

Lindenwold Middle School

District: LINDENWOLD BORO

County: CAMDEN

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 072670090

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 |
|----------------------------------|--------------------------|----------------------------------|---------------------|------------------------|-----------|------|
| Principal | Alba Lugo | Yes | Yes | Yes | | |
| Supervisor of Basic Skills & ; | Jacquelyn Johnson-Arline | Yes | Yes | Yes | | |
| Assistant Principal | Ryan Strothers | Yes | Yes | Yes | | |
| Assistant Principal | Lauren Scinto | Yes | Yes | Yes | | |
| Math Coach | Debra Esposito | Yes | Yes | Yes | | |
| Literacy Coach | Maria Waring | Yes | Yes | Yes | | |
| ESL Coach | Ivonne D'Amato | Yes | Yes | Yes | | |
| Teacher/Climate & ; Culture | Stephanie Wood | No | Yes | Yes | | |

| Stakeholder Representative Title | Name | Comprehensive Analysis and Needs | Root Cause Analysis | Smart Goal Development | Signature | Date |
|----------------------------------|-----------------|----------------------------------|---------------------|------------------------|-----------|------|
| Director of Curriculum | Marc Mancinelli | No | Yes | Yes | | |
| Parent/Guardian | Denise Rivera | No | No | Yes | | |
| Community Member | Name | No | No | Yes | | |

ASP Development Team Meetings

| Date | Topic | Agenda Uploaded | Minutes Uploaded |
|------------|------------------------|-----------------|------------------|
| 09/12/2023 | Smart Goal Development | Yes | Yes |
| 03/30/2023 | Smart Goal Development | Yes | Yes |
| 10/19/2023 | Progress Monitoring | Yes | Yes |
| 05/10/2023 | Prior Year Evaluation | Yes | Yes |
| 03/01/2024 | Progress Monitoring | No | 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) |
|-------------------------------|--------------|--------------------|---|---|---|---|
| 1. Small Group Instruction | ELA | Schoolwide | Yes | Yes | Yes | The Smart Goal for the 2022-2023 school year for ELA is that by June 2023, 45% of students will receive a passing score on district ELA benchmarks. For EOC 1 35% of students received a passing score, and for EOC 2 43% of students received a passing score. For EOC 3 43% of students received a passing score, and for EOC 4 28% of students received a passing score. This resulted in an overall passing percentage of 37%. While we did not meet the goal, we believe that our scores in EOC 2 and 3 demonstrate that the intervention was effective. |

| 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) |
|---|--------------|--------------------|---|---|---|---|
| 2. Intervention Classes with Targeted Standards | ELA | Schoolwide | Yes | Yes | Yes | The Smart Goal for the 2022-2023 school year for ELA is that by June 2023, 45% of students will receive a passing score on district ELA benchmarks. For EOC 1 35% of students received a passing score, and for EOC 2 43% of students received a passing score. For EOC 3 43% of students received a passing score, and for EOC 4 28% of students received a passing score. This resulted in an overall passing percentage of 37%. While we did not meet the goal, we believe that our scores in EOC 2 and 3 demonstrate that the intervention was effective. |
| 3. Data Informed Instruction | ELA | Schoolwide | Yes | Yes | Yes | The Smart Goal for the 2022-2023 school year for ELA is that by June 2023, 45% of students will receive a passing score on district ELA benchmarks. For EOC 1 35% of students received a passing score, and for EOC 2 43% of students received a passing score. For EOC 3 43% of students received a passing score, and for EOC 4 28% of students received a passing score. This resulted in an overall passing percentage of 37%. While we did not meet the goal, we believe that our scores in EOC 2 and 3 demonstrate that the intervention was effective. |

| 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) |
|-------------------------------|--------------|--------------------|---|---|---|---|
| 1. Small Group Instruction | Math | Schoolwide | Yes | No | Yes | <p>The Smart Goal for the 2022-2023 school year for ELA is that by June 2023 30% of students will receive a passing score on district Math benchmarks. For EOC 1 18% of students received a passing score, and for EOC 2 25% of students received a passing score. For EOC 3 22% of students received a passing score, and for EOC 4 10% of students received a passing score. This resulted in an overall passing percentage of 19%. While we did not meet the goal, we believe that our scores in EOC 2 and 3 demonstrate that the intervention was effective and our potential to increase our passing rates. Additionally, disruption to effective math in occur in grade 8 due to the loss of one of our teachers and our inability to replace them.</p> |

| 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) |
|---|--------------|--------------------|---|---|---|--|
| 2. Intervention Classes with Targeted Standards | Math | Schoolwide | Yes | No | Yes | <p>The Smart Goal for the 2022-2023 school year for ELA is that by June 2023 30% of students will receive a passing score on district Math benchmarks. For EOC 1 18% of students received a passing score, and for EOC 2 25% of students received a passing score. For EOC 3 22% of students received a passing score, and for EOC 4 10% of students received a passing score. This resulted in an overall passing percentage of 19%. While we did not meet the goal, we believe that our scores in EOC 2 and 3 demonstrate that the intervention was effective and our potential to increase our passing rates. Additionally, disruption to effective math in occurred in grade 8 due to the loss of one of our teachers and our inability to replace them. We experienced a similar loss in our targeted intervention classes at every grade level. We lost a math teacher and was unable to replace them.</p> |

| 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) |
|-------------------------------|--------------|--------------------|---|---|---|--|
| 3. Data Informed Instruction | Math | Schoolwide | Yes | No | Yes | <p>The Smart Goal for the 2022-2023 school year for ELA is that by June 2023 30% of students will receive a passing score on district Math benchmarks. For EOC 1 18% of students received a passing score, and for EOC 2 25% of students received a passing score. For EOC 3 22% of students received a passing score, and for EOC 4 10% of students received a passing score. This resulted in an overall passing percentage of 19%. While we did not meet the goal, we believe that our scores in EOC 2 and 3 demonstrate that the intervention was effective and our potential to increase our passing rates. Additionally, disruption to effective math in occurred in grade 8 due to the loss of one of our teachers and our inability to replace them.</p> |

| 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) |
|-------------------------------|--------------|--------------------|---|---|---|--|
| 1. Teacher Coaching | ELP | ELLs | Yes | Yes | Yes | The Smart Goal for the 2022-2023 school year for ELP students is that by June 2023 55% of 5th & 6th grade ELP students will make at least 1.25 years growth as evidenced by F&P levels. A sub-goal for EOC 1 was that by November 15, 2022, 90% of 5th & 6th grade ELL students would take an initial F&P assessment and have their growth targets set. This sub goal was exceeded at 100%. For EOC 2, the sub-goal was that by February 15, 2023, 55% of 5th & 6th grade ELL students will meet progressive growth targets as evidenced by the progress monitoring F&P growth chart. This sub-goal was exceeded at 81%. |

