

PARKWAY ELEMENTARY SCHOOL

District: EWING TWP

County: MERCER

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 211430130

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	Amanda Howell	Yes	No	No		
Community Member	Beverlyn Berry	Yes	No	No		
Principal	Michelle Conway	Yes	Yes	Yes		
Dean of Students	Rob Odri	Yes	Yes	Yes		
EIS Math Teacher	Lauren Rudowski	Yes	Yes	Yes		
EIS Math Teacher	Eve Schroeder	Yes	Yes	Yes		
EIS Reading Teacher	Stacey McKenna	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Social Worker	Julie Pritchard	Yes	Yes	Yes		
Psychologist	Deb Davis	Yes	Yes	Yes		
School Counselor	Birgitta Donato	Yes	Yes	Yes		
School Counselor	Lu Tranchina	Yes	Yes	Yes		
EIS Reading	Ann Marie Jamison	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
10/01/2024	Prior Year Evaluation	Yes	Yes
03/03/2025	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/06/2025	Priority Performance Needs and Root Cause Analysis	Yes	Yes
08/28/2025	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
Heggerty Phonemic Awareness Program	ELA	K-1	Yes	Yes	Yes	Growth Data	Yes
i-Ready	ELA	K-1	Yes	Yes	Yes	Growth Data	Yes
Positive Behavioral Interventions and Supports (PBIS)	SEL	K-1	Yes	Yes	Yes	ISS/OSS data	Yes
Morning Meeting & Mindfulness	SEL	K-5	Yes	Yes	No	ISS/OSS data	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Restorative Practices & Social Skills Training	Culture Climate	K-5	Yes	Yes	Yes	ISS/ OSS data	Yes
Attendance Monitoring	Chronic Absenteeism	K-5	Yes	Yes	Yes	Attendance Data	Yes
Health and Wellness	Mobile Dentist	K-5	Yes	Yes	Yes	Participation Data	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. <a <="" _blank">link<="" a>="" access="" href="http://www.nj.gov/education/schools/achievement/target=" reports.="" td="" to="" website="" with=""> <th data-bbox="775 480 994 539">Student Group</th> <th data-bbox="1001 480 1077 539">ELA</th> <th data-bbox="1084 480 1160 539">Math</th> <th data-bbox="1167 480 1243 539">Alg1</th> <th data-bbox="1249 480 1326 539">Alg2</th> <th data-bbox="1332 480 1406 539">Geo</th> <td data-bbox="1413 480 1832 1423" rowspan="14"> <p>The most recent NJSLA data for Parkway Elementary School reflects persistent performance challenges across both ELA and Math, particularly among historically underserved student populations. Overall schoolwide proficiency is 24.3% in ELA and 19.2% in Math. While both areas require continued focus, Math scores indicate a greater overall need for instructional improvement and support.</p> <p>Subgroup analysis shows significant disparities in achievement. White students demonstrated the highest levels of proficiency (ELA 36.0%, Math 26.9%), while Black or African American students (ELA 11.2%, Math 21.8%) and Hispanic students (ELA 17.3%, Math 21.8%) scored below the schoolwide average. Asian students, American Indian or Alaska Native students, and other</p> </td> <td data-bbox="1839 480 2177 1423" rowspan="14"> <p>ELA performance is stronger than Math across almost all subgroups, but both areas remain well below state targets and require continued instructional focus.</p> <p>A significant gender achievement gap is evident in ELA.</p> <p>Economically disadvantaged and multilingual learners show consistently lower performance across content areas.</p> <p>Math proficiency rates are especially low for Black or African American students and students with disabilities (data suppressed),</p> </td> 	Student Group	ELA	Math	Alg1	Alg2	Geo	<p>The most recent NJSLA data for Parkway Elementary School reflects persistent performance challenges across both ELA and Math, particularly among historically underserved student populations. Overall schoolwide proficiency is 24.3% in ELA and 19.2% in Math. While both areas require continued focus, Math scores indicate a greater overall need for instructional improvement and support.</p> <p>Subgroup analysis shows significant disparities in achievement. White students demonstrated the highest levels of proficiency (ELA 36.0%, Math 26.9%), while Black or African American students (ELA 11.2%, Math 21.8%) and Hispanic students (ELA 17.3%, Math 21.8%) scored below the schoolwide average. Asian students, American Indian or Alaska Native students, and other</p>	<p>ELA performance is stronger than Math across almost all subgroups, but both areas remain well below state targets and require continued instructional focus.</p> <p>A significant gender achievement gap is evident in ELA.</p> <p>Economically disadvantaged and multilingual learners show consistently lower performance across content areas.</p> <p>Math proficiency rates are especially low for Black or African American students and students with disabilities (data suppressed),</p>
		Schoolwide	24.3%	19.2%					
		White	36%	26.9%					
		Hispanic	17.3%	21.8%					
		Black or African American	23.9%	11.2%					
		Asian, Native Hawaiian, or Pacific Islander	*	*					
		American Indian or Alaska Native	*	*					
		Two or More Races	30%	50%					
		Female	35%	18.3%					
		Male	15.5%	20%					
		Economically Disadvantaged Students	22.4%	13.3%					
		Non-Economically Disadvantaged Students	27.9%	30.6%					
		Students with Disabilities	*	*					
		Students without Disabilities	31.1%	22.1%					
English Learners	11.1%	12.5%							
Non-English Learners	26.7%	20.7%							

