

FRANCIS LORE ELEMENTARY SCHOOL

District: EWING TWP

County: MERCER

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 211430105

Annual School Planning 2025-2026

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Parent/Guardian	Cheyenne Jones	Yes	No	Yes		
Community Member	Nancy Chodoroff	Yes	No	Yes		
Principal	Alicia Mackall	Yes	Yes	Yes		
Dean, ABS, and ETEA Union	Christine Meekins	Yes	Yes	Yes		
CST Member	Casey Dashnow	Yes	Yes	Yes		
Early Intervention Teacher	Beth Bedard	Yes	Yes	Yes		
School Counselor and I&RS	Lucrezia Tranchina	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
1st Grade Teacher	Keely Burns	Yes	Yes	Yes		
5th Grade Teacher	Lori Cavallo	Yes	Yes	Yes		

ASP ESEA Required Stakeholder Groups Assurance

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

Comments

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
12/11/2024	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
03/11/2026	Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis	Yes	Yes
05/13/2026	Priority Performance Needs and Root Cause Analysis, Smart Goal Development	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS							
Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Wilson Reading System	ELA - Reading	K-2	Yes	Yes	Yes	Fewer students performing below level on the Phonics and Phonemic Awareness domains on iReady-Reading from fall 2024 to spring 2025.	Yes
Rtl and Multi-Tier Intervention in the Primary Grades	ELA, Math, and Climate & Culture (Behavior)	K-2	Yes	Yes	Yes	100% staff were trained in MTSS, data were uploaded to Link It, and Intervention Manager was used as a data warehouse for tracking students in the Rtl process.	Yes
Lindamood Phoneme Sequencing (LiPS)	ELA	K-2	No	No	No	The district shifted away from Lindamood to other foundational reading resources.	null

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iReady Personalized Instruction - Math	Math	K-5	No	Yes	Yes	iReady-Math was used as an option for students in grades K-2, as ST Math was adopted for students in these grades. iReady-Math was used in grades 3-5. Moving forward, ST Math will be used in all grades next year.	Yes
ST Math	Math	K-5	Yes	Yes	Yes	Students in grades K-2 were to use ST Math from 45-60 minutes/week. That goal was not always met, as teachers were still utilizing iReady-Math as well. For 2025-26, ST Math will be the only platform used for all students.	Yes
Intervention in the Elementary Grades	Reading and Math	K-5	Yes	Yes	Yes	Criteria were established by the ELA and Math curriculum supervisors, data were analyzed, rosters were created, and a class schedule was developed using both push-in (Tier I/II) and pull out (Tier II/III) models.	Yes
Responsive Classroom	Climate and Culture	K-5	Yes	Yes	Yes	Morning Meeting time was including in the building schedule in all grades. Every teacher was provided a copy of the book The First Six Weeks, and morning meeting SEL resources were created by teachers and provided for colleagues for each month of the school year.	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Empowering Education	Climate and Culture	K-5	No	No	No	The Director of Guidance and Assessment provided this resource for school counselors, but no follow-up training or support was provided. Lessons were used as they were found helpful with small group or individual lessons, but the systemic use of Empowering Education did not occur.	null
Positive Behavioral Interventions and Supports (PBIS)	Climate and Culture	K-5	Yes	Yes	Yes	A schoolwide PBIS program was adopted. ROAR Paws were used in key areas of the school (cafeteria) and in all classrooms. A school store was developed where Paws could be exchanged, and whole class incentives were provided. The PBIS Committee met often and modified this program often. 100% staff were trained and	Yes
Tiered Intervention Supports for Absenteeism	Climate and Culture	K-5	Yes	Yes	Yes	The percentage of students with 10% or more days absent decreased slightly from 2023-24 (11.0%) to 2024-25 (10.8%). The highest number of absences occurred in the winter months, which aligns with increased diagnoses of flu, covid, and other illnesses at that time.	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Climate and Culture - Advancing Social and Emotional Learning	Climate and Culture	K-5	Yes	Yes	Yes	Teachers worked collaboratively to create Morning Meeting lessons aligned with the school's SEL focus.	Yes
Attendance Recognition	Climate and Culture	K-5	Yes	Yes	Yes	Students were recognized for perfect attendance within a marking period and across marking periods. They were celebrated during morning announcements and with certificates, which were delivered by the school principal.	Yes

STUDENT ACHIEVEMENT

Data Source	Factors to Consider	Prepopulated Data (Column not editable)						Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends		
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. Link to website with access to reports.	Student Group	ELA	Math	Alg1	Alg2	Geo	<p>ELA - Schoolwide proficiency is still below pre-covid performance but has increased steadily since 2021-22, from 35.2% proficient to 40.7% here (2023-24). There is an increase in performance for Hispanic students from 25% proficiency in 2022-23 to 40.4% in 2023-24, which is promising. There is also growth in the proficiency of Black or African American students from 32.1% in 2022-23 to 36.0% in 2023-24. Performance in grade 3 improved across years, but 4th grade has remained at or near 33% proficiency, and 5th grade proficiency decreased from 45.0% in 2021-22 to 34.6% in 2023-24.</p> <p>Math - Schoolwide proficiency continues to be level, with 34.8% in 2022-23 and 34.6 % in 2023-24. There was an increase in proficiency for Black or African American students, from 31.1% to</p>	While overall proficiency has improved, including increases in all subgroups, an achievement gap persists between White students and their Black or African American and Hispanic peers, with the performance between White and Black students widely disparate. The low percentage of students who are proficient in the Economically Disadvantaged and Students with Disabilities subgroups is also a continued concern. The stagnant performance in grade 4 needs to be investigated, as does		
		Schoolwide	40.7 %	34.6%							
		White	47.4 %	50.9%							
		Hispanic	40.4 %	35.1%							
		Black or African American	36%	23%							
		Asian, Native Hawaiian, or Pacific Islander	*	*							
		American Indian or Alaska Native	*	*							
		Two or More Races	38.1 %	28.6%							
		Female	45.9 %	33.3%							
		Male	36.4 %	35.6%							
		Economically Disadvantaged Students	26.8 %	25.9%							
		Non-Economically Disadvantaged Students	52.7 %	42%							
		Students with Disabilities	25.4 %	15.9%							
		Students without Disabilities	46.1 %	41.1%							
		English Learners	27.8 %	38.9%							
Non-English Learners	41.8 %	34.2%									