| 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) |
|--|--------------|--------------------|---|---|---|--|
| 2. Small Group Instruction in Academic Success Class | ELP | ELLs | Yes | Yes | Yes | The Smart Goal for the 2022-2023 school year for ELP students is that by June 2023 55% of 5th & 6th grade ELP students will make at least 1.25 years growth as evidenced by F&P levels. A sub-goal for EOC 1 was that by November 15, 2022, 90% of 5th & 6th grade ELL students would take an initial F&P assessment and have their growth targets set. This sub goal was exceeded at 100%. For EOC 2, the sub-goal was that by February 15, 2023, 55% of 5th & 6th grade ELL students will meet progressive growth targets as evidenced by the progress monitoring F&P growth chart. This sub-goal was exceeded at 81%. |

| 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) |
|-------------------------------|---------------------------------------|--------------------|---|---|---|--|
| 3. Data Informed Instruction | ELP | ELLs | Yes | Yes | Yes | The Smart Goal for the 2022-2023 school year for ELP students is that by June 2023 55% of 5th & 6th grade ELP students will make at least 1.25 years growth as evidenced by F&P levels. A sub-goal for EOC 1 was that by November 15, 2022, 90% of 5th & 6th grade ELL students would take an initial F&P assessment and have their growth targets set. This sub goal was exceeded at 100%. For EOC 2, the sub-goal was that by February 15, 2023, 55% of 5th & 6th grade ELL students will meet progressive growth targets as evidenced by the progress monitoring F&P growth chart. This sub-goal was exceeded at 81%. |
| 1. Professional Development | Chronic Absenteeism/Culture & Climate | Schoolwide | Yes | No | No | The plan was to use the attached PLC meeting schedule to provide PD on SEL topics and PBIS. This did not work out the way we hoped due to teachers having to cover classes during scheduled collaborative prep time. However, we have utilized this method in the past and found it to be effective. As such, we will move forward with a similar during the 2023-2024 school year, and if that is not possible we will pivot to a monthly meeting plan. |

| 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) |
|---|---------------------------------------|--------------------|---|---|---|--|
| 2. Move This World and/or similar SEL Program | Chronic Absenteeism/Climate & Culture | Schoolwide | Yes | No | No | The plan was to use the attached PLC meeting schedule to provide PD on SEL topics and PBIS. This did not work out the way we hoped due to teachers having to cover classes during scheduled collaborative prep time. However, we have utilized this method in the past and found it to be effective. As such, we will move forward with a similar during the 2023-2024 school year, and if that is not possible we will pivot to a monthly meeting plan. |
| 3. PBIS Lessons | Chronic Absenteeism/Climate & Culture | Schoolwide | Yes | No | No | The plan was to use the attached PLC meeting schedule to provide PD on SEL topics and PBIS. This did not work out the way we hoped due to teachers having to cover classes during scheduled collaborative prep time. However, we have utilized this method in the past and found it to be effective. As such, we will move forward with a similar during the 2023-2024 school year, and if that is not possible we will pivot to a monthly meeting plan. |

| STUDENT ACHIEVEMENT | | | | |
|---------------------|--|-------------------|--|---|
| Data Source | Factors to Consider | Prepopulated Data | Your Data (Provide any additional data) | Observations / Trends |
| NJSLA Proficiency* | <p>Consider comparing previous year's and current year's NJSLA results in the noted subject areas.</p> <p><a _blank">link<="" a>="" access="" href="http://www.nj.gov/education/schools/achievement/target=" p="" reports.<="" to="" website="" with=""> </p> | | <p>we do not have results for the 2022-2023 school year as of 6.30.23 Our next best data would be benchmark results (designed to mirror the NJSLA experience).</p> <p>proficiency by grade level: ELA</p> <p>5 Cycle 1- 27% Cycle 2- 41% Cycle 3- 43% Cycle 4- 34%</p> <p>6 Cycle 1- 46% Cycle 2- 45% Cycle 3- 54% Cycle 4- 39%</p> <p>7 Cycle 1- 30% Cycle 2- 49% Cycle 3- 49% Cycle 4- 29%</p> <p>8 Cycle 1- 38% Cycle 2- 36% Cycle 3- 0% Cycle 4- 8%</p> <p>Math</p> <p>5 Cycle 1- 28% Cycle 2- 42% Cycle 3- 13% Cycle 4- 10%</p> <p>6 Cycle 1- 21% Cycle 2- 27% Cycle 3- 23% Cycle 4- 10%</p> <p>7</p> | <p>With the exception of grade 8 ELA, students appear to perform better on district level benchmarks in comparison to the NJSLA assessment. This would appear to indicate a need to improve instructional pedagogy and use of academic vocabulary. Additionally, overall performance improves from one cycle to the next until cycle 4; where scores take a drastic dip. This would appear to indicate the need to improve student stamina and grit in the fourth marking period of the school year. Similar trends and statements can be made in the content area of math.</p> |

| Data Source | Factors to Consider | Prepopulated Data | Your Data (Provide any additional data) | Observations / Trends |
|-------------|---|-------------------|---|--|
| | | | Cycle 1- 13% Cycle 2- 26% Cycle 3- 40% Cycle 4- 4.5% 8 Cycle 1- 9% Cycle 2- 6% Cycle 3- 8% Cycle 4- 18% | |
| Science* | NJSLA Science Homepage, https://measinc-nj-science.com/ | | The district is currently working to create and implement science benchmarks that align to the standards and NJSLA assessment. | The data also reflects the need to purchase a core resource that aligns to the NGSS. |
| 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 | | | | | Cycles where the 95% participation rate was not met: ELA Cycle 1 Grades 5-8 Cycle 2 Grade 5 Cycle 3 Grade 7 Cycle 4 Grade 7 & 8 Math Cycle 1 Grades 5-8 Cycle 2 | This year the leadership shifted the expectation regarding benchmark testing. In the past, we noticed that teachers did not always make a concerted effort to have students make-up the benchmark if they were absent. This was coupled with high absenteeism during the first cycle. After first cycle resulted, we adjusted our expectation, which in general improved assessment participation. We need to continue to emphasize the importance of assessment participation and not allow end of the year fatigue to impact percentages. |
| | | Grade | Cycle 1 | Cyclle 2 | Cycle 3 | Cycle 4 | | |
| | | K | 0% | 0% | 0% | 0% | | |
| | | 1 | 0% | 0% | 0% | 0% | | |
| | | 2 | 0% | 0% | 0% | 0% | | |
| | | 3 | 0% | 0% | 0% | 0% | | |
| | | 4 | 0% | 0% | 0% | 0% | | |
| | | 5 | 91% | 94% | 96% | 95% | | |
| | | 6 | 88% | 97% | 98% | 98% | | |
| | | 7 | 87% | 98% | 91% | 80% | | |
| | | 8 | 90% | 98% | 96% | 75% | | |
| | | 9 | 0% | 0% | 0% | 0% | | |
| | | 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 | Cycle 2 | Cycle 3 | Cycle 4 | Grade 5 & 6 Cycle 3 Grade 7 Cycle 4 Grade 5,7 & 8 | |
| | | 12 | 0% | 0% | 0% | 0% | | |
| | | Math | | | | | | |
| | | Grade | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 | | |
| | | K | 0% | 0% | 0% | 0% | | |
| | | 1 | 0% | 0% | 0% | 0% | | |
| | | 2 | 0% | 0% | 0% | 0% | | |
| | | 3 | 0% | 0% | 0% | 0% | | |
| | | 4 | 0% | 0% | 0% | 0% | | |
| | | 5 | 90% | 94% | 98% | 93% | | |
| | | 6 | 92% | 92% | 98% | 97% | | |
| | | 7 | 93% | 95% | 94% | 90% | | |
| | | 8 | 88% | 95% | 99% | 50% | | |
| | | 9 | 100% | 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 | See comments | We did not meet our EOC 1 goal for ELA. This is in part due to the demands of beginning of the year routines and procedures as well as baseline testing. Actual instructional time is limited in Unit 1 because much of the time is dedicated to establishing these routines and procedures and the baseline reading assessments, which include F&P BAS and IXL diagnostic testing. Small group work begins towards the end of EOC 1 as we conclude the fall assessment measures. In addition to these factors, middle school benchmarks are extremely rigorous and we have a large portion of our students reading below grade level. During EOC 2, for ELA, the writing tasks have been added to the Linkit |
| | | K | 0% | 0% | 0% | 0% | | |
| | | 1 | 0% | 0% | 0% | 0% | | |
| | | 2 | 0% | 0% | 0% | 0% | | |
| | | 3 | 0% | 0% | 0% | 0% | | |
| | | 4 | 0% | 0% | 0% | 0% | | |
| | | 5 | 27% | 41% | 43.3% | 34% | | |
| | | 6 | 46% | 45.4% | 54% | 39% | | |
| | | 7 | 30% | 49.5% | 23% | 29% | | |
| | | 8 | 38% | 36% | 49% | 8% | | |
| | | 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 |
|-------------|---------------------|-------------------|---|--|
| | | | | <p>assessments in each grade for this EOC. Previously, the writing assessments have always been graded separately and the writing scores were not included in our reporting percentages toward goal progress. This is a change that may potentially be affecting results. While we did not make the goal of 45%, we did have an increase of 3% over last year's goal.</p> <p>During EOC 3, for ELA, grades 5, 6, and 8 increased in their proficiency percentage from last year, however 7th grade decreased dramatically in proficiency percentage. For this EOC, there was a new substitute teacher in grade 7, which may have had an impact on these results. Additionally, 7th grade showed an overall lower</p> |