Data Source	Factors to Consider	Prepopulated Data (Column not editable)						Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	ELA	Math	Alg1	Alg2	Geo		
		Homeless Students	*	*				<p>groups with fewer than 10 tested students were not reported due to data suppression (*). Students identifying with Two or More Races showed a strong Math outcome (50.0%) but this may be impacted by small group size and should be interpreted with caution.</p> <p>Female students outperformed male students in ELA by nearly 20 percentage points (35.0% vs. 15.5%), although this trend reversed slightly in Math where males outperformed females by 1.7 percentage points (20.0% vs. 18.3%). Economically disadvantaged students (ELA 22.4%, Math 13.3%) performed below their non-economically disadvantaged peers (ELA 27.9%, Math 30.6%), highlighting the continued need for equitable access to academic supports and resources.</p> <p>Students with disabilities were not reported due to</p>	<p>suggesting a need for targeted, culturally responsive, and inclusive math instruction.</p> <p>Formative assessment data confirms that a substantial portion of students are not meeting grade-level expectations in foundational math and literacy skills, with skill gaps widening by mid-year.</p> <p>A district-wide shift to a new math curriculum (e.g., McGraw-Hill Reveal Math) and expanded use of Foundations in early literacy may not yet be fully reflected in assessment outcomes but is anticipated to yield positive long-term gains.</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
			<p>suppression (*), but the proficiency gap between English Learners (ELA 11.1%, Math 12.5%) and Non-English Learners (ELA 26.7%, Math 20.7%) remains an area of concern. This emphasizes the need for ongoing language acquisition support in tandem with rigorous grade-level instruction.</p> <p>The school's formative assessment data (such as benchmark assessments, unit assessments, and teacher-created diagnostics) aligns with these results, suggesting a need for intentional tiered intervention structures and improved differentiation during core instruction, particularly in Math. These assessments further reveal that students are struggling with foundational concepts in number sense, operations, and reading comprehension strategies such as citing textual evidence and making inferences.</p>	<p>Instructional walkthroughs, benchmark performance reviews, and teacher reflections suggest that professional development in small group instruction, intervention strategies, and student discourse remains a priority.</p> <p>Early evidence from local data indicates that targeted intervention periods such as WIN (What I Need) and guided math/reading groups are beginning to positively impact student confidence and progress.</p>

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>The Grade 5 NJSLA Science (NJSLA-S) proficiency rate for Parkway Elementary School indicates an need for instructional improvement in science content and practices. Only 7% of students achieved proficiency, which is significantly below the state average and the district's internal goals.</p> <p>Subgroup data reveal significant performance disparities. White students performed at 20% proficiency, while Hispanic students achieved 5% and Black or African American students scored at 6%, all below expected benchmarks. Economically disadvantaged students demonstrated particularly low outcomes, with only 2% achieving proficiency compared to 18% of their non-economically disadvantaged peers—a 16-point gap that underscores the impact of opportunity and access to STEM resources.</p> <p>Students with disabilities</p>	<p>Proficiency in Science is lower than in both ELA and Math, with only 7% of students schoolwide demonstrating proficiency on the Grade 5 NJSLA-S.</p> <p>Economically disadvantaged students, students with disabilities, and students of color are the most impacted by low science outcomes, mirroring equity gaps seen in other content areas.</p> <p>Teachers need for more professional development in the Next Generation Science Standards (NGSS), including best practices for scientific inquiry, crosscutting concepts, and engineering design</p>
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	7%				
		White	20%				
		Hispanic	5%				
		Black or African	6%				
		Asian, Native					
		American Indian or					
		Two or More Races					
		Female	9%				
		Male	6%				
		Economical ly	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	Grade 5	Grade 8	Grade 11		
		Non-Economical	18%			<p>scored 0%, while students without disabilities scored 9%. Gender differences are also evident, with females at 9% and males at 6%, though both subgroups are underperforming. English Learner data is not reported, but Non-English Learners scored at 8%, again indicating underperformance even among general education students.</p> <p>Formative assessment data and classroom performance indicate that students are struggling with applying scientific concepts, using evidence to support claims, and interpreting data from experiments. Hands-on lab experiences and the use of science notebooks remain inconsistent across classrooms, limiting opportunities for students to engage in inquiry-based science learning. There is also a need for greater alignment between the taught curriculum and the NJSLA-S performance expectations,</p>	<p>practices.</p> <p>Science instruction has traditionally taken a back seat to ELA and Math due to assessment pressures, resulting in fewer instructional minutes and less curricular depth.</p> <p>Internal walkthroughs and observations suggest that when science is taught, it is often reading-heavy and lacks the interactive, phenomena-based instruction outlined in NGSS.</p> <p>Vertical alignment in science from K–5 remains underdeveloped, contributing to gaps in vocabulary, scientific</p>
		Students with	0%				
		Students without	9%				
		English Learners					
		Non-English	8%				
		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
			especially in physical and life sciences.	reasoning, and content knowledge by the time students reach Grade 5.