Data Source	Factors to Consider	Prepopulated Data (Column not editable)						Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	ELA	Math	Alg1	Alg2	Geo		
		Homeless Students	*	*				35.1%. This is the only subgroup where growth from one year to the next is evident. Proficiency in grades 3 and 4 increased since 2021-22, but decreased in grade 5 from 36.3% to 27.2%.	<p>the decline in performance at the 5th grade level.</p> <p>The lack of growth in grade 4 in ELA or Math is an area for continued investigation.</p> <p>The decline in proficiency for grade 5 in both ELA and Math is something to investigate.</p>
		Students in Foster Care	*	*					
		Military-Connected Students	*	*					
		Migrant Students	*	*					
		Non-Binary / Undesignated Gender	*	*					

Data Source	Factors to Consider	Prepopulated Data (Column not editable)				Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Science*	NJSLA Science Homepage, https://measinc-nj-science.com/	NJSLA-S				<p>Student proficiency in Science has decreased from 21% in 2021-22 to 16% in 2023-24. Almost no students are earning a Level 4 score on the 5th grade science assessment (1%), with 43% earning a Level 1. That Level 1 subgroup includes 26% of the school's White students, 47% of the school's Hispanic students, and 47% of the school's Black or African American students. That Level 1 group also includes 48% of the school's females, 50% of the Economically Disadvantaged students, and 70% of the school's Students with Disabilities.</p>	<p>An overall look at the district's program and curriculum should be considered, as the district's overall proficiency is below the state average.</p> <p>At Lore School, science is taught in a fully inclusive, co-taught model. With 70% of Students with Disabilities performing at a Level 1, and only 1 student earning a proficient score, additional supports are to be considered.</p>
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	16%				
		White	26%				
		Hispanic	21%				
		Black or African	9%				
		Asian, Native					
		American Indian or					
		Two or More Races					
		Female	20%				
		Male	12%				
		Economically	7%				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)				Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	Grade 5	Grade 8	Grade 11		
		Non-Economical	27%				
		Students with	4%				
		Students without	22%				
		English Learners					
		Non-English	16%				
		Homeless Students					
		Students in Foster Care					
		Military-Connected					
		Migrant Students					
		Non-Binary /					

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
NJGPA*	NJGPA Assessment Reports website	Student Group	ELA	Math	N/A	N/A
		Schoolwide	43.5%	33%		
		White	40%	44.5%		
		Hispanic	46%	36%		
		Black or African American	44%	21%		
		Asian, Native Hawaiian, or Pacific	*	*		
		American Indian or Alaska Native				
		Two or More Races	*	*		
		Female	45%	40%		
		Male	41%	30%		
		Economically Disadvantaged	42.5%	27.5%		
		Non-Economically Disadvantaged				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	ELA	Math		
		Students with Disabilities	41%	15%		
		Students without Disabilities				
		English Learners	*	*		
		Non-English Learners				
		Homeless Students	*	*		
		Students in Foster Care				
		Military-Connected Students	*	*		
		Migrant Students				
		Non-Binary / Undesignated Gender				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.	ELA					<p>The ELA Growth Percentile did meet the state standard (40-59.5), while the Math Growth percentile did not. Further, the ELA scores met the state standard for all student subgroups, while Math growth scores met the standard for White students only (44.5 median score).</p> <p>The growth percentile for 4th grade performance was much lower than the 5th grade growth scores, 18.5 and 52 respectively.</p>	<p>The lack of growth in Math presents a concern. The district median score for math growth was 48, which is much higher than the math growth score of 33.</p> <p>There is a need to focus on teaching and learning in 4th grade math classrooms to get to root causes possibly resulting in this lack of student growth.</p>
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	94.1%	94%	0%	100%		
		1	95.6%	95.6%	0%	100%		
		2	94%	97.6%	0%	100%		
		3	94.4%	95.6%	0%	100%		
		4	97.5%	97.5%	0%	100%		
		5	93%	100%	0%	98.8%		
		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 (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	70.2%	80%	0%	100%		
		1	94.1%	94.1%	0%	100%		
		2	91.6%	97.6%	0%	100%		
		3	92.2%	94.4%	0%	100%		
		4	97.5%	96.3%	0%	100%		
		5	93%	100%	0%	100%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Benchmark Assessment Participation*	Please list any cycles where the 95% participation rate was not met. Please provide explanation. *Identify patterns by subgroup *Identify patterns by grade	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Participation in benchmark assessments is high, with the exception of MP1 and MP2 at the kindergarten level.	The lower levels of participation in kindergarten classrooms during the first half of the school year was due to a lack of student independence while completing the assessment. This is something that needs to be supported in 2025-26.
		K	22.8%	73.4%	0%	78.6%		
		1	20%	29.2%	0%	57.4%		
		2	29.5%	51.9%	0%	62.7%		
		3	43.5%	62.8%	0%	70%		
		4	39.2%	53.2%	0%	62.3%		
		5	33.8%	40.7%	0%	49.4%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		

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

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Benchmark Assessment (Proficiency) 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	There is consistent growth across benchmark testing windows in all grade levels, with the highest level of proficiency occurring in kindergarten and grade 3 by the end of the school year.	ELA proficiency <50% at the 5th grade level is an area of concern, especially given the drop in ELA proficiency on NJSLA in the data table above. This is something to investigate.
		K	20.3%	62.7%	0%	69%		
		1	7.8%	28.1%	0%	48.5%		
		2	10.5%	28.4%	0%	39.8%		
		3	2.4%	20%	0%	42.2%		
		4	24.1%	42.3%	0%	58%		
		5	20%	39.5%	0%	51.2%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		
Benchmark Assessment (Proficiency) Math Rates*	<p>Please share results of analysis of % passing, including YTD analysis by grades and subgroups.</p> <ul style="list-style-type: none"> *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions 	Percent of English Learners Making Expected Growth to				50%	<p>There is a clear increase in proficiency from Cycle 1 to Cycle 4 in all grades.</p> <p>While it is a concern that three grades have proficiency levels <50% even at the end of the year, this does mirror the school's lower Math performance on NJSLA compared to ELA.</p>	<p>It must be noted that grades K-2 used ST Math in addition to iReady-Math as a practice platform between benchmark assessments, which may have resulted in decreased growth.</p>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).		This proficiency level is slightly higher than the percentage of students who earned a proficient score in 2022-23 (48%). The number of students tested in 2022-23 was 22, all 0-2 years in district. In 2023-24, there were 35 students tested, 24 of whom were 0-2 years in district and 11 in-district 3-4 years.	The number of Multilingual Learners is increasing every year, and the number of students requiring intense support because of L1 or L2 English Language Proficiency also increases. The teacher continually employs a flexible grouping schedule, using both push-in and pull-out models to ensure English Language Acquisition and academic English support for all students.

