions in response to student performance has been proven to accelerate student learning.	Literacy	Grades K-3; Black, Hispanic, Economically Disadvantag	Yes	Yes	Yes	In addition to other variables, using data to inform our instructional practices has contributed to student achievement. The percentage of students reading at or above grade level increased from 13% to 26% from the fall to late winter.

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
Ongoing and specific professional development for teachers has proven to be effective in increasing student achievement.	Math	Grades K-2; Black, Hispanic, Economically Disadvantag	Yes	Yes	Yes	In addition to other variables, the professional development opportunities for the staff have contributed to student achievement. The percentage of students demonstrating success on math word problems has increased month over month.
Small group intervention coupled with targeted feedback has shown tremendous power in moving student achievement.	Math	Grades K-2; Black, Hispanic, Economically Disadvantag	Yes	Yes	Yes	In addition to other variables, small group intervention has contributed to student achievement. The percentage of students demonstrating success on math word problems has increased month over month.
Using data to make decisions in response to student performance has been proven to accelerate student learning.	Math	Grades K-2; Black, Hispanic, Economically Disadvantag	Yes	Yes	Yes	In addition to other variables, using data to drive our instructional decisions has contributed to student achievement. The percentage of students demonstrating success on math word problems has increased month over month.

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
Ongoing and specific professional development for teachers has proven to be effective in increasing student achievement.	Literacy - Writing	Grade 4; Black, Hispanic, Economically Disadvantag	Yes	Yes	Yes	In addition to other variables, the professional development opportunities for the staff have contributed to student achievement. The percentage of students demonstrating success on writing about reading have increased month over month.
Small group intervention coupled with targeted feedback has shown tremendous power in moving student achievement.	Literacy - Writing	Grade 4; Black, Hispanic, Economically Disadvantag	Yes	Yes	Yes	In addition to other variables, small group intervention has contributed to student achievement. The percentage of students demonstrating success on writing about reading have increased month over month.
Using data to make decisions in response to student performance has been proven to accelerate student learning.	Literacy - Writing	Grade 4; Black, Hispanic, Economically Disadvantag	Yes	Yes	Yes	In addition to other variables, the professional development opportunities for the staff have contributed to student achievement. The percentage of students demonstrating success on math word problems has increased month over month.

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
Professional development for teachers regarding the importance of consistent attendance has proven to be effective in increasing student attendance/ achievement.	Attendance	Schoolwide, Black, Hispanic, Economically Disadvantag	Yes	Yes	No	Unfortunately, the impact of professional development has not mitigated the other factors that influence absenteeism. The data for student attendance has not been as positive as we would have liked. We have not reached 85% in any of the months in the period of time from September through March. September - 83% October - 84% November - 45% December - 74% January - 72% February - 67% March - 66%
Intervention for students not responding to Tier I supports has has shown effectiveness in changing attendance outcomes.	Attendance	Schoolwide, Black, Hispanic, Economically Disadvantag	Yes	Yes	No	We have not reached 85% in any of the months in the period of time from September through March. September - 83% October - 84% November - 45% December - 74% January - 72% February - 67% March - 66%

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
Using data to make decisions in response to student performance/attendance has been proven to accelerate student learning.	Attendance	Schoolwide, Black, Hispanic, Economically Disadvantag	Yes	Yes	No	We have not reached 85% in any of the months in the period of time from September through March. September - 83% October - 84% November - 45% December - 74% January - 72% February - 67% March - 66%

STUDENT ACHIEVEMENT				
Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. Link to website with access to reports.		In addition to the data pre-populated, the NJSLA data for the 2021-2022 school year was: 3rd Grade ELA (overall) Level 1 - 59.8% Level 2 - 14.8% Level 3 - 15.6% Level 4 - 9.8% Level 5 - 0% Black students Level 1 - 52.9% Level 2 - 14.7% Level 3 - 20.6% Level 4 - 11.8% Level 5 - 0% Hispanic students Level 1 - 66.7% Level 2 - 13.3% Level 3 - 12.0% Level 4 - 8.0% Level 5 - 0% White students Level 1 - 25.0% Level 2 - 37.5% Level 3 - 25.0% Level 4 - 12.5% Level 5 - 0%	The majority of students in grade 3 are scoring in the level 1 range for both ELA and Math. Although a small number of students, 100% of the white students in 4th grade scored as a level 1 or level 2. Their is an achievement gap between white, black and Hispanic students in ELA and in math. The evidence tables for ELA reveal that our students' writing performance is severely lacking (<10%). The weakest scoring standard for third grade was RI 3.9.1 and the highest performing standard was RL 3.2.2.

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			3rd Grade math (overall) Level 1 - 37.5% Level 2 - 26.6% Level 3 - 21.1% Level 4 - 12.5% Level 5 - 2.3% Black students Level 1 - 35.3% Level 2 - 32.4% Level 3 - 17.6% Level 4 - 11.8% Level 5 - 2.9% Hispanic students Level 1 - 42% Level 2 - 25.9% Level 3 - 18.5% Level 4 - 11.1% Level 5 - 2.5% White students Level 1 - 12.5% Level 2 - 12.5% Level 3 - 50% Level 4 - 25% Level 5 - 0% 4th Grade ELA (overall) Level 1 - 43% Level 2 - 26%	The weakest scoring standard for fourth grade was RI.4.9.1 and the highest performing standard was RI 4.2.3. Trends Evidence tables for standards - writing, etc.