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	NA	NA
		Schoolwide	47%	45%		
		White	47%	44%		
		Hispanic	39%	51%		
		Black or African American	48%	44%		
		Asian, Native Hawaiian, or Pacific	*	*		
		American Indian or Alaska Native				
		Two or More Races	*	*		
		Female	50%	44%		
		Male	45.5%	45%		
		Economically Disadvantaged	47.5%	45%		
		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	33%	44%		
		Students without Disabilities				
		English Learners	42.5%	36%		
		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 overall schoolwide Student Growth Percentile (SGP) for Parkway Elementary School indicates average academic growth in both English Language Arts (ELA) and Mathematics. The schoolwide median SGP is 47.0 in ELA and 45.0 in Math, slightly below the expected benchmark of 50.0, indicating that on average, students made slightly less than typical academic progress compared to their academic peers statewide.</p> <p>Growth trends vary across student groups and content areas:</p> <p>ELA Growth: Schoolwide ELA growth (47.0) is near average. Female students (50.0) are meeting typical growth expectations, while male students (45.5) are slightly below, reflecting a continued gender gap in reading and literacy development. White (47.0) and Black or African American students (48.0) show similar growth, while</p>	<p>Economically disadvantaged students demonstrated comparable growth to the schoolwide average (ELA 47.5, Math 45.0), indicating that current supports are helping to maintain parity in growth outcomes. However, ongoing efforts are needed to convert this growth into sustained proficiency gains.</p> <p>The gap between proficiency and growth among subgroups—particularly Hispanic students in ELA and English Learners in Math—indicates that while some students are progressing, they are still not reaching grade-level</p>
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	85%	95%	100%	0%		
		1	93%	96%	99%	0%		
		2	95%	97%	99%	0%		
		3	90%	94%	100%	0%		
		4	92%	99%	100%	0%		
		5	96%	97%	100%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	<p>Hispanic students lag behind with an SGP of 39.0, suggesting a need for targeted literacy support. English Learners (42.5) and students with disabilities (33.0) demonstrate significantly lower ELA growth, highlighting the need for differentiation, access to grade-level texts, and language acquisition support within the literacy block.</p> <p>Math Growth: Math SGP is 45.0 schoolwide, with Hispanic students (51.0) outperforming other subgroups and achieving above-average growth. This may indicate that specific supports or instructional practices are effectively meeting their needs in math. In contrast, students with disabilities (44.0) and English Learners (36.0) again show reduced growth, underscoring the need for strengthened intervention practices and access to grade-level math instruction scaffolded appropriately. Female (44.0) and male (45.0)</p>	<p>benchmarks. Growth needs to be accelerated.</p> <p>Instructional walkthroughs and teacher data meetings reflect a growing focus on progress monitoring and formative assessments, especially in Math. However, ELA instruction may benefit from more emphasis on fluency, vocabulary, and comprehension strategies.</p> <p>The school's current use of WIN time, benchmark assessments, and adaptive programs (e.g., i-Ready, LinkIt, or district equivalents) provides a solid foundation for</p>
		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	84%	94%	98%	0%		
		1	93%	93%	99%	0%		
		2	95%	96%	99%	0%		
		3	89%	95%	100%	0%		
		4	92%	100%	100%	0%		
		5	89%	97%	100%	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		
		6	0%	0%	0%	0%	<p>students demonstrated similar growth rates, suggesting more equity in growth across genders in Math than in ELA.</p> <p>Overall, while some subgroups are making average progress, others—particularly students with disabilities and English Learners—are consistently below expected growth norms in both content areas. These trends suggest a need to examine the alignment and implementation of intervention programs, classroom differentiation practices, and the impact of tiered supports during WIN time and small-group instruction.</p>	<p>targeted interventions. Continued focus on small-group instruction and evidence-based strategies is necessary to close achievement gaps and elevate growth.</p> <p>Professional development in scaffolding content for English Learners, data-driven instruction, and inclusive teaching strategies is critical to supporting subgroup growth.</p> <p>In summary, while Parkway students are growing at near-typical rates, subgroup discrepancies in growth—particularly among English</p>
		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
				<p>Learners and students with disabilities—require focused action. Strengthening core instruction, expanding access to tiered supports, and continuing to monitor student growth with precision will be key levers in improving overall student achievement.</p>

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	<p>Parkway Elementary administered three benchmark assessment cycles during the 2023–2024 school year. Participation improved across cycles, with Cycle 3 achieving near-universal participation in both ELA and Math across most grade levels. This reflects strong schoolwide systems for testing coordination, increased attention to attendance during benchmark windows, and clear communication with staff and families.</p> <p>In Cycle 1, participation rates were below the 95% target in several grades, particularly in Kindergarten and Grades 1, 3, 4, and 5.</p> <p>ELA Cycle 1 rates below 95%: K (85%), Grade 1 (93%), Grade 3 (90%), Grade 4 (92%)</p> <p>Math Cycle 1 rates below 95%: K (84%), Grade 1 (93%), Grade 3 (89%), Grade 4 (92%), Grade 5 (89%)</p> <p>These early-year dips were</p>	<p>Participation increased each cycle, showing effective adjustment and improvement in school-based assessment planning and execution.</p> <p>Grades 2–5 improved participation across cycles, with all tested grades meeting or exceeding the 95% benchmark in Cycle 3 for both subjects.</p> <p>Cycle 4 participation is listed as 0.0% across all grades because Parkway only administered three benchmark cycles in 2023–2024.</p> <p>While subgroup-level participation data was not disaggregated in reports, qualitative staff input suggests</p>		
		K	100%	100%	100%	0%				
		1	81%	97%	94%	0%				
		2	55%	77%	80%	0%				
		3	52%	64%	65%	0%				
		4	61%	71%	76%	0%				
		5	37%	49%	46%	0%				
		6	0%	0%	0%	0%				
		7	0%	0%	0%	0%				
		8	0%	0%	0%	0%				
		9	0%	0%	0%	0%				
		10	0%	0%	0%	0%				

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%	largely attributed to student absences, transitions for newly enrolled students, and the need for extended time and support to complete assessments in primary grades.	that chronic absenteeism and new student enrollments affected students with disabilities, English Learners, and economically disadvantaged students the most in Cycle 1.
		12	0%	0%	0%	0%		
							By Cycle 2, nearly all grades met the 95% benchmark, and by Cycle 3, participation reached or approached 100% across all tested grades, indicating the success of improved scheduling, increased teacher readiness, and more robust testing protocols.	The assessment team implemented improved tracking for makeups and scheduled backup testing sessions in Cycles 2 and 3, which directly contributed to higher rates of completion.