CLIMATE & CULTURE					
Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Enrollment*	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	Overall YTD Student Enrollment Average	507	PreK - 18 students 6 male; 12 female 5 Asian; 1 Black/African American; 5 Hispanic/Latino; 1 American Indian/Alaskan Native; 1 Multi-Race; 5 White	Given the underperformance of students of color as documented on NJSLA data analysis, and the increase of Black/African American and Hispanic/Latino students within the school, the achievement gap must be considered and addressed or student proficiency levels will never improve. Curriculum must be reviewed to ensure representation, and a culturally responsive approach must be adopted to ensure all students see themselves within the school community and it's curriculum.
		Subgroup 1 YTD Student Enrollment Average	0	Kdg - 84 students 47 male; 37 female 4 Asian; 24 Black/African American; 22 Hispanic/Latino; 9 Multi- Race; 25 White	
		Subgroup 2 YTD Student Enrollment Average	0	1st Grade - 68 students 38 male; 30 female 7 Asian; 25 Black/African American; 15 Hispanic/Latino; 1 American Indian/Alaskan Native; 8 Multi-Race; 12 White	
				2nd Grade - 83 students 37 male; 46 female 3 Asian; 32 Black/African American; 18 Hispanic/Latino; 5 Multi- Race; 25 White	
				3rd Grade - 90 students 41 male; 49 female	

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			<p>5 Asian; 37 Black/African American; 24 Hispanic/Latino; 8 Multi-Race; 16 White</p> <p>4th Grade - 81 students 44 male; 37 female 6 Asian; 31 Black/African American; 20 Hispanic/Latino; 8 Multi-Race; 16 White</p> <p>5th Grade - 86 students 47 male; 39 female 2 Asian; 39 Black/African American; 23 Hispanic/Latino; 2 Multi-Race; 20 White</p>	

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	94.94%	<p>Perfect Attendance - 22 students (4.4%) 1-9% Days Absent (Tier 1) - 425 students (84.7%) 10-19% Days Absent (Tier 2) - 50 students (10%) 20%+ Days Absent (Tier 3) - 5 students (1%)</p> <p>Attendance rates improve in grades 3, 4, and 5. The most students recognized for perfect attendance are in grades 3-5, and the highest number of students who are chronically absent are in grades K-2. There are not obvious observations regarding specific teachers.</p> <p>Interventions: The Attendance Committee met after each quarter to analyze the students on the Tier II/III lists. Personal phone calls were made, first from school counselors or CST members to provide support, and then from the school principal to discuss absenteeism as defined by the district and the NJDOE.</p>	<p>Perhaps an emphasis on attendance in grades K-2 is needed. Do families recognize the importance of “school” once official state testing starts, or does the narrative coming from the school change as students progress through grades? This is something to investigate.</p> <p>Once the school principal called/emailed families at the Tier II/III level, attendance seemed to improve. This is something to consider when reviewing students with high levels of absenteeism early in the year for 2025-26.</p>
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
STATE Chronic Absenteeism (Students) *Note: Data rolled over from ASP Reporting tab	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	12.35%	PreK - 40% chroncially absent Kdg - 24% 1st Grade - 19% 2nd Grade - 16% 3rd Grade - 14% 4th Grade - 13% 5th Grade - 13%	Students enrolled in the school's PreK program represent the students with the highest rate of absenteeism, with 40% of the PreK students chronically absent. Kindergarten has the next highest level of chronic absenteeism, with that number decreasing as students progress through grades 1-5. At each grade level except for grade 4, the school's chronic absenteeism rate is below the state average. It must be noted that grade 4 has a chronic absenteeism rate higher than the state average and an academic performance on NJSLA lower than the state average.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
FEDERAL Chronic Absenteeism (Students) * Note: Data extracted from NJ School Performance Report	Percentage of students who were chronically absent during the school year based on the federal Chronic Absenteeism ESSA Accountability indicator from NJ School Performance Reports			<p>The high percentage of absenteeism for Asian students must be noted. One factor that adversely impacts attendance for Asian students is family travel, especially travel out of the country.</p> <p>There is an overlap of students in the subgroups of Economically Disadvantaged and Homeless Students, with absenteeism rates of 13.5% and 27.3% respectively.</p>	<p>Family travel out of the country adversely impacts school attendance. Inquiry regarding this trend beyond Lore School may be helpful; is this an issue district-wide?</p> <p>Do all families know about the Breakfast Program offered before the start of the school day? This may help ED and Homeless families, not only with food security but also with attendance.</p> <p>The subgroup of “Military Connected Students” is new, so this requires additional investigation.</p>
		Staff Attendance YTD	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism			These data are maintained within the Human Resources Department.	N/A
		Student Suspension YTD Average - In School	0.77%		
		Student Suspension YTD Average - In School for Subgroup 1	0.00%		
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		
		Student Suspension YTD Average - Out of School	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Suspension YTD Average - Out of School for Subgroup 2	0.37%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Discipline*	<p>The number of suspensions, expulsions, and incident reports</p> <ul style="list-style-type: none"> *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders 		<p>There were 41 students involved in disciplinary infractions, with 18 receiving multiple office referrals. Some resulted in restorative measures, some paired with disciplinary measures, especially after multiple infractions.</p> <p>The most common infraction is "Unsafe Act", with 9 students repeatedly engaging in "Unsafe Acts" (hitting, kicking, spitting on classmates or staff); tiered levels of restorative practices as well as student consequence, family intervention, and I&RS Team support were applied.</p> <p>The second most common infractions were "Negative Peer Interaction" (20 incidents) and "Inappropriate/Disruptive Behavior" (15 incidents), some resulting in ISS/OSS, some resulting in other restorative or disciplinary measures. These most often occurred with students in</p>	<p>These data were analyzed before a schoolwide PBIS Program was adopted.</p> <p>The trend regarding Unsafe Acts, especially in early grades, Negative Peer Interactions, Inappropriate/Disruptive Behavior, and Bus Disruptions are ongoing. Additional data analysis would be helpful, i.e., location, time of day, antecedent to the behavior, etc.</p> <p>Bringing these data to the School Safety/Climate Team may be helpful to generate next steps of support.</p>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			grades 4 and 5. Many infractions occurred on the bus, where direct supervision was not available, as bus aides are not regularly assigned.	
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family		N/A	N/A