| Data Source | Factors to Consider | Prepopulated Data | Your Data (Provide any additional data) | Observations / Trends |
|-------------|---------------------|-------------------|---|---|
| | | | | <p>participation percent, which skews the results.</p> <p>Overall, this would appear to indicate a need to improve instructional pedagogy and use of academic vocabulary. Additionally, overall performance improves from one cycle to the next until cycle 4; where scores take a drastic dip. This would appear to indicate the need to improve student stamina and grit in the fourth marking period of the school year.</p> |

| 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 | See Comments | <p>We did not make our goal for EOC 1. One factor may be that we have several new math teachers throughout the building While it of course is not an excuse, per se, the fact that they may not have had time to come up to our expectations through PD might be a relevant point. A significant issue is that we do not have a clear core set of instructional principles that we understand very well. This is what we're working on with our Math Consultant.</p> <p>For EOC 2, in math, new grade level skills build up on prior learned skills. As many of our students lack mastery of prior learned math concepts, which we see through our low IXL diagnostic pinpoints and low prior year NJSLA-M scores, the</p> |
| | | K | 0% | 0% | 0% | 0% | | |
| | | 1 | 0% | 0% | 0% | 0% | | |
| | | 2 | 0% | 0% | 0% | 0% | | |
| | | 3 | 0% | 0% | 0% | 0% | | |
| | | 4 | 0% | 0% | 0% | 0% | | |
| | | 5 | 28% | 42% | 13% | 10% | | |
| | | 6 | 21% | 27% | 23% | 10% | | |
| | | 7 | 13% | 26% | 40% | 4% | | |
| | | 8 | 9% | 6% | 8% | 18% | | |
| | | 9 | 75% | 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 |
|-------------|---------------------|-------------------|---|--|
| | | | | <p>students struggle with questions on the benchmark that involve prior skills, new skills learned and complex questions that involve multiple steps to complete. Also students pick multiple choice answers that are given because they are common misconceptions. Due to these factors we did not achieve our ASP goal.</p> <p>For EOC 3, benchmarks are being modified to reflect more of the NJSLA type 1, 2, and 3 questions and the number of questions that are in each of those types. Upon talking with teachers they noticed that even with the continued NJSLA type question exposure in class, bringing on the benchmark questions and use of our EnVision resource, students were</p> |

| Data Source | Factors to Consider | Prepopulated Data | Your Data (Provide any additional data) | Observations / Trends |
|-------------|---------------------|-------------------|---|---|
| | | | | <p>not fully reading the questions. Students were not writing down their work as noted by their blank workspace paper being turned in. In the classroom on daily topics students write their steps and processes for solving, but on the benchmark they leave the scrap paper blank. 6th grade teachers specifically were surprised to see the scores go lower because the students were doing well on the assignments in class.</p> <p>Overall, this would appear to indicate a need to improve instructional pedagogy and use of academic vocabulary. Additionally, overall performance improves from one cycle to the next until cycle 4; where scores take a drastic dip. This would appear to indicate the</p> |

| Data Source | Factors to Consider | Prepopulated Data | | Your Data (Provide any additional data) | Observations / Trends |
|------------------|---|---|-------|--|--|
| | | | | | need to improve student stamina and grit in the fourth marking period of the school year. |
| ACCESS for ELL's | Student progress to English Language Proficiency (Grades K-12). | Percent of English Learners Making Expected Growth to | 16.1% | EOC 2 - ELL DATA 5-% Proficient- 86 6-% Proficient- 76 TOTAL AVERAGE- 81% EOC 3 - ELL DATA 5-% Proficient- 88 6-% Proficient- 95 TOTAL AVERAGE- 90% EOC 4 - ELL DATA 5-% Proficient- 6-% Proficient- TOTAL AVERAGE- | Our ASP plan tracks the achievement of our 5th and 6th grade ELL. This year, that subpopulation met and exceeded all growth targets. |

| 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 | 917 | on 6.30.23 total enrollment- 909 male- 464 female- 445 EOY 2022- 944 male- 481 female- 463 EOY 2021- 910 male- 474 female- 436 EOY 2020- 909 male- 474 female- 435 | N/A |
| | | Subgroup 1 YTD Student Enrollment Average | 0 | | |
| | | Subgroup 2 YTD Student Enrollment Average | 0 | | |
| | | | | | |
| 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 | 96.13% | 2021-2022- 95.91 2020-2021- 97.85 | No significant pattern by teacher or grade over the past 3 year |
| | | Subgroup 1 YTD Student | 0.00% | | |
| | | Subgroup 2 YTD Student Attendance Average | 0.00% | | |

| Data Source | Factors to Consider | Prepopulated Data | | 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 | 4.40% | 2021-2022- .08 2020-2021- not calculated | Prior to the pandemic, chronic absenteeism has not been an issue at the middle school. However, due to the impact of the pandemic, chronic absenteeism has become something with which we must contend. However, Attendance has been tracked monthly, and those students with chronic absenteeism were taking to truancy court, required to attend ESY, or retained. |
| | | Subgroup 1 YTD Chronic | 0.00% | | |
| | | Subgroup 2 YTD Chronic Absenteeism | 0.00% | | |
| | | | | | |
| Attendance Rate (Staff)* | The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism | Staff Attendance YTD | 89.73% | 2021-2022- 87.35 2020-2021- 96.24 | We are still working our way back from COVID related high absenteeism rates. Additionally, We have several vacancies and as substitute shortage which may have an impact on staff attendance. |

