STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION   2023-2024

Lindenwold School Five

District: LINDENWOLD BORO

County: CAMDEN

Team: NA

School Identification: ATSI

Targeted Subgroup   Students with Disabilities

CDS: 072670050

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	Mrs. White	Yes	No	No		
Community Member	Leidy Bonilla	Yes	No	No		
Principal	Sandra Martinez-Preyor	No	Yes	No		
Supervisor	Michelle Bernardino	No	Yes	No		
Math Coach	Katie Scherf	No	No	Yes		
Literacy Coach	Mary Jean Strong	No	No	Yes		
Guidance Counselor	Jordyn Dulski	No	No	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
09/27/2023	Progress Monitoring	Yes	Yes
05/31/2023	Prior Year Evaluation	Yes	Yes
06/15/2023	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
11/30/2023	Progress Monitoring	Yes	Yes
06/27/2023	Priority Performance Needs and Root Cause Analysis,Smart Goal Development	Yes	Yes
02/21/2024	Progress Monitoring	Yes	Yes
04/12/2024	Progress Monitoring	No	Yes
06/20/2023	Smart Goal Development	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS						
Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
Use of monthly grade-level/data meetings to create data-informed plans with strategies for student learning based on an identified focus area. Data will be based on formative and summative assessments.	ELA	K-4	Yes	Yes	Yes	Data meetings were effective based on the process of teacher analysis of assessments, determining goals, and providing targeted instruction to those goals. After the month of implementation, student work and assessment data were reviewed which showed growth in the targeted areas. This cycle was repeated throughout the school year.
Develop a multi-tiered system of support (NJTSS_ER) in order to respond to individual student learning needs.	ELA	K-4	Yes	Yes	Yes	Due to SPIRE and Sounds Sensible interventions, students showed progress in DIBELS 8, Nonsense Word Fluency, Correct Letter Sounds. 35.5% of students who scored below benchmark in September/January (kindergarten) scored at benchmark or above in June 2023.

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)
Instructional coaching focused on literacy content and explicit systematic interventions at the appropriate tier.	ELA	K-4	Yes	No	No	Due to a change from school-based coaches to a district- coaching model, coaches were unable to provide instructional coaching cycles. The DDICM Grant (Data-Driven Instructional Coaching Model) will begin in September 2023. This program will focus on training coaches and interventionists to provide tier 2 and 3 interventions with fidelity.
Use of monthly grade-level/data meetings to create data-informed plans with strategies for student learning based on an identified focus area. Data will be based on monthly generated assessments and Math Expressions data.	Math	Schoolwide	Yes	Yes	Yes	Data meetings were effective based on the process of teacher analysis of assessments, determining goals and providing targeted instruction to those goals. After the month of implementation, student work and assessment data were reviewed which showed growth in the targeted areas. This cycle was repeated throughout the school year.
Instructional coaching focused on math content and explicit systematic interventions at the appropriate tier.	Math	Schoolwide	Yes	No	No	Due to a change from school-based coaches to a district- coaching model, coaches were unable to provide instructional coaching cycles.

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)
Use of monthly grade-level/data meetings to create data-informed plans with strategies for student learning based on an identified focus area. Data will be based on formative and summative assessments.	ELA	4th Grade	Yes	Yes	Yes	The fourth grade students students exceeded their ASP goal. Over 70% of the students scored 13 points or great using the Writing about Reading rubric.
Teach students to use the writing process for a variety of purposes.	ELA	4th Grade	Yes	Yes	Yes	The average score of science/social studies open-ended answers increased from 8.9 in October to 11.0 in March/April.
Instructional coaching focused on literacy content and explicit systematic interventions at the appropriate tier.	ELA	4th Grade	Yes	No	No	Due to a change from school-based coaches to a district- coaching model, coaches were unable to provide instructional coaching cycles.