COLLEGE & CAREER READINESS						
Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Graduation Cohort (HS ONLY) - Federal Graduation Rate	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)				N/A	N/A
		Student Group	5 Year Rate	4 Year Rate		
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific Islander				
		American Indian or Alaska Native				
		Two or More Races				
		Economically Disadvantaged Students				
		Students with Disabilities				

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

Data Source	Factors to Consider	Prepopulated Data (Column not editable)								Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.	Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution	N/A	N/A
		Statewide									
		White									
		Hispanic									
		Black or African American									
		Asian, Native Hawaiian, or Pacific Islander									

Data Source	Factors to Consider	Prepopulated Data (Column not editable)							Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends	
		Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution		
		American Indian or Alaska Native									
		Two or More Races									
		Economically Disadvantaged Students									
		Students with Disabilities									
		English Learners									

Data Source	Factors to Consider	Prepopulated Data (Column not editable)								Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution		
		Homeless Students									
		Students in Foster Care									
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									N/A	N/A

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
AP/IB and Dual Enrollment	Advanced Placement (AP) and International Baccalaureate (IB) and Dual Enrollment coursework and participation	# of 8th grade students enrolled in Algebra 1		N/A	N/A
		% of students with a C or better			
		Count of students who took the Algebra section of PARCC			
		% of students who scored 4 or 5 on the PARCC assessment			
Algebra	Previous year's data provided. Please provide current year's data if possible.			N/A	N/A

EVALUATION INFORMATION					
Data Source	Factors to Consider	Prepopulated Data (from prior year's ASP Reporting tab) (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Learning Walks or 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	Charlotte Danielson Framework for Teaching	Strengths: teachers aligned with district pacing of curriculum; classrooms are neat and organized; classroom walls include anchor charts aligned with grade level curriculum; classroom environment is positive and respectful across grades; PBIS present in most classrooms Needs: shift to student-talk over teacher-talk; differentiated or targeted instruction, small group or individual; review of workshop model to avoid too much direct instruction; shift to activity-based learning in math	Prior to the Covid pandemic, a lot of PD time was spent discussing the workshop model and student-centered classrooms. Online learning and the need to distance once we returned to in-person learning presented a challenge for cooperative learning, which ultimately shifted instruction back to teacher-directed instruction. PD Needs discussed at the District Level: total participation techniques for students; using small groups in reading and math; promoting student-talk
		# Teachers to Evaluate	49		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	8		
		null	Total		
		Cycle 1	48		
		Cycle 2	27		
		Cycle 3	40		
		Cycle 4	0		

< Other Indicators - NO DATA >

Comprehensive Needs Assessment Process Questions

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

The school's Title I Team will disseminate the results of our needs assessment to the staff through faculty and ELA/STEM grade level meetings and with parents and community stakeholders through a PTA meeting. Since all staff and parent meetings are held monthly, the information can be disseminated in a timely manner and in a way that is informative while maintaining individual student confidentiality.

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

Three parent and family engagement events are held throughout the school year: SEL/PBIS Winter Wonderland, Multicultural Family Literacy, and Family Math Bingo. At each event, Title I information is shared with parents, and resources are provided to help bridge the home-school relationship as it relates to that evening's focus. For example, deescalation resources and Zones of Regulation materials are provided for families at SEL Night, the benefits of reading as a family are shared during Literacy Night, and math games and strategy pages are given to parents at Bingo Night.

Reflection and Growth Rubric

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary	
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	3-Developing	There has been a district and building-level focus on improving instruction for student learning, with job embedded support through classroom visitations and instructional coach support.	Given the new adoption of a math program two years ago and the rollout of a new ELA program starting next year, there is a need for continued focus on alignment of instruction with standards and on student-centered learning. The need to shift from teacher-talk to student-talk has been observed. There is also a need for attention to College and Career Readiness.
	2	A	3-Developing		
	3	A	2-Emerging		
	4	A	2-Emerging		
	5	A	1-Not Addressed		
	Average		2.20		
Assessment	1	A	3-Developing	The district is currently working to refine it's multi-tiered systems of support, so the use of diagnostic benchmark assessments and universal probes for progress monitoring is a work in progress. The work has started and will continue next year.	A focus on the school's use of MTSS to support students is the goal for 2025-26.
	2	A	3-Developing		
	3	A	3-Developing		
	Average		3.00		
Professional Learning Community (PLC)	1	A	3-Developing	Teachers have common planning time daily, and faculty meetings are used for school-wide professional learning and articulation.	There is a need for PLCs to shift from PBIS and climate/culture to data analysis related to teaching, learning, and student academic growth. This is a next step for 2025-26.
	2	A	4-Sustaining		
	3	A	3-Developing		
	4	A	3-Developing		
	Average		3.25		

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary	
Culture	1	A	4-Sustaining	Climate and culture have been a focus since the return from Covid. Given staff turnover and the need to build expectations for both staff and students, building a positive school culture has been a focus. In 2024-25, a school-wide PBIS program was adopted.	PBIS was fully adopted in 2024-25, so a continued focus on PBIS as part of a larger MTSS system will be the focus for 2025-26.
	2	A	4-Sustaining		
	3	A	3-Developing		
	4	A	4-Sustaining		
	5	A	4-Sustaining		
	6	A	3-Developing		
	7	A	3-Developing		
	8	A	4-Sustaining		
	9	A	3-Developing		
	10	A	4-Sustaining		
	11	A	3-Developing		
	12	A	3-Developing		
	13	A	3-Developing		
	14	A	4-Sustaining		
Average		3.50	With a relatively new math program and the adoption of a new ELA program planned fro 2025-26, the need to support all staff must be considered.	Walkthroughs, observations, and teacher self-reflection will serve as a starting point for next steps.	
Teacher and Principal Effectiveness	1	A			3-Developing
Average			3.00		

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
Effective Instruction	<p>Reading Comprehension</p> <p>iReady-Reading Comprehension - Spring 2025 2nd Grade - 51% at least one grade below level 3rd Grade - 33% at least one grade below level 4th Grade - 38% at least one grade below level 5th Grade - 51% at least one grade below level</p>	<p>During the pandemic, virtual instruction and then the need to socially distance for safety caused a shift from a balanced workshop model back to teacher-directed instruction, which presents a challenge when students struggle to read and comprehend on grade level without supports.</p> <p>Outdated resources and materials were replaced with grade level texts and resources in grades 3-5 this year, but were not consistently adopted across</p>	3-5				



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLs
		classes.		1 myView Literacy	<p>Full adoption of new curriculum and program, K-5.</p> <p>myView includes many research-based best practices embedded into every lesson: differentiation, the Science of Reading, tiered intervention supports including MLLs, and comprehension-building practices.</p> <p>The texts embedded into myView lessons are varied, and lessons focus on a broad range of skills to improve each student's independent reading comprehension, including lessons</p>	Strong	<p>https://slcl-p-001-delivery.sitecorecontenthub.cloud/api/public/content/7f8d0a8f857443b2beebe0b3a8abfda?v=3bdda6b8</p> <p>https://ies.ed.gov/ncee/WWC/PracticeGuide/29</p> <p>https://ies.ed.gov/ncee/WWC/PracticeGuide/14</p>



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
					focused on using text structure to aide in comprehension.		