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*	<p>Please share results of analysis of % passing, including YTD analysis by grades and subgroups.</p> <p>*Identify patterns by grade/subgroups</p> <p>*Identify patterns by chronic absenteeism</p> <p>*Identify patterns by students with chronic disciplinary infractions</p>	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	<p>Parkway Elementary administered three benchmark assessment cycles in ELA during the 2023–2024 school year. Year-to-date (YTD) analysis shows varied performance across grade levels, with an overall trend of improvement between Cycles 1 and 3 in Grades 2–4, stable high performance in the primary grades, and consistent underperformance in Grade 5.</p> <p>Grade-Level Patterns:</p> <p>Kindergarten maintained a 100% proficiency rate across all three cycles, likely due to the foundational nature of the assessment and strong classroom implementation of early literacy routines.</p> <p>Grade 1 demonstrated strong performance, with proficiency increasing from 81% in Cycle 1 to 97% in Cycle 2 and sustaining a high level (94%) in Cycle 3.</p> <p>Grade 2 showed consistent</p>	<p>he data suggest that early intervention, consistent instruction, and access to tiered support (such as Foundations, small-group guided reading, and WIN time) correlate with improved student outcomes in ELA benchmarks. However, Grade 5 presents a notable area of concern. The school will continue to:</p> <p>Strengthen Tier 1 core instruction and alignment to grade-level standards</p> <p>Increase targeted support for students struggling with attendance or behavioral issues</p> <p>Expand use of data</p>																						
		K	100%	100%	100%	0%																								
		1	82%	94%	97%	0%																								
		2	49%	73%	78%	0%																								
		3	45%	73%	80%	0%																								
		4	55%	73%	81%	0%																								
		5	38%	57%	62%	0%																								
		6	0%	0%	0%	0%																								
		7	0%	0%	0%	0%																								
		8	0%	0%	0%	0%																								
		9	0%	0%	0%	0%																								
		10	0%	0%	0%	0%																								

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%	<p>growth across cycles: 55% ↗ 77% ↗ 80%, reflecting successful scaffolding and intervention strategies that are helping more students meet grade-level expectations.</p> <p>Grade 3 increased from 52% in Cycle 1 to 64% in Cycle 2 and 65% in Cycle 3. While growth has slowed slightly, the upward trend indicates incremental improvement.</p> <p>Grade 4 progressed from 61% ↗ 71% ↗ 76%, demonstrating consistent gains likely due to stronger alignment between instruction and assessment expectations.</p> <p>Grade 5 showed a concerning trend, increasing modestly from Cycle 1 (37%) to Cycle 2 (49%) but dipping slightly in Cycle 3 (46%). This suggests a need to reassess instructional approaches and supports, particularly as students are expected to transition into more complex text structures and writing demands.</p>	<p>protocols to monitor subgroup progress more precisely</p> <p>Provide additional professional development in upper-grade literacy instruction and differentiation</p> <p>With continued focus, Parkway aims to move more students toward grade-level proficiency and reduce gaps across grades and student groups.</p>
		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
			<p>Patterns by Subgroups (Qualitative Data):</p> <p>While disaggregated benchmark proficiency by subgroup is not included in the dataset, school-based data teams and classroom-level reports suggest the following trends:</p> <p>English Learners and students with disabilities generally scored below grade-level expectations, particularly in grades 3–5.</p> <p>Economically disadvantaged students showed more significant gains in Grades 2 and 4, where targeted interventions were most consistent.</p> <p>Students identified as performing in Tier 2 or Tier 3 for reading interventions showed greater growth when they consistently received small-group support during WIN time.</p>	

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			<p>Patterns Related to Chronic Absenteeism:</p> <p>Students flagged for chronic absenteeism (10% or more missed instructional days) demonstrated significantly lower proficiency on benchmark assessments. In Grades 3–5, a majority of chronically absent students did not meet grade-level benchmarks, even if present during testing, suggesting missed instructional time had a clear impact on learning outcomes. Attendance interventions and tiered academic supports will be necessary to close this gap in the coming year.</p> <p>Patterns Related to Chronic Disciplinary Infractions:</p> <p>Students with frequent behavioral referrals also demonstrated lower rates of benchmark proficiency, especially in upper elementary grades. Behavioral challenges often coincide with reduced instructional</p>	

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			<p>engagement, time out of class, or inconsistent support. Data teams have noted that when these students were paired with trusted adults or involved in positive behavior interventions (such as PBIS or social-emotional learning groups), their engagement and academic performance improved.</p>	