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			Level 3 - 22% Level 4 - 8% Level 5 - 1% Black students Level 1 - 24% Level 2 - 24% Level 3 - 41% Level 4 - 12% Level 5 - 0% Hispanic students Level 1 - 47% Level 2 - 24% Level 3 - 20% Level 4 - 8% Level 5 - 0% White students Level 1 - 57% Level 2 - 43% Level 3 - 0% Level 4 - 0% Level 5 - 0% 4th Grade math (overall) Level 1 -36 % Level 2 - 43% Level 3 - 13% Level 4 - 9% Level 5 - 0% Black students Level 1 - 24%	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			Level 2 - 53% Level 3 - 12% Level 4 - 12% Level 5 - 0% Hispanic students Level 1 - 40% Level 2 - 37% Level 3 - 15% Level 4 - 8% Level 5 - 0% White students Level 1 - 29% Level 2 - 71% Level 3 -0% Level 4 - 0% Level 5 - 0%	
Science*	NJSLA Science Homepage, https: /measinc-nj-science.com/		Not applicable.	Not applicable.
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.		Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank.	Not Applicable

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data</th><th>Your Data (Provide any additional 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.
*Identify patterns by subgroup
*Identify patterns by grade</td>
<td>
<table>
<tr><th colspan="5">ELA</th></tr>
<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>95%</td><td>95%</td><td>95%</td></tr>
<tr><td>1</td><td>95%</td><td>95%</td><td>95%</td><td>95%</td></tr>
<tr><td>2</td><td>95%</td><td>95%</td><td>95%</td><td>95%</td></tr>
<tr><td>3</td><td>95%</td><td>95%</td><td>95%</td><td>95%</td></tr>
<tr><td>4</td><td>93%</td><td>95%</td><td>95%</td><td>95%</td></tr>
<tr><td>5</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>6</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>7</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>8</td><td>0%</td><td>0%</td><td>0%</td><td>0%</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>
<tr><td>11</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
</table>
</td>
<td>All of the students that participate in the regular education program, team teaching classrooms, ESL classrooms participate in benchmark assessments. For grades K-2, the students are assessed 3-4x per year with Fountas and Pinnell's Benchmark Assessment System.

Self contained environments with modified instructional programs do not participate. Participation rates are 95%.

For math, students take common assessments in each grade level through our math program, Math Expressions and quarterly district benchmarks.</td>
<td>Participation rates were stable for the 22-23 school year.</td>
</tr>
</table>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends

Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4
12	0%	0%	0%	0%

Math

Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4
K	97%	95%	95%	95%
1	97%	95%	95%	95%
2	90%	95%	95%	95%
3	95%	95%	95%	95%
4	0%	95%	95%	95%
5	0%	0%	0%	0%
6	0%	0%	0%	0%
7	0%	0%	0%	0%
8	0%	0%	0%	0%
9	0%	0%	0%	0%

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends

Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4
10	0%	0%	0%	0%
11	0%	0%	0%	0%
12	0%	0%	0%	0%

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th colspan="5">Prepopulated Data</th><th>Your Data (Provide any additional data</th><th>Observations / Trends</th></tr>
<tr><td rowspan="14">Benchmark Assessment (Proficiency) ELA Rates*</td><td rowspan="14">Please share results of analysis of % passing, including YTD analysis by grades and subgroups.
*Identify patterns by grade/subgroups
*Identify patterns by chronic absenteeism
*Identify patterns by students with chronic disciplinary infractions</td><td>Grade</td><td>Cycle 1</td><td>Cycle 2</td><td>Cycle 3</td><td>Cycle 4</td><td rowspan="14">We use the Fountas and Pinnell Benchmark Assessment System to guide our instructional practices. We give the assessment a minimum of three times schoolwide. The results for the Fall administration were:

1st Grade - 4% Above Grade Level, 6% At Grade Level, 11% Below Grade Level: In Need of Short Term Intervention, 78% Well Below Grade Level: In Need of Long Term Intervention

2nd Grade - 9% Above Grade Level, 5% At Grade Level, 3% Below Grade Level: In Need of Short Term Intervention, 83% Well Below Grade Level: In Need of Long Term Intervention

3rd Grade - 8% Above Grade Level, 7% At Grade Level, 13% Below Grade Level: In Need of Short Term Intervention, 72% Well Below Grade Level: In Need of Long Term Intervention

4th Grade - 23% Above Grade Level, 2% At Grade Level, 7% Below Grade</td><td rowspan="14">As indicated by the data, the highest percentage of students are in the "need long term intervention level" in all grade levels.

However, the percentage of students reading at or above grade level TRIPLED in first grade from fall to late winter (10% to 30%) and DOUBLED in grades 2 and 3.

The grade level with the highest percentage of students in need of long term intervention is 1st grade with 65% still in need of LT intervention after Late Winter testing.

Students reading performance shows signs of positive growth. By Late Winter of 4th grade, 35% of students are at or above grade level.</td></tr>
<tr><td>K</td><td>0%</td><td>25%</td><td>40%</td><td>28%</td></tr>
<tr><td>1</td><td>10%</td><td>27%</td><td>35%</td><td>36%</td></tr>
<tr><td>2</td><td>14%</td><td>22%</td><td>36%</td><td>29%</td></tr>
<tr><td>3</td><td>36%</td><td>7%</td><td>4%</td><td>6%</td></tr>
<tr><td>4</td><td>2%</td><td>17%</td><td>7%</td><td>8%</td></tr>
<tr><td>5</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>6</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>7</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>8</td><td>0%</td><td>0%</td><td>0%</td><td>0%</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>
<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>
</table>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			Level: In Need of Short Term Intervention, 68% Well Below Grade Level: In Need of Long Term Intervention The Early Winter results were: 1st Grade - 13% Above Grade Level, 7% At Grade Level, 7% Below Grade Level: In Need of Short Term Intervention, 73% Well Below Grade Level: In Need of Long Term Intervention 2nd Grade - 11% Above Grade Level, 9% At Grade Level, 2% Below Grade Level: In Need of Short Term Intervention, 78% Well Below Grade Level: In Need of Long Term Intervention 3rd Grade - 14% Above Grade Level, 14% At Grade Level, 6% Below Grade Level: In Need of Short Term Intervention, 66% Well Below Grade Level: In Need of Long Term Intervention 4th Grade - 29% Above Grade Level, 3% At Grade Level, 9% Below Grade Level: In Need of Short Term	Standards aligned benchmark data in grades 3 and 4 analyzed by standards shows mixed performance. As a grade level, the average scores are roughly 50% and aren't necessarily consistent with reading ability. Question type also seems to influence student performance - with students showing success on one question related to a standard but then poor performance on the same standard.