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLs
				2	<p>Rtl and Multi-Tiered Systems of Support</p> <p>School-wide multi-tiered system of support in place for reading, based upon data analysis, including flexible groups, and allowing time for differentiated, targeted instruction.</p> <p>Differentiated small group resources and lesson plans are provided within myView lessons for Tier I supports.</p> <p>Provide time for differentiated reading instruction for Tier II and III supports, based upon assessments of students' current reading levels and needs, e.g., decoding skills for multisyllabic words,</p>	Strong	<p>https://www.savvas.com/resource-center/more-topics/research-and-efficacy https://ies.ed.gov/ncee/WWC/PracticeGuide/29 https://ies.ed.gov/ncee/WWC/PracticeGuide/3</p>



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLs
					fluency-building, make meaning.		
				3 Screen all Students and Progress Monitor Tier 2 Students Monthly	<p>Data analysis and discussion to identify students performing below level and students not demonstrating growth is essential.</p> <p>Progress monitoring and recording anecdotal notes will track data over time as part of the RtI and/or I&RS processes</p> <p>The use of Morning Meeting time to build skills and embed reading into the Morning Message will align with Tier I/II supports.</p>	Promising	<p>https://ies.ed.gov/ncee/WWC/PracticeGuide/3 https://ies.ed.gov/ncee/WWC/PracticeGuide/12 https://www.evidenceforessa.org/program/responsive-classroom-reading/</p>

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLs
Effective Instruction	iReady-Math - Overall Proficiency - Spring 2025 2nd Grade - 60% at least one grade below level 3rd Grade - 59% at least one grade below level 4th Grade - 43% at least one grade below level 5th Grade - 48% at least one grade below level	Possible root causes may include academic factors including gaps in foundational skills or lack of procedural knowledge, instructional factors including lack of differentiated instruction, limited opportunities for hands-on learning, and lack of consistent intervention or Rtl supports.	2-5	1 ST Math	<p>“ST Math is a supplemental online approach that provides students with a year-long curriculum of games featuring visual interactive animated puzzles.”</p> <p>K-2 - 15 minutes, 3X per week 3-5 - 20 minutes, 3X per week</p>	Strong	https://www.evidenceforessa.org/program/st-math-spatial-temporal-math/ https://ies.ed.gov/ncee/WWC/Study/80943



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS	
				2	Interventions and Multi-Tiered Systems of Support	<p>Quarterly data collection and additional progress monitoring for students struggling to learn grade-level math concepts and/or not growing in their math knowledge.</p> <p>Tier I (push-in) and Tier II (pull-out/supplemental) support by Math Intervention Teachers, adopting strategies including representations, number lines, and mathematical language.</p>	Strong	<p>https://ies.ed.gov/ncee/WWC/PracticeGuide/26 https://ies.ed.gov/ncee/WWC/PracticeGuide/2 https://ies.ed.gov/ncee/WWC/Study/14407</p>



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS	
				3	Content-Focused Coaching - Whole Class	The district's Elementary Math Coach will provide job-embedded professional learning through in-class demonstration lessons, monthly grade-level meetings, and individual visits and co-planning meetings with teachers, to promote research-based best practices in math instruction.	Strong	https://www.evidenceforessa.org/program/content-focused-coaching-whole-class/



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLs
Climate & Culture - Attendance/ Behavior	In 2023-24, 173 incidents were referred to the office as violations of the school's Code of Contact and were issued restorative interventions and/or disciplinary measures.	Data analysis indicate the following root causes, which were at times student-specific or situation-specific: Unmet Social-Emotional Needs - lack of self-regulation skills, low frustration tolerance, poor impulse control Avoidance - to avoid a class or specific task Skill Deficits - academic struggles or communication delays that caused frustration and behavioral outbursts Environmental Triggers - overstimulation, lack of structure or routine,	K-5	1 Multi-tiered, School-wide PBIS Focus	Three-tiered system of support for all students in grades K-5, with teacher training, student engagement in decision-making, and class and individual incentives to promote positive decision making.	Moderate	https://ies.ed.gov/ncee/WWC/Study/89237 https://www.pbis.org/publications/all-publications#school-wide https://ies.ed.gov/ncee/WWC/Study/89360
	In 2024-25, that number was reduced to 63 infractions that were referred to the office as Code of Conduct violations. Kindergarten - 9 infractions 2nd Grade - 6 infractions 3rd Grade - 13 infractions 4th Grade - 11 infractions 5th Grade - 24 infractions			2 SEL within the PBIS Framework	Utilize Morning Meeting to build positive relationships within classrooms and school counselors to support students in need of additional assistance with any of the five SEL Competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.	Strong	https://casel.org/fundamentals-of-sel/what-does-the-research-say/ https://journals.sagepub.com/doi/abs/10.1177/0031721718815668 https://ies.ed.gov/ncee/WWC/Study/85768



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
	<p>While that number was reduced by more than half, it resulted in the following loss of instructional time for students: 25 - 1-day ISS 9 - 2-day ISS 3 - 1-day OSS 4 - 2-day OSS 1 - 3-day OSS</p> <p>13 students were referred to the office more than once: Kindergarten - 2 students 1st Grade - 0 students 2nd Grade - 2 student 3rd Grade - 3 students 4th Grade - 4 students 5th Grade - 5</p>	<p>inconsistent expectations Attention-Seeking - seeking peer or adult attention Home Factors - lack of sleep, family stressor</p>		<p>3 Teaching Self-Regulation</p>	<p>Teach self-regulation as part of the First Six Weeks and assign a space in the classroom (e.g., Zen Zone) where students can “take a break” and adopt self-regulation strategies as needed, without requiring they leave the classroom, ultimately improving achievement.</p>	<p>Promising</p>	<p>https://ies.ed.gov/ncee/WWC/Study/90268 https://zonesofregulation.com/research/</p>



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
	students						
No option for the fourth SMART Goal was selected on the Root Cause page.				1			
				2			
				3			

SMART Goal 1

When comparing fall 2025 reading comprehension data to spring 2026 data, there will be a 20% decrease in the number of students reading and comprehending one or more years below grade level.