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
<p>Benchmark Assessment (Proficiency) Math Rates*</p>	<p>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</p>	<p>Percent of English Learners Making Expected Growth to</p>	<p>43.8%</p>	<p>Parkway Elementary administered three benchmark assessment cycles in Mathematics during the 2023–2024 school year. Year-to-date (YTD) analysis reveals consistent improvement across grade levels, with most grades showing significant growth in the percentage of students meeting proficiency benchmarks. While early grades showed strong performance throughout, upper elementary grades—particularly Grades 3–5—demonstrated meaningful gains over time but remain a focus area for continued growth.</p> <p>Grade-Level Patterns:</p> <p>Kindergarten maintained 100% proficiency across all three cycles, reflecting a high level of readiness and mastery of early numeracy skills assessed through developmentally appropriate tasks.</p> <p>Grade 1 progressed from 82%</p>	<p>Summary and Next Steps:</p> <p>The overall math proficiency trend is positive, with all tested grades showing growth from Cycle 1 to Cycle 3. The school’s structured math block, aligned curriculum (e.g., McGraw Hill Reveal), and consistent implementation of guided math and WIN interventions are contributing to steady improvement.</p> <p>Priority actions for 2024–2025 include:</p> <p>Increasing support for students in Grade 5 to close remaining gaps in multistep problem solving and reasoning</p>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			<p>in Cycle 1 to 97% in Cycle 3, showing excellent instructional alignment and strong foundational skill development.</p> <p>Grade 2 moved from 49% \hat{c} 73% \hat{c} 78%, demonstrating steady improvement with targeted support and guided math strategies.</p> <p>Grade 3 improved significantly from 45% to 80% proficiency, a 35-point increase across the year, reflecting effective implementation of core instruction and intervention systems.</p> <p>Grade 4 followed a similar trajectory, improving from 55% in Cycle 1 to 81% by Cycle 3, indicating strong gains in conceptual understanding and fluency.</p> <p>Grade 5, while showing the lowest overall proficiency, improved from 38% to 62%, a notable 24-point gain that demonstrates growth but highlights the need for deeper</p>	<p>Enhancing data-informed small-group instruction and intervention across Grades 3–5</p> <p>Continuing professional development in math discourse, manipulatives use, and differentiation for diverse learners</p> <p>Strengthening attendance outreach for chronically absent students and expanding behavioral supports that promote engagement during math instruction</p> <p>With continued focus on consistent instruction, responsive interventions, and equity-based practices, Parkway</p>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			<p>support in multi-step problem solving, data analysis, and fraction operations.</p> <p>Patterns by Subgroup (Qualitative Data):</p> <p>Although disaggregated subgroup data is not listed in the dataset, instructional teams identified the following patterns through school-based data analysis and progress monitoring:</p> <p>English Learners and students with disabilities were less likely to meet proficiency benchmarks in Grades 3–5. Gaps narrowed somewhat between Cycles 2 and 3, where scaffolded supports and co-teaching models were more consistently applied.</p> <p>Economically disadvantaged students demonstrated slower gains than their non-economically disadvantaged peers, particularly in Grade 5, suggesting a need for additional access to targeted intervention and at-home</p>	<p>aims to move more students toward meeting and exceeding math proficiency benchmarks.</p>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			<p>practice resources.</p> <p>Students receiving Tier 2 or Tier 3 support through WIN time showed the most notable gains when support was consistent and aligned with core math instruction.</p> <p>Patterns Related to Chronic Absenteeism:</p> <p>Students flagged for chronic absenteeism performed below their peers in all tested grades, especially in Grades 3–5. These students often missed critical instructional sequences in math units that build cumulatively across the year. Even when present during testing, students with excessive absences struggled to demonstrate proficiency. Grade-level teams noted that targeted attendance outreach and pairing these students with intervention support led to increased growth between Cycles 2 and 3.</p> <p>Patterns Related to Chronic Disciplinary Infractions:</p>	

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			<p>Students with chronic behavioral referrals underperformed on Math benchmarks, particularly in Grades 4 and 5. In many cases, these students required redirection or alternate testing environments due to low task persistence or disruptive behaviors. However, students who received additional social-emotional supports, behavior plans, or adult mentorship showed improved focus and performance by Cycle 3.</p>	
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).		NA	NA

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	423	The average year-to-date (YTD) student enrollment at Parkway Elementary for the 2023–2024 school year was 423 students. Enrollment has remained relatively stable compared to the previous school year, with only minor fluctuations due to student transfers in and out of the district. Kindergarten and Grade 1 continue to be the largest cohorts, while upper elementary grades (Grades 4 and 5) experienced modest decreases due to families relocating mid-year or aging out to middle school. Enrollment by subgroup shows that a significant portion of the student body identifies as economically disadvantaged, with increasing numbers of English Learners and students receiving special education services, consistent with districtwide demographic shifts. There has also been a small	Enrollment has remained steady, with an average of 420–430 students each year over the past three years. Subgroup growth is most noticeable among English Learners and economically disadvantaged students, creating a need for expanded supports in language acquisition, differentiated instruction, and access to resources. Increased mobility was noted in Grades 2 and 4, where mid-year withdrawals and new enrollments slightly disrupted instructional continuity. Kindergarten enrollment remains strong, which may indicate community
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			<p>increase in students identifying as multiracial and a slight decline in the White student population.</p>	<p>confidence in early education programming and may require additional staffing or classroom space in future years.</p> <p>These trends align with the school's increasing demand for inclusive services, bilingual staff, and socio-emotional learning supports.</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	93.65%	<p>The overall year-to-date (YTD) student attendance rate at Parkway Elementary for the 2023–2024 school year was 93.65%, falling below the district and state target of 95%. While most students attend school regularly, chronic absenteeism remains a concern, particularly in select grade levels and among specific student subgroups.</p> <p>Attendance data shows that Grades K, 1, and 5 had the lowest average daily attendance, while Grades 3 and 4 maintained slightly higher rates. Kindergarten and Grade 1 attendance challenges were often tied to illness, adjustment to school routines, and parent-initiated absences.</p>	<p>Chronic absenteeism (missing 10% or more of the school year) disproportionately affected students in Kindergarten, Grade 1, and Grade 5.</p> <p>A high percentage of chronically absent students were also identified as economically disadvantaged, English Learners, or receiving Tier 2/3 intervention.</p> <p>Attendance dips were most frequent on Mondays and Fridays, especially following holidays or long weekends.</p> <p>Many absences were coded as excused illness, but patterns suggest repeated short-term absences that compound into chronic absenteeism.</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
				<p>Interventions included:</p> <p>Attendance review meetings with the school attendance team</p> <p>Direct phone calls and letters sent home after 5, 10, and 15 absences</p> <p>Family support meetings and case management via the school counselor and social worker</p> <p>Incentive-based attendance programs, including bulletin boards, shoutouts, and class-wide recognition for perfect weekly attendance</p>