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.		Math The District Evidence Statement Analysis showed that the following standards proved to be difficult for third grade students: 1. 3.C.6 - Base explanations/reasoning on a number line diagram. Modeling and reasoning. 2. 3.MD.7d - Relate area to the operations of multiplication and addition. d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. 3. 3.D.1. - Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 3, requiring application of knowledge and skills articulated in Type I.	ELA The District Evidence Statement Analysis showed that the following standards proved to be difficult for third grade students: 1. RI 3.5.1 - Using text features and search tools to locate information. 2. RI 3.9.1 - Compare and contrast the most importance points and/or key details presented in two texts on the same topic 3. RL 3.3.2 Provide an explanation of how a character's actions contribute to the sequence of events 4. RI 3.8.1 - Describe the logical connection between particular sentences and

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			4. 3.C.4-5 - Distinguish correct explanation/reasoning from that which is flawed, and- if there is a flaw in the argument- present corrected reasoning. 5. 3.NF.3b-1 - Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. b. Recognize and generate simple equivalent fractions (e.g., 1/2 = 2/4, 4/6 = 2/3). i) Tasks are limited to fractions with denominators 2, 3, 4, 6, and 8. ii) Fractions equivalent to whole numbers are limited to 0 through 5. iii) The explanation aspect of 3.NF.3 is not assessed here. The District Evidence Statement Analysis showed that the following standards proved to be difficult for fourth grade students: 1. 4.G.2 - Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a	paragraphs in a text 5. RI 3.3.2 - Provide a description of the relationship between scientific ideas or concepts, using language that pertains to time, sequence, or cause/effect The District Evidence Statement Analysis showed that the following standards proved to be difficult for fourth grade students: 1. RI 4.9.1 - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably 2. RI 4.7.1 - Provides an interpretation of information presented visually (charts, graphs, diagrams, timelines, animations, or interactive elements on web pages)

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			specified size. Recognize right triangles as a category, and identify right triangles. i) A trapezoid is defined as "A quadrilateral with at least one pair of parallel sides." ii) Tasks may include terminology 2. - 4.D.2 -Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 4, requiring application of knowledge and skills articulated in 3.OA.A, 3.OA. 8, 3.NBT, and/or 3.MD. 3. 4.C.1-2- Base explanations/reasoning on the properties of operations. 4. 4.MD.6 - Measure angles in whole-number degrees using a protractor. 5. 4.NF.5 - Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express 3/10 as 30/100, and add 3/1	3. RI 4.7.2 - Provides an interpretation of information presented orally (animations or interactive elements on web pages) 4. RL 4.9.1 - Provides comparison and contrast of the treatment of similar themes and/or topics in stories, myths, and traditional literature from other countries. 5. RI 4.2.1 - Provides a statement of the main idea of a text.

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
Science*	NJSLA Science Homepage, https: /measinc-nj-science.com/		Not applicable as we do not have 5th graders	Not applicable as we do not have 5th graders
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.		Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank.	Not Applicable