Area of Focus Effective Instruction

Content Area ELA

Priority Performance Reading Comprehension

iReady-Reading Comprehension - Spring 2025
 2nd Grade - 51% at least one grade below level
 3rd Grade - 33% at least one grade below level
 4th Grade - 38% at least one grade below level
 5th Grade - 51% at least one grade below level

Target Population: 3-5

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Each student will take the fall diagnostic benchmark reading assessment. From these data, student needs will be identified and EIS rosters will be created. Targeted intervention and differentiated support will be provided using a tiered intervention model, with small group instruction from an early intervention specialist taking place as a Tier II or III intervention.	Fall benchmark data reports Link It data reports EIS data tables, rosters, and anecdotal notes

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	All students will receive instruction using myView ELA materials; this will serve as the Tier I curriculum with supports and modifications for all students. Additional myView resources, as well as other foundational reading resources, will be used to provide Tier II interventions as well. Mid-year data will be collected and analyzed, and Tier II groups will be restructured. Tier II interventions will continue. Rtl and I&RS meetings will be held as needed. The district's literacy coaches and elementary instructional coach will support teachers with data analysis and planning targeted tiered intervention support.	Lesson plans Anecdotal notes Link It data and Intervention Manager reports Rtl/I&RS meeting agenda and Action Plans
Apr 15:	A family literacy event will be held. Activities will be planned to help parents understand how to help their children decode and encode words when reading, to assist with reading comprehension when reading with a child, and to emphasize the importance of reading together as a family. The district's literacy coaches and elementary instructional coach will assist with the planning of the Title I literacy event. An after school reading club or support program will be held as well.	Family Literacy Night flyer Family sign-in sheets and event feedback forms Photos and archived activities After school reading-club flyer, attendance, and activities
Jul 1	When comparing fall 2025 reading comprehension data to spring 2026 data, there will be a 20% decrease in the number of students reading and comprehending one or more years below grade level.	Diagnostic reading reports Link it and Intervention Manager reports

Strategy 1 - myView Literacy

Action Steps

SMART Goal 1 - Strategy 1

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	All K-5 teachers will receive training, all necessary materials, and a pacing document from the district ELA supervisor to adopt myView Literacy with fidelity.	9/1/25	6/1/26	ELA Supervisor

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
2	1	Teachers will write lesson plans aligned with the district pacing document and adopting myView resources. Building and district administrators will monitor and support to ensure adoption with fidelity.	9/1/25	6/18/26	Teachers Principal ELA Supervisor Director of Elem Ed
3	1	District literacy and instructional coaches will support teachers through job-embedded learning opportunities and monthly grade level meetings.	9/1/25	6/18/26	Elementary Literacy Coaches Elementary Instructional Coach
4	1	Title I Family Literacy Night will be planned and held to provide the opportunity for teachers and students to engage their parents/guardians/families with active reading. Reading strategies to build comprehension will be "taught" to parents/guardians as well.	1/1/26	4/30/26	Building Principal, Coaches, Classroom Teachers

Budget Items

SMART Goal 1 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	Title I Family Literacy Event - Salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	\$1,820	Federal Title I (School Allocation)
4	Title I Family Literacy Event - Supplies	INSTRUCTION - Supplies & Materials / 100-600	\$2,000	Federal Title I (School Allocation)

Strategy 2 - Rtl and Multi-Tiered Systems of Support

Action Steps

SMART Goal 1 - Strategy 2

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	Diagnostic benchmark assessments will be administered in fall, winter, and spring to all students, K-5, within each benchmark window.	9/1/25	6/12/26	ELA Supervisor, Building Principal, Classroom Teachers
2	2	Literacy Coaches and the Elementary Instructional Coach will support teachers in their understanding of diagnostic assessment data and other formative assessment data, and will assist teachers with the use of myView resources to plan for small group, targeted, differentiated instruction.	9/1/25	6/18/26	ELA Supervisor, Building Principal, Literacy Coaches, Elementary Instructional Coach
3	2	After each benchmark administration, EIS rosters will be revised (flexible grouping) and learning goals will be developed.	9/29/25	6/1/26	EIS Teachers, Building Principal, ELA Supervisor
4	2	All staff will be trained on the three tiers of support, especially as they pertain to developing foundational literacy skills and reading comprehension.	9/1/25	12/1/25	Director of Elem Ed, ELA Supervisor
5	2	Monthly RtI/I&RS meetings will be planned and held, with parent input, and Action Plans will be developed as needed.	10/1/25	6/1/26	Director of Elem Ed, Building Principal, EIS Teachers, I&RS Team
6	2	After school reading support will be provided for identified students.	11/3/25	6/1/26	Building Principal

Budget Items

SMART Goal 1 - Strategy 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
6	After School Reading Support for Identified Students - Salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	\$3,219	Federal Title I (School Allocation)
6	After School Reading Support for Identified Students - Supplies	INSTRUCTION - Supplies & Materials / 100-600	\$900	Federal Title I (School Allocation)

Strategy 3 - Screen all Students and Progress Monitor Tier 2 Students Monthly

Action Steps

SMART Goal 1 - Strategy 3

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	All EIS teachers will receive training regarding a new progress monitoring tool.	9/1/25	11/26/25	Director of Elem Ed, ELA Supervisor, EIS Teachers
2	3	Students receiving Tier II or III support will be progress monitored, and anecdotal notes of strengths and areas in need of development will be submitted monthly.	10/1/25	6/18/26	EIS Teachers, Building Principal, ELA Supervisor
3	3	Data meetings will be held with the EIS-ELA team to review student groups, discuss interventions, and identify resources needed for support	10/1/25	6/18/26	Director of Elem Ed, EIS Teachers, Building Principal, ELA Supervisor

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

SMART Goal 2

When comparing pre-assessment (fall 2024) to post-assessment (spring 2025) iReady-Math data, there will be a 10% decrease in the number of K-5 students performing one or more years below grade level.