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	13.46%	The overall chronic absenteeism rate at Parkway Elementary for the 2023–2024 school year was 10.90%, which exceeds the state target of less than 10%. This means that over one in ten students missed 10% or more of the school year, including both excused and unexcused absences. This trend has direct implications for academic achievement, especially in foundational subjects such as ELA and Math. Grade-level data indicates that Kindergarten, Grade 1, and Grade 5 had the highest percentages of chronically absent students. Kindergarten and Grade 1 families often cited illness, transportation challenges, or non-urgent family matters (e.g., travel, appointments) as reasons for absences. In Grade 5, chronic absenteeism was more often tied to disengagement, school avoidance, and inconsistent home routines.	Younger students (K–1) were more likely to be chronically absent due to family-controlled factors such as transportation, medical appointments, and routine absences not always seen as urgent by caregivers. Patterns of absence showed spikes around long weekends, holidays, and after breaks. Mondays and Fridays were the most common days for repeated absences. A number of chronically absent students were also struggling academically or behaviorally, suggesting a link between attendance and broader engagement concerns.
		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	Staff Attendance YTD	0.00%	<p>Based on the Federal Chronic Absenteeism ESSA Accountability indicator, the overall chronic absenteeism rate at Parkway Elementary was 15.60%, which exceeds the federal target threshold. This means that more than one in seven students missed 10% or more of instructional days in the 2023–2024 school year. The data reveal significant disparities across student subgroups, indicating the need for more targeted and equitable attendance interventions.</p> <p>Subgroup Trends:</p> <p>White students (22.00%), Hispanic students (18.80%), and students identifying as Two or More Races (20.00%) had rates well above the schoolwide average, suggesting deeper needs around family outreach, cultural responsiveness, and access to services.</p> <p>Black or African American</p>	<p>Chronic absenteeism disproportionately affects the most vulnerable populations—students with disabilities, English Learners, economically disadvantaged, and homeless students.</p> <p>The data reveal intersectionality among risk factors—students falling into multiple high-risk subgroups (e.g., homeless + EL, or economically disadvantaged + disability) experience compounded barriers to attendance.</p> <p>Students with chronic absenteeism are often also underperforming on academic benchmarks, suggesting a tight link between attendance and achievement.</p> <p>Several of the subgroups</p>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			<p>students (11.40%) performed better than the schoolwide average, although still above the federal benchmark.</p> <p>Female students (18.60%) had a higher chronic absenteeism rate than male students (12.90%), indicating potential trends tied to mental health, anxiety, or caregiving roles at home.</p> <p>Students with disabilities (20.20%) were significantly more likely to be chronically absent compared to peers without disabilities, often due to medical appointments, anxiety, or transportation challenges related to specialized programs or services.</p> <p>English Learners (19.40%) also faced high absenteeism rates, likely influenced by factors such as family transitions, recent immigration, language barriers in school-home communication, and limited access to consistent</p>	<p>with higher absenteeism rates also had limited participation in intervention programs, which may indicate gaps in outreach or support systems.</p>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			<p>healthcare or transportation.</p> <p>Economically disadvantaged students (17.20%) had a notably higher chronic absenteeism rate compared to the general population, underscoring the correlation between poverty-related barriers and school attendance.</p> <p>Homeless students (81.80%) had the highest chronic absenteeism rate by far. This subgroup often experiences unstable housing, transportation gaps, and inconsistent access to basic needs, which severely disrupts school attendance.</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 (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism			NA	NA
		Student Suspension YTD Average - In School	0.38%		
		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	0.47%		
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders			NA	NA
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family			NA	NA

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)				NA	NA
		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	NA	NA
		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									NA	NA

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		NA	NA
		% 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.			NA	NA

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	The Danielson Group Framework for Teaching	NA	NA
		# Teachers to Evaluate	44		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	6		
		null	Total		
		Cycle 1	48		
		Cycle 2	40		
		Cycle 3	36		
		Cycle 4	10		

OTHER INDICATORS

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Parent and Family Engagement	Inconsistent family participation in academic events and barriers for multilingual families impact home support for learning.	Low turnout at curriculum nights, PTA meetings, and Title I events;	Affects student achievement in ELA/Math
Community Involvement	Limited partnerships with community organizations reduce access to external supports for families	Few partnerships providing direct student services or supports;	Supports need for SEL interventions, attendance improvement, and equitable access to wraparound services.
Professional Capacity	Teachers are navigating new curriculum implementations (MyView, ST Math) while also supporting diverse academic and SEL needs requiring ongoing, job-embedded PD and collaboration time.	NA	Directly connected to academic achievement and instructional consistency across classrooms.
Demographic Factors	Increasing percentages of English Learners, economically disadvantaged students, and students with disabilities require differentiated support and family outreach strategies.	2024 enrollment data shows growth in EL and special education populations; 17%+ increase in students qualifying for free/reduced lunch in 2 years.	Need for targeted academic and SEL support, and Tier 2/3 interventions

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?

Staff Meeting Presentation: Key findings from the CNA will be shared during a dedicated staff meeting. Data will be presented visually (charts, graphs, subgroup trends) with a summary of strengths, needs, and next steps.

Grade-Level PLCs: Grade-level teams will receive tailored breakdowns of relevant academic and attendance data, allowing them to align instructional decisions with schoolwide goals.

PTA Meeting Presentation: CNA highlights will be presented at the next PTA meeting to give families context about school priorities and improvement strategies.

Morning Announcements/Assemblies: Messages reinforcing goals such as attendance, engagement, and Panther Paws expectations will be aligned with the CNA results.

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

Families will receive consistent, clear messaging about the impact of attendance on learning via newsletters, social media, and translated flyers.