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			Intervention, 59% Well Below Grade Level: In Need of Long Term Intervention The Late Winter results were: 1st Grade - 22% Above Grade Level, 8% At Grade Level, 5% Below Grade Level: In Need of Short Term Intervention, 65% Well Below Grade Level: In Need of Long Term Intervention 2nd Grade - 16% Above Grade Level, 11% At Grade Level, 9% Below Grade Level: In Need of Short Term Intervention, 64% Well Below Grade Level: In Need of Long Term Intervention 3rd Grade - 18% Above Grade Level, 13% At Grade Level, 6% Below Grade Level: In Need of Short Term Intervention, 63% Well Below Grade Level: In Need of Long Term Intervention 4th Grade - 26% Above Grade Level, 9% At Grade Level, 9% Below Grade Level: In Need of Short Term	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			Intervention, 55% Well Below Grade Level: In Need of Long Term Intervention Benchmarks in Grades 3 and 4 broken down by standard are taken as well. Some of the data from the benchmarks includes: GRADE 3 Average Scores increased 5.7% for the informational text benchmark from the beginning of the year to MP3. Average scores for the reading literature benchmark were the highest of the three. MP1 28.8% (Informational) MP2 39.8% (Literature) MP3 34.5% (Informational) Average Performance by Standard: Benchmark scores for MP1, MP2, & MP3 Note: The reading informational text standards were averaged between MP1 and MP3 scores. RL standards were only addressed in MP2. Performance on RI.4 increased significantly from MP1 at 23% to MP3 at 48%. Grade 3	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			RI.1 35% RI.2 33.5% RI.4 35.5% RI.7 37% RI.8 26% RL.1 40% RL.3 47% RL.4 33% W.1 32% W.2 15% GRADE 4 Average Scores decreased 4.7% for the literature text benchmark from the beginning of the year to MP3. MP1 53.6% (Literature) MP2 50.3% (Informational) MP3 48.9% (Literature) Average Performance by Standard: Benchmark scores for MP1, MP2, & MP3 Note: The reading literature text standards were averaged between MP1 and MP3 scores. RI standards were only addressed in MP2. Grade 4 RI.1 55% RI.2 49% RI.4 60% RI.5 43%	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			RI.7 55% RL.1 55% RL.2 53% RL.3 66% RL.4 52% RL.6 40% W.3 41.5% W.4 36%	

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data</th><th>Your Data (Provide any additional data</th><th>Observations / Trends</th></tr>
<tr>
<td>Benchmark Assessment (Proficiency) Math Rates*</td>
<td>Please share results of analysis of % passing, including YTD analysis by grades and subgroups.
*Identify patterns by grade/subgroups
*Identify patterns by chronic absenteeism
*Identify patterns by students with chronic disciplinary infractions</td>
<td>
<table>
<tr><th>Grade</th><th>Cycle 1</th><th>Cycle 2</th><th>Cycle 3</th><th>Cycle 4</th></tr>
<tr><td>K</td><td>74%</td><td>72%</td><td>55%</td><td>80%</td></tr>
<tr><td>1</td><td>79%</td><td>74%</td><td>88%</td><td>74%</td></tr>
<tr><td>2</td><td>82%</td><td>68%</td><td>50%</td><td>65%</td></tr>
<tr><td>3</td><td>18%</td><td>45%</td><td>6%</td><td>11%</td></tr>
<tr><td>4</td><td>0%</td><td>30%</td><td>4%</td><td>12%</td></tr>
<tr><td>5</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>6</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>7</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>8</td><td>0%</td><td>0%</td><td>0%</td><td>0%</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>
<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>
</table>
</td>
<td>The data included in the chart are the common assessments given in all of the grade levels through our math series, Math Expressions.

Additional data is below for grades 3-4. We use standards based assessments 3-4x a year) to gauge students' performance. Data for assessments are below.

3rd Grade - Unit 1
3% of the students scored from a 85-100
9% of the students scored from a 75-84
29% of the students scored from a 60-74
59% of the students scored from a 0-59

4th Grade - Unit 1
5% of the students scored from a 85-100
6% of the students scored from a 75-84
11% of the students scored from a 60-74
78% of the students scored from a 0-59</td>
<td>Grade 3
88% of the students scored below 75% on the unit 1 benchmark assessment after months of instruction.

Students scored well on problems that have basic “right there answers” using no works/writing by explaining their thinking. Eg. 3 x 5 = 15

Students do not retain their math concepts taught to them after they move forward within the units.

Some teachers lack content math knowledge.

Most teachers lack insights on how to use the unit assessments to drive instructional practices to improve securing skills prior to the benchmark assessments.</td>
</tr>
</table>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			3rd Grade - Unit 2 19% of the students scored from a 85-100 24% of the students scored from a 75-84 27% of the students scored from a 60-74 37% of the students scored from a 0-59 4th Grade - Unit 2 12% of the students scored from a 85-100 12% of the students scored from a 75-84 11% of the students scored from a 60-74 65% of the students scored from a 0-59 3rd Grade - Unit 3 11% of the students scored from a 85-100 14% of the students scored from a 75-84 27% of the students scored from a 60-74 48% of the students scored from a 0-59 4th Grade - Unit 8% of the students scored from a 85-100 9% of the students scored from a 75-84 11% of the students scored	Grade 4 89% of the students scored below 75% on the unit 1 benchmark assessment after months of instruction. Students score well on 4 digit by 1 digit multiplication problems 70%. Students continue to be challenged by multiplication and division word problems- 76%. Insights shared; Students are challenged by unlocking word problems due to concerns with reading level; however, improvement has been noted by following our new three read math word problem protocol.