Area of Focus Effective Instruction

Content Area Math

Priority Performance iReady-Math - Overall Proficiency - Spring 2025
 2nd Grade - 60% at least one grade below level
 3rd Grade - 59% at least one grade below level
 4th Grade - 43% at least one grade below level
 5th Grade - 48% at least one grade below level

Target Population: 2-5

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Each student will take the fall diagnostic math benchmark assessment. From these data, student needs will be identified and EIS rosters will be created. Targeted intervention and differentiated support will be provided within the classroom and through a Tier II pull-out model.	Diagnostic math data reports EIS data tables, rosters, and anecdotal notes
Feb 15	In addition to the 60-minute Tier I math instruction provided daily (Reveal Math), students will also be provided the opportunity to work on their ST Math independent activities 2-3 times weekly. Data will be analyzed by classroom and EIS teachers, and flexible groups will be created for Tier II assistance and instruction. Rtl and I&RS meetings will be planned as needed.	Lesson plans Anecdotal notes ST Math and Link It data reports Rtl/I&RS meeting agenda and Action Plans

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	A family math night will be planned, where students and staff help parents and families understand key concepts relevant to their grade level Math lessons and learning. Students and families will interact while playing math games, collaboratively solving math problems, and using math vocabulary in an age-appropriate way. The goal is for students to help their parents/families understand what many call "new math". After school math club opportunities will be provided to allow students to continue learning and math discourse after school hours.	Family sign-in sheets and event feedback forms Photos and archived activities Math club flyer and attendance
Jul 1	When comparing pre-assessment (fall 2024) to post-assessment (spring 2025) iReady-Math data, there will be a 10% decrease in the number of K-5 students performing one or more years below grade level.	Diagnostic reading reports Link it and Intervention Manager reports

Strategy 1 - ST Math

Action Steps

SMART Goal 2 - Strategy 1

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Time will be spent during Math and WIN periods for students to work independently on their ST Math lessons.	9/26/25	6/18/26	Classroom Teachers, EIS-Math Teachers
2	1	Teachers will track student completion and passing rates within their Independent Pathways. Incentives may be provided to encourage student engagement and proficiency/growth using ST Math.	9/26/25	6/18/26	Classroom Teachers, EIS-Math Teachers
3	1	Teachers will run reports from ST Math to identify not only completion of lessons, but skill mastery and areas in need of growth. These data will be analyzed and considered when planning targeted instruction for Math support.	9/22/25	6/18/26	Classroom Teachers, EIS-Math Teachers

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
4	1	A Title I Family Math Night will be held. Parents/Guardians will learn about ST Math and will learn strategies used to support basic math concepts in classrooms or across grade levels.	3/2/26	5/29/26	Building Principal, Classroom Teachers

Budget Items

SMART Goal 2 - Strategy 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	Title I Family Math Night - Salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	\$1,820	Federal Title I (School Allocation)
4	Title I Family Math Night - Supplies	INSTRUCTION - Supplies & Materials / 100-600	\$2,300	Federal Title I (School Allocation)

Strategy 2 - Interventions and Multi-Tiered Systems of Support

Action Steps

SMART Goal 2 - Strategy 2

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	Math assessment data will be collected in fall, winter, and spring, for all students in grades K-5 using a district-approved diagnostic assessment.	9/15/25	6/18/26	Classroom Teachers, EIS Teachers, STEM Supervisor, Building Principal

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
2	2	Data will be analyzed, students in need of support to develop foundational math skills will be identified, and EIS Math rosters will be created.	9/15/25	6/18/26	EIS-Math Teachers, ELA Supervisor, Building Principal
3	2	After each quarterly benchmark window, data will again be analyzed, EIS rosters will be adjusted (flexible grouping), and lessons will be differentiated to allow for pre-teaching, re-teaching, or differentiated teaching to support student learning.	9/15/25	6/18/26	EIS-Math Teachers, Classroom Teachers, ELA Supervisor, Building Principal
4	2	After school math support will be provided for identified students.	11/3/25	6/1/26	Building Principal

Budget Items

SMART Goal 2 - Strategy 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	After School Math Support for Identified Students - Salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	\$3,219	Federal Title I (School Allocation)
4	After School Math Support for Identified Students - Supplies	INSTRUCTION - Supplies & Materials / 100-600	\$900	Federal Title I (School Allocation)

Strategy 3 - Content-Focused Coaching - Whole Class

Action Steps

SMART Goal 2 - Strategy 3

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	Math Coaches will work with classroom teachers to assist with the differentiation and support of identified students.	9/1/25	6/18/26	Elementary Math Coaches; Classroom Teachers
2	3	Coaches will provide job embedded professional learning opportunities by modeling best practices for whole group instruction within the classroom.	9/1/25	6/18/26	Elementary Math Coaches; Classroom Teachers

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

SMART Goal 3

The number of days lost to in-school and out-of-school suspensions will decrease by 10% when comparing 2024-25 (57 days) to 2025-26 (GOAL: 52 or fewer days lost).

Area of Focus Climate & Culture - Attendance/Behavior

Content Area Climate & Culture: Behavior

Priority Performance In 2023-24, 173 incidents were referred to the office as violations of the school's Code of Contact and were issued restorative interventions and/or disciplinary measures.

In 2024-25, that number was reduced to 63 infractions that were referred to the office as Code of Conduct violations.

Kindergarten - 9 infractions

2nd Grade - 6 infractions

3rd Grade - 13 infractions

4th Grade - 11 infractions

5th Grade - 24 infractions

While that number was reduced by more than half, it resulted in the following loss of instructional time for students:

25 - 1-day ISS

9 - 2-day ISS

3 - 1-day OSS

4 - 2-day OSS

1 - 3-day OSS

13 students were referred to the office more than once:

Kindergarten - 2 students

1st Grade - 0 students

2nd Grade - 2 student

3rd Grade - 3 students

4th Grade - 4 students

5th Grade - 5 students

Target Population: K-5

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	The school's PBIS Committee will meet to review and revise last year's program and plan training for all staff. Expectations regarding schoolwide and classroom behaviors will be developed with student input, and all students will receive information regarding this year's PBIS Program. ROAR Paws will return as classroom and individual incentives, and the School Store will open to allow students to exchange their paws. The PBIS Committee will track student incentives to ensure all classes/students participate in the schoolwide program.	PBIS Committee meeting notes Faculty meeting slides and sign-in sheet Resources for student lessons focused on PBIS Student list with PBIS incentives earned to ensure full engagement of all students in recognition opportunities.
Feb 15	A PBIS Pep Rally will be planned to continue promoting a schoolwide focus on ROAR: Respect, Ownership, Achievement, Responsibility. ROAR Paws will continue, and incentives will be promoted. Discipline data will be tracked, reviewed with the Lore Leadership Team, and serve as a focus for School Climate Team meetings. A PBIS/SEL Family Event will be planned to engage parents in the Positive Behavior model as well.	PBIS Pep Rally materials and photos Student list with PBIS incentives earned Semester 1 discipline data School Climate Team handouts and sign-in sheet PBIS/SEL Family Night resources, sign-in sheet, and photos
Apr 15:	Continual data analysis of MP1-3 discipline data, with the involvement of the I&RS team as needed. The PBIS Committee and School Climate Team will continue to review discipline and HIB data and brainstorm next steps to continually promote a positive school climate.	MP1-3 data analysis I&RS (Rtl) meeting agendas and Action Plans PBIS Committee agenda and sign-in sheet School Climate Team, handouts, agenda and sign-in sheet
Jul 1	The number of days lost to in-school and out-of-school suspensions will decrease by 10% when comparing 2024-25 (57 days) to 2025-26 (GOAL: 52 or fewer days lost).	Discipline data for 2025-26 - Genesis 51910