| 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 | 5.03% | In-school 2021-2022- 5.04 2020-2021- remote Out-of-school 2021-2022- 1.70 2020-2021- remote | Reinforcing school expectations using PBIS techniques and rewards State of the Grade assemblies at each grade level outlining concerns Rearranging the students composition of several classrooms in grades 6 and 7 Parent Meetings. resulting in a decrease in out-of-school suspensions. |
| | | 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 | 2.83% | | |

| 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 | | Not available at this time | Not available at this time |

| 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 | 14 | EOY total: 16 Grade distribution: A- 12 B- 4 C or better- 100% | N/A |
| | | % of students with a C or better | | | |
| | | Count of students who took the Algebra section of PARCC | 13 | # who took algebra section of NJSLA- 16 | |
| | | % of students who scored 4 or 5 on the PARCC assessment | 62% | | |

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 | 2022-2023 #- 83 # on CAP- 0 Learning walks Cycle 1: 0 Cycle 2: 4 Cycle 3: 2 Cycle 4: 1 | Focus of Learning Walks Cycle 2: - Instructional Rigor - Engaging the Gradual Release of Instructional Responsibility model - Learning Targets Aligned to Standards - Learning Targets Aligned to Standards - Teacher Uses Formative Assessment to monitor learning - Cycles 3 & 4 Learning Targets Aligned to Standards - Collaborative Learning/Group Work - Teacher Uses Formative Assessment to monitor learning Observations and Trends inconsistency in the writing of 4-part learning targets - inconsistency in the presence of collaborative learning; some attempts at turn |
| | | # Teachers to Evaluate | 83 | | |
| | | # Teachers on CAP | 0 | | |
| | | # Teachers receiving mSGP | | | |
| | | null | Total | | |
| | | Cycle 1 | 0 | | |
| | | Cycle 2 | 4 | | |
| | | Cycle 3 | 2 | | |
| | | Cycle 4 | 1 | | |

| Data Source | Factors to Consider | Your Data (Prepopulated where Possible) | Your Data (Provide only additional data) | Observations / Trends |
|-------------|---------------------|---|--|---|
| | | | | <p>and talk and/or group work; but the groupings are not deliberate - formative assessment is vague and not always indicated in lesson plans</p> <p>Improvements Needed: - High expectations/growth mindset for all students - Connecting prior knowledge and/or out of school experiences to new learning - Higher order thinking questions/questioning - Differentiating assignments/activities for students (2-3 group types) - Peer reflection/assessing opportunities - Promoting & encouraging academic risk taking and productive struggle among students</p> <p>Scaffolds tend to be put in place for all students; if there are those who do not need it; it lowers rigor for higher achieving students. We we see groupings; it is often not deliberate but instead</p> |

| Data Source | Factors to Consider | Your Data (Prepopulated where Possible) | Your Data (Provide only additional data) | Observations / Trends |
|-------------|---------------------|---|--|--|
| | | | | <p>based on classroom seating</p> <p>Next Steps in response to Observations / Trends How do we show teachers what building collaborative learning looks like? (Nancy suggested looking into the Buck Institute) We need to have one theme for PD next year! (Collaborative learning) Teachers should work in collaborative groups on all collaborative learning projects they plan to assign to students We need to create a list of non-negotiables</p> |

< Other Indicators - NO DATA >

Process Questions and Growth and Reflection Tool

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

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

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

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

| Component | Indicator Descriptor Level | | | Overall Strengths Summary | Areas of Focus Summary |
|--|----------------------------|---|-----------------|---|--|
| Standards, Student Learning Objectives (SLOs), and Effective Instruction | 1 | A | 3-Developing | Teachers have common PLC time daily to discuss specific topics each day. Quarterly teachers answer guiding questions about Math and ELA units of study. All subjects have unpacked the standards into SLOs and developed units of study. We have aligned our SLOs to standards and have developed common assessments in most subject areas and grades. Our core resources have been aligned to units of study. During PLC time, each subject works collaboratively to discuss student data and instructional materials. Some PLCs have been given PD to enable them to model and analyze this data. SLOs are aligned to state standards and subject specific practice standards. 21st Century Skills are also identified and implemented. | The same guiding questions should be implemented in all subjects. These discussions should be recorded formally to address our curriculum units of study. Not all subjects have common assessments to determine if SLOs are being met. Not all SLOs are formally assessed and reflected on before summative assessments are given. Not all subjects have a core resource for all units of study. We need to continue working to develop units with recommended research based instructional strategies and activities. More PD needs to be given to discuss and model instructional strategies/models/activities and resources that will be most effective for each subject area. Career Ready Practices need to be aligned to SLOs in all subject areas so they can be taught purposefully. |
| | 2 | A | 4-Sustaining | | |
| | 3 | A | 3-Developing | | |
| | 4 | A | 2-Emerging | | |
| | 5 | A | 1-Not Addressed | | |
| Assessment | 1 | A | 3-Developing | All grade levels in Math and ELA have developed common summative assessments using LinkIt for all units and use data protocols to participate in reflection and revision. All subjects have data related to student mastery of previous related content. Some subjects use previous year related SLO data. Teachers use formative assessments, discuss them during PLCs, and use them to drive instruction. | All areas have common summative assessments. We need to use the data protocols that exist in all other subjects. We need to work collaboratively before units begin to analyze related student data. We need to develop common pre- and formative assessments to be able to formally use the data to drive next steps in instruction. |
| | 2 | A | 1-Not Addressed | | |
| | 3 | A | 2-Emerging | | |

| Component | Indicator Descriptor Level | | Overall Strengths Summary | Areas of Focus Summary |
|---------------------------------------|----------------------------|-------------------|--|--|
| Professional Learning Community (PLC) | 1 | A 2-Emerging | The Lindenwold Middle School PLC teams are organized into collaborative groups to help promote student learning and achieve the school's SMART goals pertaining to the effectiveness of climate and culture. Each PLC group has a separate log where documentation of each meeting includes time, topic, dates and participants. At our school, staff members are provided common planning time every day for twenty minutes. During this time, they are able to collaborate with colleagues on different topics of professional learning. | While Lindenwold Middle School PLC teams are largely effective, the lack of specific norms and methods of resolving conflicts does not consistently ensure the PLC's focus on student learning in an efficient and productive manner. The SLC team will create unified norms and conflict resolution methods to implement into the PLC groups in the upcoming school year. |
| | 2 | A 3-Developing | | |
| | 3 | A 1-Not Addressed | | |
| | 4 | A 1-Not Addressed | | |