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			from a 60 71% of the students scored from a 0-59 Areas of general strength by standard for Grade 3 are: 3.OA.B.5 Understand properties of multiplication and the relationship between multiplication and division. Average score on standard = 83% 3.NBT.A.2 Fluently add and subtract within 1000 using the strategies and algorithms based on place value, properties of operation and/or the relationship between addition and subtraction Average score on standard = 78% Areas of weakness by standard for Grade 3 are: 3.OA.D.8 Solve two-step word problems using the four operations. Average score on standard = 26%	Students lack general math vocabulary. Basic understanding of what the word problem is asking them to solve for.

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			3.MD.C.7.c Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Average score on standard = 17% Areas of general strength by standard for Grade 4 are: 4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Average score on standard = 64% 4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm. Average score on standard = 54% Areas of weakness by standard for Grade 4 are: 4.NBT.A.3 Use place value understanding to round	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			multi-digit whole numbers to any place. Average score on standard = 29% 4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. Average score on standard = 33%	

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	22.1%	Kindergarten Level 1/2 - 91% Level 3/4 - 9% Level 5/6 - 0% 1st Grade Level 1/2 - 80% Level 3/4 - 13% Level 5/6 - 0% 2nd Grade Level 1/2 - 65% Level 3/4 - 34% Level 5/6 - 0% 3rd Grade Level 1/2 - 65% Level 3/4 - 29% Level 5/6 - 0% 4th Grade Level 1/2 - 32% Level 3/4 - 67% Level 5/6 - 2%	As is the case with the acquisition of a new language, time is needed to see the necessary growth. We are encouraged by the growth that the students are experiencing on the ACCESS test. The number of students scoring in the 1/2 diminishes significantly from K to 4th Grade.

CLIMATE & CULTURE					
Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Enrollment*	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	Overall YTD Student Enrollment Average	670	670 total students 2022 - 2023 K - 151 Grade 1 - 136 Grade 2 - 126 Grade 3 - 139 Grade 4 - 119 White - 27 Black - 146 Hispanic - 476 Multi - 15 Asian - 6	Our population has increased again this year. As has been the case over the past several years, the majority of the students (90% or more) have been Hispanic students - often times from Central American countries.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	92.81%	As of May 10, 2023: The percentage of absences across the grade levels is reported below. K - 26% Grade 1 - 20% Grade 2 - 19% Grade 3 - 20% Grade 4 - 16% White - 9% Black - 28% Hispanic - 63%	Based on the data, it would appear that the K and the hispanic population has a higher rate of absenteeism than the other grade levels and ethnicities; however, once you take into account the class size and the percentage of hispanic students in the school, the disportportianly is mitigated. Therefore, the data doesn't indicate strong trends in any one particular area.
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Chronic Absenteeism (Students)*	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	22.90%	As of May 10, 2023 - 24% of the students have been chronically absent. K - 29% Grade 1 - 29% Grade 2 - 20% Grade 3 - 20% Grade 4 - 21% White - 44% Black - 32% Hispanic - 19% ELLs - 16% Students are sent letters after 5, 10, 12, 15, and 18 days of absence. Attendance plans are generated and monitored by the school counselor. Parents are brought to municipal court for compulsory attendance violations. School social worker was hired to support and educate parents on the importance of consistent school attendance.	Despite a number of school incentives this year, our chronic absenteeism continues to be a challenge. Our district quarantining practices continue to be a source of many of our absences. On a positive note, the rate of chronic absenteeism is roughly half of what it was last year.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	90.16%	As populated by the data inputted into the ASPS system, our average daily attendance rate is calculated at 90%.	Although the staff's attendance rate is lower than usual (90%), the instructional staff are routinely in attendance to provide instruction for our students. Multiple maternity leaves this year (Special education, grade 3, grade 1) did impact our daily attendance rate for staff.

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders	Student Suspension YTD Average - In School	0.00%	There was only 4 suspensions this academic year. The number is to low to identify patterns or trends.	The lack of discipline data prevents any meaningful analysis. Typically, the vast majority of students have responded to our PBIS's implementation. The percentage of students with 0 or 1 incident reports is over 99%.
		Student Suspension YTD Average - In School for Subgroup 1	0.00%		
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		
		Student Suspension YTD Average - Out of School	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 2	0.20%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family		Surveys were not distributed this year.	NA

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data	Observations / Trends
Learning Walks / Informal Classroom Observations	*Identify # teachers to evaluate *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	Danielson Framework for Teachers	No teachers were on a CAP this year. We utilized the Danielson Framework for Teaching for the 2022-2023 school year. 100% of teachers' instructional practices were rated as either "Effective/Highly Effective." portfolio.	As measured by the FFT, the vast majority of staff members are delivering instruction using the appropriate pedagogical practices. PD opportunities will continue to be provided around best practices for literacy instruction - especially as they relate to our core, Fountas and Pinnell Classroom. PD for meeting the needs of ELLS continues to be necessary to help meet the needs of students in various stages of language acquisition. When we analyzed the four domains for areas of relative strength and weakness, no areas of note occurred.
		# Teachers to Evaluate	60		
		# Teachers on CAP	0		
		# Teachers receiving mSGP			
		null	Total		
		Cycle 1	2		
		Cycle 2	1		
		Cycle 3	1		
		Cycle 4	1		

< Other Indicators - NO DATA >

Process Questions and Growth and Reflection Tool

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

Initially, the planning team will communicate the pertinent information with the staff at our first faculty meeting of the year so that all relevant staff are fully informed of our goals and how they can work to achieve them in the the upcoming year. From there, we will revisit the goals and the progress towards the goals in our monthly Leadership meetings. The meeting minutes will be shared with the staff after each meeting. The information will also be communicated with parents on Back to School night and through the school's website.