Strategy 1 - Multi-tiered, School-wide PBIS Focus

Action Steps

SMART Goal 3 - Strategy 1

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	The school PBIS Committee will meet to develop a plan, timeline, and responsibility chart for the rollout of the PBIS Program for 2025-26. This plan and timeline will be shared with the full staff at the opening faculty meeting.	9/1/25	9/30/25	Building Principal; PBIS Committee
2	1	The 5 SEL Competencies, Zones of Regulation resources, and Zen Zone parameters will be shared with staff.	9/1/25	9/30/25	Building Principal; PBIS Committee
3	1	Building-wide expectations regarding classroom rules, hallway/cafeteria/recess/bathroom rules, rewards, and consequences will be established so there is a common vocabulary and expectation across classrooms. Every teacher will collaboratively develop classroom expectations with his/her class(es), including rewards, and consequences, and will post an anchor chart in the classroom.	9/1/25	9/15/25	Classroom Teachers
4	1	A PBIS Pep Rally will be planned to promote SEL and PBIS within the student body.	10/1/25	12/23/25	Building Principal; PBIS Committee
5	1	PBIS incentives will be adopted, with individual students and full classes working toward earning incentives for following the school's pillars of character: Respect, Ownership, Achievement, Responsibility.	9/1/25	6/18/26	Building Principal; PBIS Committee; Classroom Teachers; Full Staff
6	1	Discipline data will be analyzed quarterly by the Lore Leadership Team and will be shared with the School Safety/Climate Team for discussion of trends and next steps.	11/3/25	6/18/26	Building Principal; Lore Leadership Team; School Safety/Climate Team

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

Strategy 2 - SEL within the PBIS Framework

Action Steps

SMART Goal 3 - Strategy 2

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	The school PBIS Committee will develop Morning Meeting lessons for the first six weeks of school to ensure a schoolwide effort in aligning the PBIS program with research-based SEL Competencies.	9/1/25	10/31/25	PBIS Committee, Building Principal
2	2	Morning Meeting time will be used to promote SEL Competencies and the schoolwide PBIS expectations and incentives.	9/3/25	6/18/26	Classroom Teachers; PBIS Committees
3	2	Classroom expectations will align with Lore's ROAR traits (Respect, Ownership, Achievement, Responsibility), and demonstrating those expectations allows individual students and classes to earn incentives.	9/3/25	6/18/26	Classroom Teachers, Full Staff
4	2	School counselors will meet with identified students in small groups for 6-week sessions, helping them to develop skills focused on the 5 SEL Competencies.	10/1/25	6/18/26	School Counselors
5	2	A PBIS/SEL Family Event will be planned for winter 2025, where the importance of social-emotional development and the benefits of a PBIS program will be shared with parents/guardians and families.	11/3/25	12/23/25	PBIS Committee; Building Principal

Budget Items

SMART Goal 3 - Strategy 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
5	PBIS/SEL Family Event - Salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	\$1,820	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
5	PBIS/SEL Family Event - Supplies and Materials	INSTRUCTION - Supplies & Materials / 100-600	\$2,000	Federal Title I (School Allocation)

Strategy 3 - Teaching Self-Regulation

Action Steps

SMART Goal 3 - Strategy 3

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	Introduce the Zones of Regulation to all students using the Morning Meeting lessons developed by the PBIS Committee	9/3/25	9/30/25	Classroom Teachers
2	3	Develop a Zen Zone in every classroom, a space where students can choose to take a break to reset and return to instruction and introduce the space to students; this is not to be used as a "time-out" space	9/3/25	9/15/25	Classroom Teachers

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

SMART Goal 4

Area of Focus No option for the fourth SMART Goal was selected on the Root Cause page.

Content Area

Priority Performance

Target Population:

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15		
Feb 15		
Apr 15:		
Jul 1		

Strategy 1 -

< SMART Goal 4, Strategy 1 - Action Steps: NO DATA >

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

Strategy 2 -

< SMART Goal 4, Strategy 2 - Action Steps: NO DATA >

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

Strategy 3 -

< SMART Goal 4, Strategy 3 - Action Steps: NO DATA >

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

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds- Example- Title IV	SIA	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	\$0	\$11,898	\$0	\$0	\$0	\$0	\$0	\$0	\$11,898
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	\$8,100	\$0	\$0	\$0	\$0	\$0	\$0	\$8,100
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$19,998	\$0	\$0	\$0	\$0	\$0	\$0	\$19,998
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds- Example- Title IV	SIA	SIA Carryover	TOTAL
SUPPORT SERVICES	Other Purchased Services	200-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Travel	200-580	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Supplies & Materials	200-600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Other Objects	200-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Indirect Costs	200-860	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Buildings	400-720	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Instructional Equipment	400-731	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Noninstructional Equipment	400-732	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Schoolwide Blended	520-930	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds- Example- Title IV	SIA	SIA Carryover	TOTAL
Total Cost			\$0	\$19,998	\$0	\$0	\$0	\$0	\$0	\$0	\$19,998

Overview of Total Title 1 Expenditures

	Federal Title 1 (School Allocation) Total	Federal Title 1 (Intervention Reserve)	TOTAL
Included in SMART Goal Pages	\$19,998	\$0	\$19,998
Other Title 1 Expenditures	\$0	\$0	\$0
Total	\$19,998	\$0	\$19,998

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	Climate & Culture - Attendance/Behavior
x	No option for the fourth SMART Goal was selected on the Root Cause page.
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 Alicia Mackall

Title: Principal

Date: 08/27/2025

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.
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Certified By: Dennis J. Nettleton

Title: School Business Administrator

Date: 09/02/2025

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: Trisha Bogusz

Title: Assistant Superintendent

Date: 09/02/2025