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data	Observations / Trends
Benchmark Assessment Participation*	Please list any cycles where the 95% participation rate was not met. Please provide explanation. *Identify patterns by subgroup *Identify patterns by grade	ELA					ELA Kindergarten Participation Cycle 1: 21% Cycle 2: 92% Cycle 3: 80% Cycle 4: 96%	ELA
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		Kindergarten Because their skills are limited at the beginning of the year, not all kindergarten students complete the Nonsense Word Fluency on DIBELS 8 in Cycle 1.
		K	21%	92%	80%	96%	1st Grade Participation Cycle 1: 93% Cycle 2: 96% Cycle 3: 93% Cycle 4: 99%	
		1	93%	96%	93%	99%	2nd Grade Participation Cycle 1: 97% Cycle 2: 97% Cycle 3: 83% Cycle 4: 100%	The benchmark test used in Cycle 3 was F&P BAS. The bilingual class does not use this assessment so that lowered the participation rate of Cycle 3.
		2	97%	97%	83%	100%		
		3	100%	95%	92%	100%	3rd Grade Participation Cycle 1: 100% Cycle 2: 95% Cycle 3: 92% Cycle 4: 100%	First Grade The benchmark test used in Cycle 3 was F&P BAS. The bilingual class does not use this assessment so that lowered the participation rate of Cycle 3.
		4	94%	97%	85%	100%	4th Grade Participation Cycle 1: 94% Cycle 2: 97% Cycle 3: 85% Cycle 4: 100%	
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%	Math	
		8	0%	0%	0%	0%		Second Grade The benchmark test used in Cycle 3 was F&P
		9	0%	0%	0%	0%	Kindergarten Participation Cycle 1: 90% Cycle 2: 89%	
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data	Observations / Trends
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4	Cycle 3: 97% Cycle 4: 95% 1st Grade Participation Cycle 1: 88% Cycle 2: 94% Cycle 3: 100% Cycle 4: 98% 2nd Grade Participation Cycle 1: 94% Cycle 2: 95% Cycle 3: 100% Cycle 4: 98% 3rd Grade Participation Cycle 1: 74% Cycle 2: 92% Cycle 3: 97% Cycle 4: 93% 4th Grade Participation Cycle 1: 76% Cycle 2: 92% Cycle 3: 93% Cycle 4: 79%	BAS. The bilingual class does not use this assessment so that lowered the participation rate of Cycle 3. Fourth Grade Looking at the data in Link It, Cycle 3 should have been 91%. It's possible that data was entered late. Math - Participation increased through the cycles, except for Cycle 4. Students tend to be more absent towards the end of the year
		12	0%	0%	0%	0%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	90%	89%	97%	95%		
		1	88%	94%	100%	98%		
		2	94%	95%	100%	98%		
		3	74%	92%	97%	93%		
		4	76%	92%	93%	79%		
		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%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data	Observations / Trends
Benchmark Assessment (Proficiency) ELA Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 1 Data K: DIBELS NWF CLS 1: DIBELS NWF CLS 2: DIBELS NWF CLS 3: DIBELS NWF CLS 4: F& P BAS Other Cycle 1 Data 1st Grade: 24% of students were proficient on F&P BAS 2nd Grade: 32% of students were proficient on F&P BAS 3rd Grade: 31% of students were proficient on F&P BAS Cycle 2 Data K: DIBELS NWF CLS 1: DIBELS NWF CLS 2: DIBELS NWF CLS 3: DIBELS NWF CLS 4: F& P BAS Other Cycle 2 Data Kindergarten: 41% of students were proficient on F&P BAS 1st Grade: 30% of students were proficient on F&P BAS 2nd Grade: 46% of students were proficient on F&P BAS 3rd Grade: 55% of students were proficient on F&P BAS Cycle 3 K: F&P BAS	Kindergarten The first two benchmark measures reflected achievement in phonics. The final two benchmark measures reflected reading leveled texts. More students met the benchmark when proficiency was a "C" than when the "D" meant proficient at the end of the year. First Grade Although the benchmark is a "moving target", the students improved in the phonics measure from Cycle 1 to 2. In F&P BAS, the students need to progress through six levels during the year which is very ambitions. At the end of the year only 22% of first graders were able to reach a "J". Second Grade Students scored better
		K	36%	32%	41%	31%		
		1	18%	23%	30%	22%		
		2	26%	32%	46%	44%		
		3	43%	32%	40%	41%		
		4	47%	47%	28%	54%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			1: F&P BAS 2: F&P BAS 3: Marking Period Benchmark Test 4: Marking Period Benchmark Test Cycle 4 K: F&P BAS/IRLA/ENIL 1: F&P BAS/IRLA/ENIL 2: F&P BAS/IRLA/ENIL 3: F&P BAS 4: F&P BAS	when they were asked to read and analyze the story than when they were given a phonics measure. Third Grade The Cycle 3 Benchmark test results were almost equal to the Cycle 4 F&P BAS results at 40% and 41%, respectively. Fourth Grade Students scored significantly higher on the F&P BAS than the Cycle 3 Benchmark test.