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

The information will be communicated with parents on Back to School night and through the school's website, and we welcome parent assistance in achieving our goals. The school social worker will make daily contact of parents to educate and support them in their role in helping us achieve our schoolwide goals. The I&RS team will invite parents to be present at all meetings and partner with the classroom teacher.

Component	Indicator	Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	3-Developing	The curriculum and content taught is organized and taught around the NJSLS.	Benchmarks are aligned to the curriculum document, but the instruction does not necessarily align to the standards. Potential revision of benchmarks-- this could be improved with district help.
	2	A	3-Developing		
	3	A	2-Emerging		
	4	A	3-Developing		
	5	A	1-Not Addressed		
Assessment	1	A	3-Developing	Our consistent use of F&P assessments over the past several years provides us with the guidance and assessment data we need to increase student achievement.	The use of pre-assessments and formative assessments to gauge prerequisite skills and progress towards standards could be improved in a variety of ways.
	2	A	1-Not Addressed		
	3	A	4-Sustaining		
Professional Learning Community (PLC)	1	A	4-Sustaining	Our focus as a school and as grade level teams has been centered around the accomplishment of our SMART goals as identified in the ASPS. Additionally, although we don't have well defined norms and conflict resolution processes, we have a culture where the "tough" discussions are expected and welcomed.	Teacher professional development generally speaking -- we could improve in differentiation, student collaboration and turn and talk, student self-assessment and setting learning goals and monitoring them.
	2	A	2-Emerging		
	3	A	3-Developing		
	4	A	1-Not Addressed		

Component	Indicator		Descriptor Level	Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	4-Sustaining	We have been a PBSIS school for well over a decade and our data supports its embedded use within the school. The school district motto of "collectively responsible" provides all staff the license to initiate work that is in the best	We do not set goals related to discipline data because our school climate is strong. We have pivoted to focusing in on attendance and setting goals there. We had lots of new approaches for increasing attendance, but we need to be more data driven in our meetings and making changes where necessary. We need to be better about evaluating the effectiveness of individual approaches to improving our school climate. Teachers may have a "this too shall pass" approach to our SEL programming, so we will be communicating that we are not moving away from it. There is no ongoing support for that program. We need to work on a regular structure to share professional knowledge. Some grade levels do share craft and approaches, but not all grade levels share professional knowledge and there are some teachers who are not as open to sharing and learning. More involvement from the district coaches may be helpful for modeling sharing and using knowledge. 4.12 We don't always monitor the effectiveness of our programming, and we need to prioritize training for new programming. 4.13 We will start to review the data more specifically at the monthly Cub's Pride meetings.
	2	A	1-Not Addressed		
	3	A	3-Developing		
	4	A	2-Emerging		
	5	A	4-Sustaining		
	6	A	2-Emerging		
	7	A	2-Emerging		
	8	A	3-Developing		
	9	A	3-Developing		
	10	A	3-Developing		
	11	A	3-Developing		
	12	A	3-Developing		
	13	A	3-Developing		
	14	A	3-Developing		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Teacher and Principal Effectiveness	1	A	3-Developing	We have used the Danielson FFT for over a decade, and the staff are very familiar and comfortable with the rubric. We use the rubric to guide our new teacher meetings, and we routinely discuss the framework during SCIP.	No areas of concern for this indicator.

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Effective Instruction	At the end of the late winter testing (2023), the percentage of students reading at or above grade level as determined by F&P BAS was: 1st grade - 30% 2nd grade - 27% 3rd grade - 31% 4th grade - 35%	1. Teacher inexperience 2. Lack of preschool experiences/developmentally delayed 3. Lack of time with high quality instructional materials and explicit instruction across the range of literacy domains. 4. Loss of foundational instructional experiences due to the pandemic 5. Lack of consistent and fully aligned explicit phonics instruction 6. High percentage of students whose first language is not English - lack of vocabulary/background knowledge.	Grades K-4; Included Special Education	1	Ongoing and specific professional development for teachers has proven to be effective in increasing student achievement.
				2	Small group intervention, explicit instruction, and specific feedback have as well as LLI has been proven to accelerate the reading of "at risk" students.
				3	Using data to make decisions in response to student performance has been proven to accelerate student learning.

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Social and Emotional Learning	Our rates of chronic absenteeism quadrupled to 50% during the pandemic. Over 20% of our students were still chronically absent for the 2022-2023 school year.	1. Poor attendance patterns as established by pandemic. 2. Lack of understanding expectations for student attendance 3. Student illness is more likely to result in student absence than before the pandemic. 4. Formula for calculating "chronic absenteeism" is not indicative of average daily attendance of students. 5. Some special education students have medical needs that are challenging to address.	Schoolwide, Included Special Education	1	Professional development for teachers regarding the importance of a socially and emotionally supportive school have proven to be effective in increasing student's social-emotional health, attendance patterns, and academic achievement.
				2	Intervention will be provided for students and/or parents not responding to Tier I supports. Students that feel a sense of belonging and a part of the school community are more likely to come to school and achieve academic success.
				3	Using data to make decisions in response to student performance/attendance has been proven to accelerate student learning.

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Effective Instruction	Student lack the ability to communicate accurately and clearly in the written form and can't adequately answer complex questions through writing. Our writing data related to prompt writing shows that 35% of the students in Grade 4 score fewer than 9 points on a 15 point rubric. Our NJSLA data for narrative writing in 2022 indicated that less than 5% of the 3rd grade students were successful.	1. Teacher inexperience 2. Lack of preschool experiences/developmentally delayed 3. Lack of time with high quality instructional materials and explicit instruction across the range of literacy domains. 4. Loss of foundational instructional experiences due to the pandemic 5. Lack of consistent and fully aligned explicit phonics instruction 6. High percentage of students whose first language is not English - lack of vocabulary/background knowledge.	Grades 3-4; Included Special Education	1	Ongoing and specific professional development for teachers has proven to be effective in increasing student achievement.
				2	Small group intervention coupled with targeted feedback has shown tremendous power in moving student achievement.
				3	Using data to make decisions in response to student performance has been proven to accelerate student learning.