| Component | Indicator Descriptor Level | | Overall Strengths Summary | Areas of Focus Summary |
|-------------------------------------|----------------------------|-------------------|---|--|
| Culture | 1 | A 2-Emerging | The Lindenwold School Community is committed to preparing all students to meet the New Jersey State Standards and providing a safe, academically challenging, child-centered environment where all students will solve problems, develop a sense of self-worth, and embrace life-long learning whereby they become productive citizens and members of their community as stated in our mission statement. Lindenwold Middle School uses academic and discipline data to set goals for academics as well climate and culture in an attempt to achieve our mission. The building has committed to PBSIS to help build a positive climate and culture for both students and staff. | In order to achieve our mission, we will continue to incorporate regular evaluation of our set goals as part of an improvement process and include some evidence-based inquiry. Additionally, school leaders and staff will focus on building positive relationships. We will also be increasing our community outreach so we can collaborate with and gain feedback from families. Furthermore, leadership will regularly communicate school rules and procedures to all stakeholders to ensure we are implementing best practices with integrity. School procedures, rules, and consequences should be clear and consistent throughout LMS. We will focus on providing quality professional development and continuing to promote best practices for improving climate and culture. Finally, an improvement is needed in peer to peer interactions, both student to student and staff to staff, as well as, the interactions between staff and students. |
| | 2 | A 1-Not Addressed | | |
| | 3 | A 2-Emerging | | |
| | 4 | A 2-Emerging | | |
| | 5 | A 2-Emerging | | |
| | 6 | A 2-Emerging | | |
| | 7 | A 2-Emerging | | |
| | 8 | A 3-Developing | | |
| | 9 | A 3-Developing | | |
| | 10 | A 2-Emerging | | |
| | 11 | A 2-Emerging | | |
| | 12 | A 2-Emerging | | |
| | 13 | A 4-Sustaining | | |
| | 14 | A 4-Sustaining | | |
| Teacher and Principal Effectiveness | 1 | A 3-Developing | N/A | While all teachers receive mandatory training on the Danielson Evaluation Framework, we could work more consistently to ensure that everyone fully understands each domain and indicator of the framework. Furthermore, while Student Growth Objectives are consistently aligned to SLOs, they only provide a limited perception of student growth. |

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 | Many students in grades 5 -8 are reading below grade level and struggle with reading comprehension. Due to these factors, students struggle with performing proficient on grade-level benchmarks. | <p>"Students are reading below grade level. Many of our students struggle with foundational reading and writing skills, such as phonemic awareness and grammar. Students need more targeted time for literacy instruction and intervention in order to accelerate reading level growth. Our struggling readers are able to read words on the page but are not able to explain or analyze the meaning and therefore, reading comprehension suffers. Yearly increases in our ELL population lead to lower scores because they are still acquiring language skills. Students who come from poverty tend to have more reading issues. The climate and culture of a school can contribute to student achievement. Due to the COVID pandemic and fully remote instruction between March 2020 and April 2021, student performance on assessments most likely suffered."</p> | Schoolwide | 1 | Small Group Instruction |
| | | | | 2 | Intervention Classes with Targeted Standards |
| | | | | 3 | Data Informed Instruction |

| Area of Focus for SMART Goals | Priority Performance Need | Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this) | Targeted Subgroup (s) | Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?) | |
|--|--|--|-----------------------|--|---|
| Effective Instruction | Students in math are not grasping the concepts to perform proficient on the grade level unit benchmarks. | <ul style="list-style-type: none"> -Low reading achievement is having an impact on students' abilities to read and understand math problems. - Students need more time for math instruction and intervention in order to fill in gaps in math skills. -The climate and culture of a school can contribute to student achievement. -Due to the pandemic, students need time to learn the skills that are missed and/or are lacking. | Schoolwide | 1 | Small Group Instruction |
| | | | | 2 | Intervention Classes with Targeted Standards |
| | | | | 3 | Data Informed Instruction |
| | | | | | |
| Effective Instruction | ELL students are reading below grade level, struggle with decoding skills, vocabulary, fluency, and comprehension. | Yearly increases in our ELL population. ELL students are still acquiring language skills. ELL students are reading below grade level. Lack of exposure to print materials and English Language at Home. Lack of Bilingual and ESL certified teachers. Lack of accessible reading materials at their level at school. Due to the COVID pandemic and fully remote instruction between March 2020 and April 2021, student performance on assessments most likely suffered. | ELLs | 1 | Teacher Coaching |
| | | | | 2 | Small Group Instruction in Academic Success Class |
| | | | | 3 | Data Informed Instruction |
| | | | | | |
| Climate & Culture - Attendance/Behavior | Implementation of Move This World, SEL, PBIS Lessons and/or Character Education to address student behavior. Office Conduct Referral in addition to building wide observation demonstrated students are having difficulty identifying, choosing and demonstrating appropriate school behavior. | Students are having difficulty demonstrating appropriate school behavior due to less SEL in school, social interaction, in person education, social distancing in and out of school during the pandemic. | Schoolwide | 1 | Professional Development |
| | | | | 2 | Move This World and/or similar SEL Program |
| | | | | 3 | PBIS Lessons |
| | | | | | |

SMART Goal 1

"By June 2024, students in grades 5-8 will make incremental achievement growth on Anchor Standards NJSLSA.R1. (Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text) and NJSLSA.R2. (NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas). A baseline for growth at each grade level will be established in in September 2023. Based on this data, the School Planning Team will establish rigorous yet attainable growth targets for each EOC. "

Priority Performance Many students in grades 5 -8 are reading below grade level and struggle with reading comprehension. Due to these factors, students struggle with performing proficient on grade-level benchmarks.

Strategy 1: Small Group Instruction

Strategy 2: Intervention Classes with Targeted Standards

Strategy 3: Data Informed Instruction

Target Population: Schoolwide

Interim Goals

SMART Goal 1

| End of Cycle | Interim Goal | Source(s) of Evidence |
|--------------|--------------|-----------------------|
|--------------|--------------|-----------------------|

| End of Cycle | Interim Goal | Source(s) of Evidence |
|--------------|--|--|
| Nov 15 | <p>EOC 1 will be to collect baseline data and establish growth goal 5/6 and 7/8 TAG (targeted Assessment for Growth) will be created by ELA coaches to measure growth at EOCs 2-4</p> <p>Paired text assessment (fiction/nonfiction) w/6 questions addressing the identified standards</p> <p>Coaches will create an administration schedule to be completed by end of September</p> | <p>2023-2024 Benchmark Data grades 5-8</p> <p>Data meetings</p> <p>Paired text assessment (fiction/nonfiction) w/6 questions addressing the identified standards</p> |
| Feb 15 | <p>New goal established using low performing standards: https://docs.google.com/presentation/d/1VbeZKT0OHwPkO0JGc3G3HaWqe qilwuLrJajhweRrcRg/edit#slide=id.g2b91fe02c8e_0_0</p> | <p>2023-2024 Benchmark Data grades 5-8</p> <p>Data meetings</p> <p>Paired text assessment (fiction/nonfiction) w/6 questions addressing the identified standards</p> |
| Apr 15: | <p>Goal: To grow 5% from the pre-assessment to the benchmark for marking periods 3 and 4, using the two lowest performing standards on the pre-assessment.</p> <p>https://docs.google.com/spreadsheets/d/1nawCzfb1tBV17MrUSSZoLVysTPfHKJnVS9OMTyxX3Nk/edit#gid=0</p> | <p>2023-2024 Benchmark Data grades 5-8</p> <p>Data meetings</p> <p>Paired text assessment (fiction/nonfiction) w/6 questions addressing the identified standards</p> |
| Jul 1 | <p>"By June 2024, students in grades 5-8 will make incremental achievement growth on Anchor Standards NJSLSA.R1. (Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text) and NJSLSA.R2. (NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas). A baseline for growth at each grade level will be established in in September 2023. Based on this data, the School Planning Team will establish rigorous yet attainable growth targets for each EOC. "</p> | <p>2023-2024 ELA Benchmark data for 5-8th grade for all units.</p> <p>Data meetings</p> <p>Paired text assessment (fiction/nonfiction) w/6 questions addressing the identified standards</p> |