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Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data	Observations / Trends
Benchmark Assessment (Proficiency) Math Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Third Grade - Benchmark Test Cycle 1 Meets: 31% Does not Meet: 69% Cycle 2 Meets: 72% Does not meet: 28% Cycle 3 Meets: 56% Does not meet: 44% Cycle 4 Meets: Does not meet: Fourth Grade - Benchmark Test Cycle 1 Meets: 0% Does not Meet: 100% Cycle 2 Meets: 38% Does not meet: 62% Cycle 3 Meets: 19% Does not meet: 81% Cycle 4 Meets: Does not meet:	Kindergarten historically scores well and scored well this year, but because the content isn't retained from year to year, is there something that needs to be done to strengthen skills? Students need to build conceptual understandings and not just memorize a list of steps. In third and fourth grade the increase in difficulty of the standards leads to lower scores. Students struggled with word problems, especially two-step word problems. Students had difficulty to complete word problems when they had their choice of all four operations.
		K	91%	94%	85%	83%		
		1	74%	90%	81%	76%		
		2	87%	67%	64%	73%		
		3	78%	76%	74%	64%		
		4	75%	64%	47%	29%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	29.8%	Participation Kindergarten: 25 First Grade: 38 Second Grade: 23 Third Grade: 22 Fourth Grade: 22 Proficiency Levels (students who scored 4.5 or higher) Kindergarten 1/25 First Grade 0/38 Second Grade 0/23 Third Grade 1/22 Fourth grade scores 9/22	In general students scored higher in the receptive domain of listening than other domains.

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	587	Real-Time enrollment reports by each month Sept: 588 K: 118, 1: 149, 2: 102, 3:106, & 4: 108 Oct: 597 K: 119, 1: 157, 2: 105, 3: 106, & 4: 110 Nov: 594 K: 118, 1: 154, 2: 106, 3: 1067, & 4: 109 Dec: 583 K: 116, 1: 150, 2: 104, 3: 106, & 4: 107 Jan: 581 K: 114, 1: 149, 2: 105, 3: 106, & 4: 107 Feb: 585 K: 115, 1: 150, 2: 107, 3: 105, & 4: 108 March: 577 K: 113, 1: 152, 2: 104, 3: 104, & 4: 105 April: 580 K: 113, 1: 151, 2: 105, 3: 104, & 4: 107 May: 585 K: 114, 1: 152, 2: 106, 3: 104, & 4: 109 June (as of 6/15/23): K: 114, 1: 152, 2: 106, 3: 105, & 4: 109	1st grade is the largest class size. [trying to figure out how to cross-check students with disabilities and their attendance in our system]
		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	91.91%	September 91.14% October 92.35% November 88.10% December 89.01% January 93.31% February 93.6% March 93.24% April 93.25% May 94.04%	May and December were our months with lowest attendance. Many students were sick or took off days for vacations to extend school holidays. Our attendance during the spring was much higher. Students were less likely to be sick, and we were using our truancy court lever.
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		
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	24.23%	Number of Chronic Absences 134/586 = 22.8% Kindergarten 35/114 = 31% First Grade 43/152 = 28% Second Grade 21/106 = 20% Third Grade 20/105 = 19% Fourth Grade 15/109 = 14% Students with IEP - 37/72 = 51% ELL Students - 23/125 = 18%	Kindergarten has the highest chronic absence because we don't have an accountability lever. Our ELL population has lower chronic absences than the school overall. Our special education population has high chronic absences. We will need to monitor this in the future.
		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	90.05%	September - 93.74% October - 88.79% November - 87.46% December - 89.52% January - 89.52% February - 89.25% March - 89.13% April - 92.97% May - 93.99%	November was our lowest attendance, and the trending reason for absence was sickness.