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Effective Instruction	Our math data indicates lack of adequate progress from K-2 in the more challenging math standards. That lack of foundation produces poor outcomes in fourth grade. The Unit 1 Benchmark data revealed: 3rd Grade - Unit 1 3% of the students scored from a 85-100 9% of the students scored from a 75-84 29% of the students scored from a 60-74 59% of the students scored from a 0-59 4th Grade - Unit 1 5% of the students scored from a 85-100 6% of the students scored from a 75-84 11% of the students scored from a 60-74 78% of the students scored from a 0-59	1. Teacher inexperience 2. Lack of time with high quality, rigorous instructional materials 3. Loss of foundational instructional experiences due to the pandemic 4. Lack of adequate time to deliver and support acquisition of complex skills 5. High percentage of students whose first language is not English - lack of vocabulary/ background knowledge.	Grades K-4; Included Special Education	1	Ongoing and specific professional development for teachers has proven to be effective in increasing student achievement.
				2	Small group intervention coupled with targeted feedback has shown tremendous power in moving student achievement.
				3	Using data to make decisions in response to student performance has been proven to accelerate student learning.

SMART Goal 1

By June 2024, 75% of students in K-4th grade will make the expected growth towards grade level reading as indicated by Fountas and Pinnell¿s progress monitoring process.

Priority Performance

At the end of the late winter testing (2023), the percentage of students reading at or above grade level as determined by F&P BAS was:

1st grade - 30%
2nd grade - 27%
3rd grade - 31%
4th grade - 35%

Strategy 1: Ongoing and specific professional development for teachers has proven to be effective in increasing student achievement.

Strategy 2: Small group intervention, explicit instruction, and specific feedback have as well as LLI has been proven to accelerate the reading of "at risk" students.

Strategy 3: Using data to make decisions in response to student performance has been proven to accelerate student learning.

Target Population: Grades K-4; Included Special Education

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	We will collect baseline data for 100% of the students (K-4th grade) using the Fountas and Pinnell Benchmark Assessment System.	Fountas and Pinnell Benchmark Assessment System - instructional level of the students.

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	75% of students in K-4th grade will make the expected growth towards grade level reading as indicated by Fountas and Pinnell¿s progress monitoring process by the end of January 2024.	Fountas and Pinnell Benchmark Assessment System - instructional level of the students and month to month growth as measured by the F&P Progress Monitoring Chart.
Apr 15:	75% of students in K-4th grade will make the expected growth towards grade level reading as indicated by Fountas and Pinnell¿s progress monitoring process by the end of March 2024.	Fountas and Pinnell Benchmark Assessment System - instructional level of the students and month to month growth as measured by the F&P Progress Monitoring Chart.
Jul 1	By June 2024, 75% of students in K-4th grade will make the expected growth towards grade level reading as indicated by Fountas and Pinnell¿s progress monitoring process.	Fountas and Pinnell Benchmark Assessment System - instructional level of the students and month to month growth as measured by the F&P Progress Monitoring Chart.

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Have basic skills support work collaboratively across grade levels to create a more streamlined and flexible approach to guided reading - freeing up time for intervention in the process	9/1/23	6/28/24	
1	1	ASPS team visits looking for progress towards goals and effective instructional practices	9/1/23	6/20/24	
1	3	Hold monthly leadership meetings with data team and a rotating member of each grade level to analyze ASP data/progress and determine next steps.	9/1/23	6/28/24	
2	1	Phonemic awareness PD to support the implementation of Heggerty Phonemic Awareness.	9/1/23	6/20/24	
2	2	Start intervention (LLI) to accelerate reading readiness by October 1st.	9/1/23	6/28/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
3	1	Phonics PD to support the implementation of new program (UFLI).	9/1/23	6/20/24	
3	2	Reduce the "back to school" period and teach routines through the structure of instruction.	9/1/23	6/28/24	
4	1	PD for non-tenured teachers on the effective implementation of the FPC components.	9/1/23	6/20/24	
4	2	Increase the leadership capacity of the basic skills staff as well as classroom teachers to engage more fully in the feedback cycle of teaching, assessing, and adjusting.	9/1/23	6/28/24	
5	1	PD for the appropriate implementation of Language Power for our ELL students.	9/1/23	6/20/24	
5	2	Utilize last year's spring BAS independent level as the starting place for guided reading. This will start the first full week of school and should include modeling/shared reading getting them ready for the procedures starting the following week.	9/1/23	6/28/24	
6	2	Continue the protocol for teaching the prioritized skills in levels A-D	9/1/23	6/28/24	
7	2	ELL support will take place in varied formats (push-in, Sci/SS, free choice, whole group instruction, etc.) and focus on language proficiency goals as well as to build dialogic language and content knowledge and vocabulary.	9/1/23	6/28/24	
8	2	Early literacy team will create a structure for improving direct instruction and monitoring of prioritized comprehension strategies for levels A-D (during SR, IRA, GR, and RML).	9/1/23	6/28/24	

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
7	ELL Support Services - push in service	INSTRUCTION - Personnel Services - Salaries / 100-100	$63,671	SIA
1	Have basic skills support work collaboratively across grade levels to create a more streamlined and flexible approach to guided reading - freeing up time for intervention in the process	INSTRUCTION - Personnel Services - Salaries / 100-100	$357,983	State/Local
7	Health Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$1	SIA Carryover
7	Health Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$47,829	SIA
1	Health Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$107,380	State/Local

SMART Goal 2

By June 2024, our average daily attendance rate will be equal to and/or greater than 90% on 95% of the 2023-2024 school days.