Action Steps

SMART Goal 1

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|------------|----------|--|------------|----------|-------------|
| 1 | 1 | Continue and distribute quarterly identified standards and resources to classroom teachers. | 9/11/23 | 5/31/24 | |
| 1 | 3 | Leadership Team/Data team will convene quarterly to analyze pre-assessments, benchmark, and identified standards data. Instructional support will be identified to provide necessary intervention to staff and students. | 9/11/23 | 5/31/24 | |
| 1 | 2 | Continue and distribute quarterly identified standards and resources to basic skills teachers. | 9/11/23 | 5/31/24 | |
| 2 | 2 | Continue to refine template for prescribed block of time for basic skills classes. | 9/11/23 | 5/31/24 | |
| 2 | 1 | Teachers will be provided professional development on the instructional routines | 10/23/23 | 5/31/24 | |
| 2 | 3 | Continue and refine data-based PLCs in each grade level. | 9/11/23 | 5/31/24 | |
| 3 | 1 | Teachers will be provided instructional support during PLCs | 9/26/23 | 5/31/24 | |

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|------------|----------|--|------------|----------|-------------|
| 3 | 2 | Students identified as needing long term intervention will be targeted for intervention through participation in basic skills intervention classes. Those students with the greatest need will receive IR&S intervention with the LLI Teacher (and possibly the literacy Coach as determined by the number of students). | 9/11/23 | 5/31/24 | |
| 3 | 3 | Provide PLCs with standard PLC and data protocols with a specific focus on benchmark and curriculum alignment. | 9/11/23 | 5/31/24 | |
| 4 | 1 | Administration will conduct targeted walk-throughs while coaches will lead peer labs to evaluate the effectiveness of implementation | 10/16/23 | 5/31/24 | |
| 4 | 3 | Continue incentives for mastery of identified standards and passing benchmark scores. | 11/30/23 | 5/31/24 | |
| 4 | 2 | Continue the use intervention instructional technology and provide training as needed for teachers. | 9/11/23 | 5/31/24 | |
| 5 | 1 | Continue the use intervention instructional technology and provide training as needed for teachers. | 9/11/23 | 5/31/24 | |
| 5 | 3 | Quarterly Bring on the Benchmark practice questions and incentives | 11/30/23 | 5/31/24 | |
| 6 | 1 | Teachers will use leveled sets of books during differentiated small group instruction | 10/23/23 | 5/31/24 | |

Budget Items

SMART Goal 1

| Corresponding Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|---------------------------|--|--|-------------------|----------------|
| 6 | Leveled literacy materials | INSTRUCTION - Supplies & Materials / 100-600 | \$704 | SIA Carryover |
| 5 | Intervention instructional technology | INSTRUCTION - Supplies & Materials / 100-600 | \$15,000 | State/Local |
| 4 | Intervention Instructional Technology | INSTRUCTION - Supplies & Materials / 100-600 | \$15,000 | State/Local |
| 2 | Professional development on instructional routines - peer lab literacy instruction | SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300 | \$1,600 | Other Federal |
| 5 | Incentives for Bring on the Benchmark | SUPPORT SERVICES - Supplies & Materials / 200-600 | \$1,500 | State/Local |

SMART Goal 2

By June 2024, in grades 5-8 will make incremental achievement growth on the following New Jersey Student Learning Standards for Math: Grade 5- 5.NBT.B.5 (Fluently multiply multi-digit whole numbers using the standard algorithm. Grade 6- 6.NS.A.1 (. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem) Grade 7- 7.NS.A.3 (Solve real-world and mathematical problems involving the four operations with rational numbers) Grade 8- 8.EE.A.1 (Know and apply the properties of integer exponents to generate equivalent numerical expressions). A baseline for growth at each grade level will be established in in Spetember 2023. Based on this data, the School Planning Team will establish rigorous yet attainable growth targets for each EOC.

Priority Performance Students in math are not grasping the concepts to perform proficient on the grade level unit benchmarks.

Strategy 1: Small Group Instruction

Strategy 2: Intervention Classes with Targeted Standards

Strategy 3: Data Informed Instruction

Target Population: Schoolwide

Interim Goals

SMART Goal 2

| End of Cycle | Interim Goal | Source(s) of Evidence |
|--------------|--------------|-----------------------|
|--------------|--------------|-----------------------|

| End of Cycle | Interim Goal | Source(s) of Evidence |
|--------------|---|--|
| Nov 15 | EOC 1 will be to collect baseline data and establish growth goal 5/6 and 7/8 TAG (targeted Assessment for Growth) will be created by Math coaches to measure growth at EOCs 2-4 assessment w/6 questions addressing the identified standards Coaches will create an administration schedule to be completed by end of September | 2023-2024 Benchmark Data grades 5-8 Data meetings Math coaches to measure growth at EOCs 2-4 assessment w/6 questions addressing the identified standards |
| Feb 15 | New goal established using low performing standards: https://docs.google.com/presentation/d/1VbeZKT0OHwPkO0JGc3G3HaWqe qilwuLrJajhweRrcRg/edit#slide=id.g2b91fe02c8e_0_0 | 2023-2024 Benchmark Data grades 5-8 Data meetings Math coaches to measure growth at EOCs 2-4 assessment w/6 questions addressing the identified standards |
| Apr 15: | Goal: To grow 5% from the pre-assessment to the benchmark for marking periods 3 and 4, using the two lowest performing standards on the pre-assessment. https://docs.google.com/spreadsheets/d/1nawCzfb1tBV17MruSSZoLVysTPfHKJnVS9OMTyxX3Nk/edit#gid=0 | 2023-2024 Benchmark Data grades 5-8 Data meetings Math coaches to measure growth at EOCs 2-4 assessment w/6 questions addressing the identified standards |
| Jul 1 | By June 2024, in grades 5-8 will make incremental achievement growth on the following New jersey Student Learning Standards for Math: Grade 5- 5.NBT.B.5 (Fluently multiply multi-digit whole numbers using the standard algorithm. Grade 6- 6.NS.A.1 (. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem) Grade 7- 7.NS.A.3 (Solve real-world and mathematical problems involving the four operations with rational numbers) Grade 8- 8.EE.A.1 (Know and apply the properties of integer exponents to generate equivalent numerical expressions). A baseline for growth at each grade level will be established in in Spetember 2023. Based on this data, the School Planning Team will establish rigorous yet attainable growth targets for each EOC. | 2023-2024 Math Benchmark data for 5-8th grade for all units. Data meetings Math coaches to measure growth at EOCs 2-4 assessment w/6 questions addressing the identified standards |