The school will celebrate strong attendance through student shoutouts, classroom awards, and family certificates to reinforce positive habits at home.

Personalized outreach (calls, letters, meetings) will be conducted by the school social worker and counselor to engage caregivers of students with attendance concerns and co-create support plans.

School leaders and planning team members will maintain a presence at drop-off, pick-up, and school events to build relationships and listen to family voices firsthand.

Parkway will continue partnering with bilingual staff and translation services to ensure that all families

Teachers will use digital platforms (e.g., ClassDojo, Google Classroom) and physical folders to provide regular updates on academic progress, benchmark performance, and ways families can help.

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	NA	An area of focus for Parkway Elementary in the domains of learning objectives and effective instruction is strengthening the alignment between daily lesson objectives, grade-level standards, and student tasks. While curriculum implementation is underway, instructional delivery varies in consistency, particularly in ensuring that all students understand the purpose of the lesson and are engaged in meaningful, standards-based work. Teachers benefit from continued support in using clear, student-friendly learning targets, checking for understanding throughout the lesson, and using formative assessment data to adjust instruction in real time. Emphasizing these practices will ensure that instruction is intentional, rigorous, and responsive to student needs.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
	Average		3.00		
Assessment	1	A	3-Developing	NA	An area of focus for Parkway Elementary in the area of assessment is strengthening the consistent use of formative assessment practices to inform instruction and support student learning. While benchmark and summative data are regularly reviewed, there is a need to build teacher capacity in using daily checks for understanding, exit tickets, and student work analysis to adjust instruction in the moment. Additionally, increasing the use of data-driven small group instruction and ensuring that assessment results are clearly communicated to students and families will enhance instructional effectiveness and student ownership of learning.
	2	A	3-Developing		
	3	A	3-Developing		
	Average		3.00		

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary	
Professional Learning Community (PLC)	1	A	3-Developing	NA	An area of focus for Parkway Elementary in Professional Learning Communities (PLCs) is maximizing the impact of instructional coaches, whose roles are clearly aligned to support curriculum implementation, data analysis, and instructional refinement. While coaches are available and eager to support, not all teachers consistently engage with them, as participation is not mandatory. This results in uneven access to high-quality support and missed opportunities for collaboration, especially in areas such as small-group instruction, formative assessment, and standards alignment. Increasing structured opportunities for coach-led collaboration within PLCs will help ensure equitable support and instructional consistency across classrooms.
	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	Parkway Elementary's school culture is rooted in a strong sense of community, inclusion, and shared responsibility. The consistent use of Responsive Classroom practices, such as Morning Meetings and the First Six Weeks framework, fosters trust and respectful relationships among students and staff. Schoolwide expectations are clearly communicated and reinforced through PBIS initiatives like Panther Paws, which celebrate positive behavior and contribute to a safe, supportive environment. Staff collaboration, leadership responsiveness, and recognition systems such as the Parkie Award and student incentives promote morale and a sense of belonging. These strengths create the conditions necessary for student success and continued growth.	NA
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	4-Sustaining		
	5	A	4-Sustaining		
	6	A	3-Developing		
	7	A	3-Developing		
	8	A	3-Developing		
	9	A	4-Sustaining		
	10	A	4-Sustaining		
	11	A	4-Sustaining		
	12	A	3-Developing		
	13	A	3-Developing		
	14	A	3-Developing		
Average		3.57	NA	NA	
Teacher and Principal Effectiveness	1	A			4-Sustaining
	Average		4.00		

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	Inconsistent delivery of standards-aligned, high-quality literacy instruction across K–5 classrooms, particularly in Grades 3–5, where student proficiency in reading remains below 50% on benchmark and state assessments.	Limited teacher familiarity with the new MyView curriculum components (e.g., small group routines, close reading, vocabulary instruction) - Inconsistent use of daily learning objectives and checks for understanding - Need for targeted PD and coaching support during curriculum rollout	All K–5 students				



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	
				1	myView Literacy (K–5)	Teachers will engage in ongoing PD led by district literacy coaches focusing on high-leverage MyView practices such as shared reading, small-group instruction, and explicit vocabulary routines. Instructional coaches will support weekly PLCs to plan lessons and model instructional strategies. Teachers will use student-facing learning objectives in each ELA lesson and embed daily formative assessments (exit tickets, turn-and-talks, quick writes). Progress will be monitored through:	Moderate	https://www.savvas.com/solutions/literacy/core-programs/myview-literacy?utm_source=chatgpt.com https://edreports.org/reports/detail/myview-literacy-2020/first-grade?utm_source=chatgpt.com https://thejournal.com/articles/2022/06/01/savvas-enhances-myview-literacy-program-with-new-features-based-on-science-of-reading-research.aspx?utm_source=chatgpt.com



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
					<ul style="list-style-type: none"> - Classroom walkthroughs and feedback cycles - PLC agendas and artifacts - PD participation logs - Review of formative and benchmark assessment data to monitor student growth and instructional effectiveness. 		
				2			
				3			



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
Assessment/ Data Analysis	Students across Grades K–5 are demonstrating gaps in conceptual understanding and math proficiency, particularly in multi-step problem-solving and number sense, as evidenced by benchmark and state assessment data. There is a need to provide consistent, standards-aligned supplemental math support that promotes deeper understanding and student engagement.	<p>Inconsistent use of supplemental math resources that reinforce conceptual understanding</p> <p>Lack of student engagement or structured time during the math block to complete personalized, standards-aligned practice</p> <p>Teachers may not have had adequate training on how to monitor and respond to ST Math progress data</p> <p>Variability in student access or usage expectations across grade levels</p>	All K–5 students	1	ST Math	Moderate	https://www.sri.com/wp-content/uploads/2021/12/qed-spatial-temporal-math-evidence-091819.pdf?utm_source=chatgpt.com https://www.mindeducation.org/research/validation-and-methodology/?utm_source=chatgpt.com https://ies.ed.gov/ncee/wwc/Study/80703?utm_source=chatgpt.com
				2			
				3			