Priority Performance: Our rates of chronic absenteeism quadrupled to 50% during the pandemic. Over 20% of our students were still chronically absent for the 2022-2023 school year.

Strategy 1: Professional development for teachers regarding the importance of a socially and emotionally supportive school have proven to be effective in increasing student's social-emotional health, attendance patterns, and academic achievement.

Strategy 2: Intervention will be provided for students and/or parents not responding to Tier I supports. Students that feel a sense of belonging and a part of the school community are more likely to come to school and achieve academic success.

Strategy 3: Using data to make decisions in response to student performance/attendance has been proven to accelerate student learning.

Target Population: Schoolwide, Included Special Education

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Our average daily attendance rate will be equal to and/or greater than 90% on 95% of the 2023-2024 school days from Sept 7 to Nov 15.	Average daily attendance data from Realtime for each school day in session
Feb 15	Our average daily attendance rate will be equal to and/or greater than 90% on 95% of the 2023-2024 school days from Nov. 16 to Feb. 15.	Average daily attendance data from Realtime for each school day in session
Apr 15:	Our average daily attendance rate will be equal to and/or greater than 90% on 95% of the 2023-2024 school days from Feb. 16 to Apr. 15.	Average daily attendance data from Realtime for each school day in session

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 2024, our average daily attendance rate will be equal to and/or greater than 90% on 95% of the 2023-2024 school days.	Average daily attendance data from Realtime for each school day in session

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	School counselor and/or social worker will provide resources for classroom teacher to teach students the importance of daily attendance.	9/1/23	6/28/24	
1	2	Cub's Pride committee (aka PBSIS team) will discuss and decide on individual, class, and schoolwide attendance extended learning opportunities.	9/1/23	6/28/24	
1	3	Data will be compiled and reviewed monthly by the Cub's Pride team and reviewed during monthly faculty meetings.	9/1/23	6/28/24	
2	3	Hold monthly leadership meetings with data team and a rotating member of each grade level to analyze ASP data/progress and determine next steps.	9/1/23	6/28/24	
2	2	Letters will be sent to Tier 2 students after 5, 10, 12, 15 and 18 days. Parental notification will occur after each absence and contact will be made by the school counselor, teacher, and administration as necessary.	9/1/23	6/28/24	
2	1	School will organize and provide workshops for parents at least 2x per calendar year.	9/1/23	6/28/24	

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Random weekly incentives for classrooms.	INSTRUCTION - Supplies & Materials / 100-600	$6,000	State/Local
1	Social worker will provide resources for classroom teacher to teach students the importance of daily attendance.	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$61,454	State/Local
2	Supplies for attendance workshops/light refreshments	SUPPORT SERVICES - Supplies & Materials / 200-600	$1,000	State/Local

SMART Goal 3

By June 2024, 60% of students in grades 3 and 4 will demonstrate competency (11 or more points on a 15 point rubric) when responding in writing to a grade level appropriate text.

Priority Performance

Student lack the ability to communicate accurately and clearly in the written form and can't adequately answer complex questions through writing.

Our writing data related to prompt writing shows that 35% of the students in Grade 4 score fewer than 9 points on a 15 point rubric.

Our NJSLA data for narrative writing in 2022 indicated that less than 5% of the 3rd grade students were successful.

Strategy 1: Ongoing and specific professional development for teachers has proven to be effective in increasing student achievement.

Strategy 2: Small group intervention coupled with targeted feedback has shown tremendous power in moving student achievement.

Strategy 3: Using data to make decisions in response to student performance has been proven to accelerate student learning.

Target Population: Grades 3-4; Included Special Education

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Baseline data will be collected from 100% of 3rd/4th grade students on their level of competency of responding in writing about a grade level text.	District developed assessment of writing about reading using a standardized 15 point rubric.

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	60% of the 3rd/4th grade students will achieve 7 or more points on the designated 15 point rubric by the end of January.	District developed assessment of writing about reading using a standardized 15 point rubric.
Apr 15:	60% of the 3rd/4th grade students will achieve 9 or more points on the designated 15 point rubric by the end of January.	District developed assessment of writing about reading using a standardized 15 point rubric.
Jul 1	By June 2024, 60% of students in grades 3 and 4 will demonstrate competency (11 or more points on a 15 point rubric) when responding in writing to a grade level appropriate text.	District developed assessment of writing about reading using a standardized 15 point rubric.

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	As determined by the district, PD on effective writing instruction.	9/1/23	6/28/24	
1	2	Map out expected writing products for mid year and end of year for all grades so that each grade can prepare and support grade level writing in 4th grade.	9/1/23	6/28/24	
1	3	Hold monthly leadership meetings with data team and a rotating member of each grade level to analyze ASP data/progress and determine next steps.	9/1/23	6/28/24	
2	2	Strategic grouping of students in the 3rd and 4th grade for targeted writing instruction.	9/1/23	6/28/24	
2	3	ASPS team will visit classrooms to identify trends and offer next steps for more effective practices.	9/1/23	6/28/24	
3	2	Split block of word study/Framing Your Thoughts and Writer's Workshop	9/1/23	6/28/24	
4	2	Continued use of a common writing rubric, collaboration and calibration of assessing students' performance per the rubric	9/1/23	6/28/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
5	2	Deliberate scheduling of writing i the 3rd and 4th grades so that flexible grouping can occur.	9/1/23	6/28/24	
6	2	Deliberate and embedded use of Writing Mini Lessons into the writing block.	9/1/23	6/28/24	

Budget Items

SMART Goal 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	PD on effective writing instruction.	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$1,600	State/Local

SMART Goal 4

By June 2024, 60% of students will demonstrate mastery of the following grade level standards (K.O.A.2, 1.OA.1, 2.OA.1, 3.OA.3, and 4.OA.3) in grades K-4.