Action Steps

SMART Goal 2

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|------------|----------|---|------------|----------|-------------|
| 1 | 1 | Continue and distribute quarterly identified standards to classroom teachers. | 9/11/23 | 5/31/24 | |
| 1 | 3 | Leadership/Data team will convene quarterly to analyze benchmark and identified standards data. Instructional support will be identified to provide necessary intervention to staff and students | 11/30/23 | 5/31/24 | |
| 1 | 2 | Continue and distribute quarterly identified standards to basic skills teachers. | 9/11/23 | 5/31/24 | |
| 2 | 1 | Teachers will be provided professional development on the instructional routines | 10/23/23 | 5/31/24 | |
| 2 | 3 | Continue data-based PLCs in each grade level. | 10/2/23 | 5/31/24 | |
| 2 | 2 | Students identified as needing long term intervention will be targeted for intervention through participation in basic skills intervention classes. Those students with the greatest need will receive IR&S intervention with the math interventionist (and possibly the math Coach as determined by the number of students). | 9/11/23 | 5/31/24 | |
| 3 | 3 | Continue to provide PLCs with standard PLC and data protocols. | 10/2/23 | 5/31/24 | |

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|------------|----------|---|------------|----------|-------------|
| 3 | 2 | Teachers will be provided professional development on the instructional routines that address the mathematics practice standards most related to their target standard. | 10/23/23 | 5/31/24 | |
| 3 | 1 | Teachers will participate in peer labs focusing on instructional routines to develop the Standards for Mathematical Practice in students, as personnel allows | 10/9/23 | 5/31/24 | |
| 4 | 3 | Continue incentives for mastery of identified standards and passing benchmark scores. | 11/30/23 | 5/31/24 | |
| 4 | 2 | Basic skills teachers will be provided professional development on small group instruction | 10/23/23 | 5/31/24 | |
| 4 | 1 | Teachers will be provided professional development on the instructional routines that address the mathematics practice standards most related to their target standard. | 10/23/23 | 5/31/24 | |
| 5 | 3 | Quarterly Bring on the Benchmark practice questions and incentives | 11/30/23 | 5/31/24 | |
| 5 | 2 | Utilize intervention instructional technology and provide training as needed for teachers | 9/11/23 | 5/31/24 | |
| 5 | 1 | Administration will conduct targeted walk-throughs while coaches will lead peer labs to evaluate the effectiveness of implementation | 10/9/23 | 5/31/24 | |
| 6 | 1 | Utilize intervention instructional technology and provide training as needed for teachers | 9/11/23 | 5/31/24 | |

Budget Items

SMART Goal 2

| Corresponding Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|---------------------------|---|--|-------------------|----------------|
| 2 | Math Intervention teacher will identify students needing long term intervention through participation in basic skills intervention classes. Those students with the greatest need will receive IR&S intervention with the math interventionist (and possibly the math Coach as determined by the number of students). | INSTRUCTION - Personnel Services - Salaries / 100-100 | \$85,493 | Other Federal |
| 5 | Intervention Instructional technology | INSTRUCTION - Supplies & Materials / 100-600 | \$15,000 | State/Local |
| 4 | Incentives for mastery of identified standards and passing benchmark scores | INSTRUCTION - Supplies & Materials / 100-600 | \$1,500 | State/Local |
| 5 | Incentives for Bring on the Benchmark practice | INSTRUCTION - Supplies & Materials / 100-600 | \$1,500 | State/Local |
| 2 | Math intervention teacher benefits | SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200 | \$68,474 | Other Federal |
| 2 | Professional Development on instructional routines to develop the Standards for mathematical practice in students and address mathematical practice standards most related to target standards. | SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300 | \$8,000 | Other Federal |
| 4 | Professional Development on instructional routines to develop the Standards for mathematical practice in students and address mathematical practice standards most related to target standards. | SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300 | \$8,000 | State/Local |

SMART Goal 3

By June 2024, 60% of 5th & 6th grade ELL students will make at least 1.25 years growth as evidenced by F&P levels. By the end of EOC 1- 90% of 5th & 6th grade ELL students will take initial F&P assessment and have their growth targets set. By the end of EOC 2-4- 60% of 5th & 6th grade ELL students will meet progressive growth targets as evidenced by the progress monitoring F&P growth chart.

Priority Performance ELL students are reading below grade level, struggle with decoding skills, vocabulary, fluency, and comprehension.

Strategy 1: Teacher Coaching

Strategy 2: Small Group Instruction in Academic Success Class

Strategy 3: Data Informed Instruction

Target Population: ELLs

Interim Goals

SMART Goal 3

| End of Cycle | Interim Goal | Source(s) of Evidence |
|--------------|---|--|
| Nov 15 | By November 15, 2023, 90% of 5th & 6th grade ELL students will take initial F&P assessment and have their growth targets set. | F&P Assessments Leveled texts to perform running records and comprehension analysis. Reading A to Z text/running records |

| End of Cycle | Interim Goal | Source(s) of Evidence |
|--------------|---|--|
| Feb 15 | By February 15, 2024, 60% of 5th & 6th grade ELL students will meet progressive growth targets as evidenced by the progress monitoring F&P growth chart. | F&P Assessments Leveled texts to perform running records and comprehension analysis. Reading A to Z text/running records |
| Apr 15: | By April 15, 2024, 60% of 5th & 6th grade ELL students will meet progressive growth targets as evidenced by the progress monitoring F&P growth chart. | F&P Assessments Leveled texts to perform running records and comprehension analysis. Reading A to Z text/running records |
| Jul 1 | By June 2024, 60% of 5th & 6th grade ELL students will make at least 1.25 years growth as evidenced by F&P levels. By the end of EOC 1- 90% of 5th & 6th grade ELL students will take initial F&P assessment and have their growth targets set. By the end of EOC 2-4- 60% of 5th & 6th grade ELL students will meet progressive growth targets as evidenced by the progress monitoring F&P growth chart. | F&P Assessments |

Action Steps

SMART Goal 3

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|------------|----------|--|------------|----------|-------------|
| 1 | 1 | Professional development related to the new initiative of NJDOE SEI (Sheltered English Instruction) model. | 10/23/23 | 5/31/24 | |
| 1 | 2 | Initial F & P assessment will be administered to determine baseline data. | 9/18/23 | 10/6/23 | |
| 1 | 3 | Initial F & P assessment will be administered to determine baseline data. | 9/11/23 | 10/30/23 | |

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|------------|----------|---|------------|----------|-------------|
| 2 | 1 | Administration and coaches will conduct targeted walk-throughs to evaluate the effectiveness of implementation | 10/16/23 | 5/31/24 | |
| 2 | 2 | Continue and provide template for prescribed block of time for Academic Success teachers. | 9/11/23 | 5/31/24 | |
| 2 | 3 | On-going review of ELL student databased PLCs in each grade level to evaluate student growth. | 10/2/23 | 5/31/24 | |
| 3 | 2 | Administration and coaches will conduct targeted walk-throughs to evaluate the effectiveness of implementation | 10/16/23 | 5/31/24 | |
| 3 | 3 | Establish incentives for mastery of identified standards and passing benchmark scores. | 11/30/23 | 5/31/24 | |
| 4 | 3 | Leadership/Data team will convene quarterly to analyze benchmark and identified standards data. Instructional support will be identified to provide necessary intervention to staff and students. | 11/30/23 | 5/31/24 | |
| 4 | 2 | Students identified as eligible for ESL services will be provided push in instructional support utilizing ESL certified staff | 10/2/23 | 5/31/24 | |