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%	Real-Time discipline reports Overall Lunch detentions - 171 Number of students - 88 Kindergarten - 6 First Grade - 69 Second Grade - 29 Third Grade - 29 Fourth Grade - 38 OSS - 37 Number of students - 23	The number one reason for consequences is physical aggression. Most incidents take place in the classroom. The highest number of lunch detentions comes from first grade which is a big cohort. There have been other behavior problems in that grade as well.
		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	0.61%		

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			

COLLEGE & CAREER READINESS				
Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
Graduation Cohort (HS ONLY) - Federal Graduation Rate	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)			
Post-Secondary Rates	% of students that enroll in post-secondary institution.			
College Readiness Test Participation	Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT			

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

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data	Observations / Trends
Learning Walks / Informal Classroom Observations	*Identify # teachers to evaluate *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	Danielson Framework 2013	Numbers of teachers at each 1st year - 11 2nd year - 5 3rd year - 9 There are 58 teachers currently at School 5.	43% teachers have been at School #5 for three years or less. Newer teachers tend to need support in the areas of management, peer interactions, and questioning. When turnover is high, there is a constant need for professional development in the programs that are being used in the school. Many teachers are mid-year hires.
		# Teachers to Evaluate	61		
		# Teachers on CAP	0		
		# Teachers receiving mSGP			
		null	Total		
		Cycle 1	1		
		Cycle 2	1		
		Cycle 3	1		
		Cycle 4	0		

< Other Indicators - NO DATA >

Process Questions and Growth and Reflection Tool

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

The administration will share the needs assessment with staff members during a faculty meeting in the fall. At articulation and curriculum and instruction meetings, information from the needs assessments will be shared with district administration and coaches as well.

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

School #5 has two math and literacy nights for families throughout the year. The needs of the students will be addressed in the presentation/activities of the night.

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	3-Developing	We have a set of guiding questions that we use during our data meetings to analyze and reflect on student work.	As a school, we have unpacked our standards into SLO's and developed units of study, however we need to work on the alignment of our SLO's to the standards.
	2	A	3-Developing		
	3	A	2-Emerging		
	4	A	3-Developing		
	5	A	2-Emerging		
Assessment	1	A	3-Developing	Common formative and summative assessments are used throughout the grade levels.	We have developed all assessments (Pre-assessment, Formative and Summative) for some units of study. We would like to develop for all units of study.
	2	A	3-Developing		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	4-Sustaining	We have set aside time monthly to meet with each grade level. Groups have created norms for the meeting, and each meeting has a focus.	We will continue to sustain all areas in this category.
	2	A	4-Sustaining		
	3	A	3-Developing		
	4	A	4-Sustaining		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	2-Emerging	We have created a warm, welcoming environment. The staff members know the procedures for safety drills, and our SRO is a consistent presence in the building.	Our school wide goal is student engagement and would like to continue to provide PD for teachers to learn more about classroom management. We will also start working with our school leadership committee to formulate a schoolwide mission statement.
	2	A	3-Developing		
	3	A	2-Emerging		
	4	A	4-Sustaining		
	5	A	2-Emerging		
	6	A	2-Emerging		
	7	A	3-Developing		
	8	A	1-Not Addressed		
	9	A	3-Developing		
	10	A	2-Emerging		
	11	A	3-Developing		
	12	A	3-Developing		
	13	A	2-Emerging		
	14	A	1-Not Addressed		
Teacher and Principal Effectiveness	1	A	3-Developing	We use the research-based framework of Danielson. All teachers and administration receive yearly training. We have a common vocabulary when talking about instructional effectiveness.	We are working towards calibrating the scoring of teacher practice.