Priority Performance

Our math data indicates lack of adequate progress from K-2 in the more challenging math standards. That lack of foundation produces poor outcomes in fourth grade.

The Unit 1 Benchmark data revealed:

3rd Grade - Unit 1
3% of the students scored from a 85-100
9% of the students scored from a 75-84
29% of the students scored from a 60-74
59% of the students scored from a 0-59

4th Grade - Unit 1
5% of the students scored from a 85-100
6% of the students scored from a 75-84
11% of the students scored from a 60-74
78% of the students scored from a 0-59

Strategy 1: Ongoing and specific professional development for teachers has proven to be effective in increasing student achievement.

Strategy 2: Small group intervention coupled with targeted feedback has shown tremendous power in moving student achievement.

Strategy 3: Using data to make decisions in response to student performance has been proven to accelerate student learning.

Target Population: Grades K-4; Included Special Education

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	100% of the students in grades K-4 will be assessed on their mastery of the standards (K.O.A.2, 1.OA.1, 2.OA.1, 3.OA.3, and 4.OA.3) in grades K-4 in order to acquire baseline data.	Math assessments developed by the school district to assess K.O.A.2, 1.OA.1, 2.OA.1, 3.OA.3, and 4.OA.3
Feb 15	20% of students will demonstrate mastery of the standards (K.O.A.2, 1.OA.1, 2. OA.1, 3.OA.3, and 4.OA.3) in grades K-4.	Math assessments developed by the school district to assess K.O.A.2, 1.OA.1, 2.OA.1, 3.OA.3, and 4.OA.3
Apr 15:	40% of students will demonstrate mastery of the standards (K.O.A.2, 1.OA.1, 2. OA.1, 3.OA.3, and 4.OA.3) in grades K-4.	Math assessments developed by the school district to assess K.O.A.2, 1.OA.1, 2.OA.1, 3.OA.3, and 4.OA.3
Jul 1	By June 2024, 60% of students will demonstrate mastery of the following grade level standards (K.O.A.2, 1.OA.1, 2.OA.1, 3.OA.3, and 4.OA.3) in grades K-4.	Math assessments developed by the school district to assess K.O.A.2, 1.OA.1, 2.OA.1, 3.OA.3, and 4.OA.3

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Provide teachers with key conversational starters/sentence stems to help students unlock their thinking to solve word problems	9/1/23	6/28/24	
1	2	Increase time on task/teacher contact time - reduce time on unsupervised activities	9/1/23	6/28/24	
1	3	Hold monthly leadership meetings with data team and a rotating member of each grade level to analyze ASP data/progress and determine next steps.	9/1/23	6/28/24	
2	2	Develop/revise high quality instructional word problems by grade level for weekly use.	9/1/23	6/28/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	1	ASPS team visits looking for progress towards goals and effective instructional practices	9/1/23	6/28/24	
3	2	Utilize monthly assessments by grade level to track student growth.	9/1/23	6/28/24	
3	1	As determined by the district, PD on effective math instruction.	9/1/23	6/28/24	
4	2	Develop interventional practices to use with students who need the next steps in the thought process for solving word problems.	9/1/23	6/28/24	

Budget Items

SMART Goal 4

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	PD on effective math instruction.	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$8,000	State/Local

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	$357,983	$0	$0	$0	$0	$0	$63,671	$0	$421,654
INSTRUCTION	Purchased Professional & Technical Services	100-300	$9,600	$0	$0	$0	$0	$0	$0	$0	$9,600
INSTRUCTION	Other Purchased Services	100-500	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Supplies & Materials	100-600	$6,000	$0	$0	$0	$0	$0	$0	$0	$6,000
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Sub-total		$373,583	$0	$0	$0	$0	$0	$63,671	$0	$437,254
SUPPORT SERVICES	Personnel Services - Salaries	200-100	$61,454	$0	$0	$0	$0	$0	$0	$0	$61,454
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	$107,380	$0	$0	$0	$0	$0	$47,829	$1	$155,210
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	$1,000	$0	$0	$0	$0	$0	$0	$0	$1,000
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		$169,834	$0	$0	$0	$0	$0	$47,829	$1	$217,664
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			$543,417	$0	$0	$0	$0	$0	$111,500	$1	$654,918

Overview of Total Title 1 Expenditures

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

School Level Certification Page

x	The results of the Comprehensive Needs Assessment are included in the designated tabs. If applicable, the Comprehensive Data Analysis and Needs Assessment process was completed in collaboration, and with the concurrence of the assigned Regional Support Team (RST) member from the Office of Comprehensive Support. (Note: RSTs are assigned to LEAs with CII, CSI, or have at least three ATSI or TSI schools.)	
x	The Annual School Plan includes at least three SMART goals with at least one area of focus being Effective Instruction. If my school was designated as CII, CSI, ATSI or TSI, the plan includes a fourth goal. All goals address the areas of priority performance needs identified during Comprehensive Needs Assessment process. The following SMART Goal areas, denoted by a checkmark, are included in this ASP.	
x		Effective Instruction
x		Social and Emotional Learning
x		Effective Instruction
x		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 By: Richard Bulicki

Title: Supervisor of Basic Skills

Date: 10/19/2023

District Business Administrator or District Federal Programs Administrator Certification

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

For Comprehensive Support and Targeted Support schools only:

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

Certified By: Kathleen Huder
Title: Business Administrator
Date: 10/02/2023

ASP District CSA Certification and Approval Page

x	The Annual School Plan (ASP) has been reviewed by the District CSA/designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and

x	I certify that I have reviewed this school's ASP and ensure proposed funding in the ASP is aligned with the ESEA Consolidated application in EWEG and used to address the school's priority performance needs.

Certified By: Marc Mancinelli

Title: Director of Curriculum

Date: 10/19/2023