Budget Items

SMART Goal 3

| Correspondin g Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|----------------------------|------------------------|---|-------------------|----------------|
| 4 | ESL push-in teacher | INSTRUCTION - Personnel Services - Salaries / 100-100 | \$184,220 | State/Local |

| Corresponding Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|---------------------------|---|---|-------------------|----------------|
| 1 | Professional development related to Sheltered English Instruction | INSTRUCTION - Purchased Professional & Technical Services / 100-300 | \$5,750 | Other Federal |
| 3 | Incentives for mastery of identified standards and passing benchmark scores | SUPPORT SERVICES - Supplies & Materials / 200-600 | \$1,500 | Other Federal |

SMART Goal 4

By June 2024, 75% of staff will teach 8 lessons by the end of each EOC (32 for the year) of Move This World, SEL and/or PBIS related to address student behavior and school expectations.

Priority Performance Implementation of Move This World, SEL, PBIS Lessons and/or Character Education to address student behavior. Office Conduct Referral in addition to building wide observation demonstrated students are having difficulty identifying, choosing and demonstrating appropriate school behavior.

Strategy 1: Professional Development

Strategy 2: Move This World and/or similar SEL Program

Strategy 3: PBIS Lessons

Target Population: Schoolwide

Interim Goals

SMART Goal 4

| End of Cycle | Interim Goal | Source(s) of Evidence |
|--------------|--------------|-----------------------|
|--------------|--------------|-----------------------|

| End of Cycle | Interim Goal | Source(s) of Evidence |
|--------------|---|---|
| Nov 15 | Create a new goal Teachers should be facilitating SEL lessons regularly Use Strategic Plan survey data from students to create a safety goal AP and C&C Committee will create an administration schedule to be completed by end of September | Data Team Meeting Minutes, Discipline referral data, Discipline Letters Strategic Plan Survey Data |
| Feb 15 | Goal: to increase overall feeling of safety in the building from 74% to 80% (Established in September) | Data Team Meeting Minutes, Discipline referral data, Discipline Letters |
| Apr 15: | Goal: to increase overall feeling of safety in the building from 74% to 80% (Established in September) | Data Team Meeting Minutes, Discipline referral data, Discipline Letters |
| Jul 1 | By June 2024, 75% of staff will teach 8 lessons by the end of each EOC (32 for the year) of Move This World, SEL and/or PBIS related to address student behavior and school expectations. | Data Team Meeting Minutes, Discipline referral data, Discipline Letters |

Action Steps

SMART Goal 4

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|------------|----------|--|------------|----------|-------------|
| 1 | 1 | Climate & Culture AP will collect, analyze & present end of cycle SEL data and discipline data | 9/11/23 | 5/31/24 | |
| 1 | 2 | Monthly PLC will be used to discuss how to implement Move This World/SEL in the classroom and to discuss ways to build positive relationships, | 10/2/23 | 5/31/24 | |

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|------------|----------|--|------------|----------|-------------|
| 1 | 3 | Climate & Culture Assistant Principal will work with admin & grade level leaders to create school wide PBIS expectations in various settings throughout LMS. | 9/11/23 | 5/31/24 | |
| 2 | 2 | Leadership Team/Data Team will convene quarterly to analyze ESL needs/focus an to analyze SEL data. | 11/30/23 | 5/31/24 | |
| 2 | 3 | Lindenwold Middle School will use PBIS 4:1 ratio to address student behavior and implementation of school wide expectations in various settings to achieve PBIS tier recommendations of 80-15-5% for students with an OCR. | 9/11/23 | 5/31/24 | |
| 2 | 1 | Monthly PLC meetings will be used to discuss how to implement Move This World/SEL in the classroom, ways to build positive relationships, review OCR data and to review implementation of PBIS. Other professional development topics will include classroom management, respectful communication and restorative practices. | 11/1/23 | 5/31/24 | |
| 3 | 3 | Climate & Culture Specialist along with other admin, will monitor the implementation of school wide PBIS expectations through ongoing classroom visits. | 9/11/23 | 5/31/24 | |
| 3 | 1 | Leadership Team/Data team will convene quarterly to analyze SEL needs/focus and to analyze SEL data and discipline data | 11/30/23 | 5/31/24 | |

Budget Items

SMART Goal 4

| Correspondin g Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|-------------------------------|------------------------|-----------------------------------|----------------------|----------------|
|-------------------------------|------------------------|-----------------------------------|----------------------|----------------|

| Corresponding Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|---------------------------|---|---|-------------------|----------------|
| 2 | Professional development on implementation of Move This World and/or other SEL program(s) | INSTRUCTION - Purchased Professional & Technical Services / 100-300 | \$5,000 | Other Federal |

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 | \$184,220 | \$0 | \$0 | \$0 | \$0 | \$85,493 | \$0 | \$0 | \$269,713 |
| INSTRUCTION | Purchased Professional & Technical Services | 100-300 | \$0 | \$0 | \$0 | \$0 | \$0 | \$10,750 | \$0 | \$0 | \$10,750 |
| INSTRUCTION | Other Purchased Services | 100-500 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| INSTRUCTION | Supplies & Materials | 100-600 | \$48,000 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$704 | \$48,704 |
| INSTRUCTION | Other Objects | 100-800 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| INSTRUCTION | Sub-total | | \$232,220 | \$0 | \$0 | \$0 | \$0 | \$96,243 | \$0 | \$704 | \$329,167 |
| SUPPORT SERVICES | Personnel Services - Salaries | 200-100 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| SUPPORT SERVICES | Personnel Services - Employee Benefits | 200-200 | \$0 | \$0 | \$0 | \$0 | \$0 | \$68,474 | \$0 | \$0 | \$68,474 |
| SUPPORT SERVICES | Purchased Professional & Technical Services | 200-300 | \$8,000 | \$0 | \$0 | \$0 | \$0 | \$9,600 | \$0 | \$0 | \$17,600 |
| 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 | \$1,500 | \$0 | \$0 | \$0 | \$0 | \$1,500 | \$0 | \$0 | \$3,000 |
| 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 | | \$9,500 | \$0 | \$0 | \$0 | \$0 | \$79,574 | \$0 | \$0 | \$89,074 |
| 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 | | | \$241,720 | \$0 | \$0 | \$0 | \$0 | \$175,817 | \$0 | \$704 | \$418,241 |

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 | | Effective Instruction |
| 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: Jacquelyn Johnson-Arline

Title: Supervisor of Basic Skills and Instruction

Date: 07/03/2023

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:

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

Certified By: Kathleen Huder
 Title: Business Administrator
 Date: 04/11/2024

ASP District CSA Certification and Approval Page

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

Certified By: Marc Mancinelli
Title: Director of Curriculum
Date: 04/11/2024