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	70% of students scored 13 points or higher on a 20 point rubric, with an average score of 14.3.	13points = 65% - we may need to raise the bar. Students are able to open and close their writing in response to reading but struggle to cite evidence.	grades 3-4	1	Use monthly grade-level/data meetings - informed plans with strategies for student based learning on a identified area of focus
				2	Teach students to use the writing process for a variety of purposes.
				3	Teach students to deconstruct the prompt and respond using the RACER strategy.
Social and Emotional Learning	We had 171 lunch detentions and 37 Out-of-School (OSS) suspensions.	SEL: We are unsure of the efficacy of the Move This World program in its ability to improve behavior. Teachers report low student engagement in the lessons/sessions of MTW. The misalignment between PBIS and MTW universal language components differed.	School-wide	1	Establish a list of SEL/Mindfulness activities to do in the beginning of the day and at the end of the day and provide training to staff on how to implement.
				2	Implement Cubs' Pride ticket program Tier 1 to encourage and recognize positive behaviors
				3	Implement Paw CICO Program for Tier 2 students

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	60% demonstrated proficiency on targeted math standards in the 22-23 School year.	3rd and 4th grade went from one step word problems to two step word problems. They also went from using two different operations to using all four operations. As standards get harder we notice students are not retaining prior knowledge and start to guess on what to do.	School-wide	1	Use monthly grade-level/data meetings - informed plans with strategies for student based learning on a identified area of focus.
				2	Generate and analyze common formative assessments based upon targeted standards.
				3	Implement a pilot with one classroom per grade level to see if the new program will increase proficiency on all math standards.
Climate & Culture - Attendance/Behavior	Our chronic absenteeism rate is currently 25.47%.	Absenteeism: We started doing "robo" calls for attendance through the Real-Time system in January 2023 which moved our chronic absenteeism rate from 40% to 25%. Students who have IEPs have a chronic absenteeism rate of 51%. Anecdotally, extended vacations also contributed to chronic absenteeism rates.	school wide	1	Parent information campaign about expectations for school attendance.
				2	Develop a school-wide campaign to motivate and celebrate good and improved attendance.
				3	Having a team monitor student attendance, contact parents, and develop interventions as necessary.

SMART Goal 1

By June 2024, 60% of 3rd and 4th grade students will score 13 points or better as measured by a common "writing about reading" 20-point rubric.

Priority Performance   70% of students scored 13 points or higher on a 20 point rubric, with an average score of 14.3.

Strategy 1:   Use monthly grade-level/data meetings - informed plans with strategies for student based learning on a identified area of focus

Strategy 2:   Teach students to use the writing process for a variety of purposes.

Strategy 3:   Teach students to deconstruct the prompt and respond using the RACER strategy.

Target Population: grades 3-4

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	90% of third and fourth graders will take an initial writing assessment and receive a baseline measure.	Writing About Reading Rubric Results - Data Sheet
Feb 15	60% of third and fourth grade students will score 10 points or higher.	Benchmark Assessment - open-ended question - data sheet
Apr 15:	60% of third and fourth grade students will score 12 points or higher.	Benchmark Assessment - open-ended question - data sheet
Jul 1	By June 2024, 60% of 3rd and 4th grade students will score 13 points or better as measured by a common "writing about reading" 20-point rubric.	Benchmark Assessment - open-ended question - data sheet

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Monthly data/planning meetings with ELA teachers to discuss instructional strategies.	10/2/23	6/4/24	
1	1	Hold monthly grade-level/data meetings to create data-informed plans for student learning. Data will be based on formative/summative assessments.	10/3/23	6/4/24	
1	3	Share information and Google Slides about deconstructing the prompt with teachers.	11/7/23	4/30/24	
2	1	Calibrate scoring of student writing among ELA teachers, BSI teachers, and coach	10/3/23	11/15/23	
2	2	Leadership team will conduct targeted walkthroughs to ensure fidelity of implementation.	10/3/23	6/4/24	
2	3	Share information about RACER with the teachers.	10/3/23	6/4/24	
3	3	Leadership team will conduct targeted walkthroughs to ensure fidelity of implementation	10/3/23	6/4/24	
3	1	Leadership team will meet monthly to review ASP data and progress.	10/3/23	6/4/24	
3	2	Basic Skill and ESL Support Staff will model and use an I do, You do , We do process to implement instructional strategies	10/3/23	6/4/24	

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	ELL Support Services - push in model	INSTRUCTION - Personnel Services - Salaries / 100-100	$25,000	SIA Carryover
3	ELL Support Services - push in model	INSTRUCTION - Personnel Services - Salaries / 100-100	$60,000	SIA
3	Basic Skills teaching staff	INSTRUCTION - Personnel Services - Salaries / 100-100	$331,124	State/Local
3	Health Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$7,499	SIA Carryover
3	Health Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$40,900	SIA
3	Health Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$99,337	State/Local

SMART Goal 2

By June 2024, 80% of classrooms will have daily SEL/Mindfulness activities at least 30 minutes daily.

Priority Performance   We had 171 lunch detentions and 37 Out-of-School (OSS) suspensions.

Strategy 1:   Establish a list of SEL/Mindfulness activities to do in the beginning of the day and at the end of the day and provide training to staff on how to implement.

Strategy 2:   Implement Cubs' Pride ticket program Tier 1 to encourage and recognize positive behaviors

Strategy 3:   Implement Paw CICO Program for Tier 2 students

Target Population: School-wide

Interim Goals
SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15th, 2023, 95% of classroom teachers will receive training on SEL/Mindfulness activities and make a plan for how to implement in their classrooms.	Sign-in Sheet
Feb 15	By February 15th, 2024, 50% of classrooms will implement 30 minutes of SEL/Mindfulness activities.	Record of Observation
Apr 15:	By April 15th, 2024, 65% of classrooms will implement 30 minutes of SEL/Mindfulness activities.	Record of Observation
Jul 1	By June 2024, 80% of classrooms will have daily SEL/Mindfulness activities at least 30 minutes daily.	Record of Observation

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Provide training for staff about implementing Tier 1 Cubs' Pride program and distributing tickets	9/15/23	10/20/23	
1	3	Provide training for staff about identifying students who qualify for Tier 2, PAW CICO	10/27/23	12/15/23	
2	1	Cub's Pride Committee will develop a list of SEL/Mindfulness activities	8/1/23	9/15/23	
2	1	School counselor/school administration will provide training for teachers about SEL/Mindfulness activities	9/15/23	11/15/23	
2	2	Cubs' Pride tickets will be brought to the main office at the end of the day.	9/7/23	6/14/24	
2	3	Collect CICO forms from teachers and assign a mentor to each student	12/1/23	5/31/24	
3	2	One ticket per grade level will be chosen daily for a prize by the main office staff.	9/7/23	6/14/24	
3	3	Mentors meet with students daily to review their behavior for the day.	11/30/23	6/14/24	
4	3	Cubs' Pride Committee reviews CICO data at monthly Cubs' Pride meetings	12/1/23	6/14/24	
4	2	Student daily winners and the distributor of the tickets will be announced during the afternoon announcements.	9/7/23	6/14/24	

< SMART Goal 2 - Budget Items: NO DATA >

SMART Goal 3

By June 2024, 70% of students in grades kindergarten through fourth grade will exhibit competence (65%) of identified target standards as evidenced through formative assessments

Priority Performance   60% demonstrated proficiency on targeted math standards in the 22-23 School year.

Strategy 1:   Use monthly grade-level/data meetings - informed plans with strategies for student based learning on a identified area of focus.

Strategy 2:   Generate and analyze common formative assessments based upon targeted standards.

Strategy 3:   Implement a pilot with one classroom per grade level to see if the new program will increase proficiency on all math standards.

Target Population: School-wide

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	95% of students will be assessed on a baseline assessment of identified target standards.	Formative Assessments
Feb 15	25% of students will demonstrate competence of identified target standards.	Formative Assessments
Apr 15:	50% of students will demonstrate competence of identified target standards.	Formative Assessments

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 2024, 70% of students in grades kindergarten through fourth grade will exhibit competence (65%) of identified target standards as evidenced through formative assessments	Formative Assessments

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Monthly grade level meetings to identify targeted standards and generate a list of strategies to target the standards.	9/22/23	6/14/24	
1	2	Coaches will create formative practices and formative assessments based upon standards	9/22/23	6/14/24	
1	3	Order new pilot materials	9/22/23	6/14/24	
2	2	Teachers will use practices as a "warm up" to their math lessons and will assess them.	9/22/23	6/14/24	
2	3	Teachers will have training for new program Envisions	9/22/23	6/14/24	
2	1	Analysis of diagnostic assessments to identify the content for intervention strategies	9/22/23	6/14/24	
3	3	Coaches will be available to oversee classrooms that are piloting Envisions	9/22/23	6/14/24	
3	1	Leadership team will meet monthly to review ASP data and progress	9/22/23	6/14/24	

< SMART Goal 3 - Budget Items: NO DATA >

SMART Goal 4

By June 2024, 20% (or less) of our students will be chronically absent.

Priority Performance   Our chronic absenteeism rate is currently 25.47%.

Strategy 1:   Parent information campaign about expectations for school attendance.

Strategy 2:   Develop a school-wide campaign to motivate and celebrate good and improved attendance.

Strategy 3:   Having a team monitor student attendance, contact parents, and develop interventions as necessary.

Target Population: school wide

Interim Goals
SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By Nov 15, 20% (or less) of our students will be chronically absent.	Average daily attendance data from Realtime for each school day in session
Feb 15	By Feb 15, 20% (or less) of our students will be chronically absent.	Average daily attendance data from Realtime for each school day in session
Apr 15:	By April 15, 20% (or less) of our students will be chronically absent.	Average daily attendance data from Realtime for each school day in session
Jul 1	By June 2024, 20% (or less) of our students will be chronically absent.	Average daily attendance data from Realtime for each school day in session

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	School counselor will provide resources for classroom teacher to teach students the importance of daily attendance.	9/5/23	10/6/23	
1	2	Cub's Pride committee (aka PBSIS team) will discuss and decide on individual, class, and schoolwide attendance extended learning opportunities.	9/14/23	6/14/24	
1	3	Hold monthly leadership meetings with data team to analyze ASP data/progress and determine next steps. Leadership will review SPED Attendance data as well, since that is the targeted subgroup.	9/14/23	6/14/24	
2	2	Data will be compiled and reviewed monthly by the Cub's Pride team and reviewed during monthly faculty meetings.	9/14/23	6/14/24	
2	3	School Counselor will determine root causes of attendance issues and design interventions as necessary.	9/14/23	6/14/24	
2	1	School will organize and provide workshops for parents at least 2x per calendar year.	9/12/23	3/29/24	

< SMART Goal 4 - Budget Items: NO DATA >

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds-Example-Title IV	SIA	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	$331,124	$0	$0	$0	$0	$0	$60,000	$25,000	$416,124
INSTRUCTION	Purchased Professional & Technical Services	100-300	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Other Purchased Services	100-500	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Supplies & Materials	100-600	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Sub-total		$331,124	$0	$0	$0	$0	$0	$60,000	$25,000	$416,124
SUPPORT SERVICES	Personnel Services - Salaries	200-100	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	$99,337	$0	$0	$0	$0	$0	$40,900	$7,499	$147,736
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Purchased Property Services	200-400	$0	$0	$0	$0	$0	$0	$0	$0	$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds-Example-Title IV	SIA	SIA Carryover	TOTAL
SUPPORT SERVICES	Other Purchased Services	200-500	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Travel	200-580	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Supplies & Materials	200-600	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Other Objects	200-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Indirect Costs	200-860	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Sub-total		$99,337	$0	$0	$0	$0	$0	$40,900	$7,499	$147,736
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			$430,461	$0	$0	$0	$0	$0	$100,900	$32,499	$563,860

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

Completed By: Michelle Bernardino

Title: Supervisor of Basic Skills

Date: 10/23/2023

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: 04/02/2024