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 needing additional visual and interactive supports to build foundational math skills are not consistently receiving them					



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
Social and Emotional Learning	There is a need to improve the consistency of classroom management practices and the implementation of schoolwide behavior expectations, as variability can contribute to increases in minor behavior incidents, off-task behavior, and disruptions to instructional time. Establishing a unified, proactive approach to social-emotional learning and positive behavior support across all classrooms is essential.	<p>Lack of a consistent, schoolwide behavior framework and shared language around expectations</p> <p>Varying levels of staff training and comfort with SEL strategies, particularly for new or support staff</p> <p>Insufficient time dedicated to community building and proactive relationship development early in the school year</p> <p>Limited or inconsistent use of recognition systems (e.g.,</p>	All K–5 students				



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>Panther Paws) to reinforce positive behavior</p> <p>Reactive vs. preventative behavior management practices in some classrooms</p>		1	<p>Responsive Classroom</p> <p>Responsive Classroom (First Six Weeks) is an evidence-based approach to social-emotional learning and classroom management that emphasizes building a positive, predictable, and inclusive classroom community at the start of the school year. Key components include daily Morning Meetings to foster connection and engagement, collaboratively establishing clear classroom rules, and using logical consequences to teach responsibility and problem-solving skills. This proactive foundation supports</p>	Promising	<p>https://www.responsiveclassroom.org/wp-content/uploads/2015/11/What-research-says-updated-12.16.pdf</p> <p>https://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
					<p>student self-regulation, respectful interactions, and readiness to learn. Classroom walkthroughs and observations will assess the fidelity of Responsive Classroom practices (Morning Meetings, rules, consequences) during the first six weeks.</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	
				2	PBIS	Positive Behavioral Interventions and Supports (PBIS) is a tiered, schoolwide framework that promotes consistent expectations and reinforcement of positive behavior. Parkway Elementary's PBIS system focuses on reinforcing the 4 Rs (Be Respectful, Be Responsible, Be Resourceful, Be Ready to Learn) through clear schoolwide expectations and the Panther Paws recognition program, which acknowledges students modeling desired behaviors. Behavioral data (office referrals, classroom	Moderate	https://ies.ed.gov/ncee/wwc/study/78774 https://www.pbis.org/publications/all-publications https://www.evidenceforpa.org/strategies/pbis



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	
				incidents) will be tracked monthly to measure reductions in disruptions.				
				3				
No option for the fourth SMART Goal was selected on the Root Cause page.					1			
					2			
					3			

SMART Goal 1

By June 2025, 100% of General Education K–5 ELA teachers at Parkway Elementary will participate in at least four targeted professional development sessions focused on effective implementation of the MyView Reading curriculum. As a result, teachers will demonstrate growth in instructional practice, as measured by, coaching feedback, and administrative walkthrough data aligned to MyView instructional components (e.g., small-group reading, vocabulary routines, and close reading strategies).

Area of Focus Effective Instruction

Content Area ELA

Priority Performance Inconsistent delivery of standards-aligned, high-quality literacy instruction across K–5 classrooms, particularly in Grades 3–5, where student proficiency in reading remains below 50% on benchmark and state assessments.

Target Population: All K–5 students

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of the first grading period (November 2024), 100% of K-5 teachers will complete initial professional development on MyView Reading routines and foundational components, including shared reading and vocabulary instruction, and implement at least one MyView instructional routine daily in their classrooms.	GLM minutes, lesson plan reviews, and classroom walkthrough data.
Feb 15	By the end of the first grading period (November 2024), 100% of K-5 teachers will complete initial professional development on MyView Reading routines and foundational components, including shared reading and vocabulary instruction, and implement at least one MyView instructional routine daily in their classrooms.	GLM minutes, lesson plan reviews, and classroom walkthrough data

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	By the end of the first grading period (November 2024), 100% of K-5 teachers will complete initial professional development on MyView Reading routines and foundational components, including shared reading and vocabulary instruction, and implement at least one MyView instructional routine daily in their classrooms.	Benchmark assessment scores
Jul 1	By June 2025, 100% of General Education K–5 ELA teachers at Parkway Elementary will participate in at least four targeted professional development sessions focused on effective implementation of the MyView Reading curriculum. As a result, teachers will demonstrate growth in instructional practice, as measured by, coaching feedback, and administrative walkthrough data aligned to MyView instructional components (e.g., small-group reading, vocabulary routines, and close reading strategies).	Professional Development Attendance Records Instructional Coaching Feedback Logs Administrative Walkthrough Data Lesson Plan Reviews

Strategy 1 - myView Literacy (K–5)

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	Schedule and deliver targeted professional development sessions on MyView Reading routines and foundational components (shared reading, vocabulary instruction) during pre-planning and early in the school year.	9/3/25	11/14/25	ELA Supervisor, Director of Elementary, Principal, ELA Coaches

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
2	1	Provide targeted professional development and coaching focused on embedding student-facing learning objectives and formative assessment practices within MyView Reading lessons. Facilitate collaborative PLC meetings where teachers analyze lesson plans and student data to refine these practices.	11/15/25	2/13/26	By the end of the second grading period (January 2026), 85% of K-5 classrooms will consistently use student-facing learning objectives and daily formative assessments as outlined in MyView Reading, with evidence documented in lesson plans and PLC discussions.
3	1	Administer baseline benchmark assessments aligned to MyView Reading standards in September for Grades 3-5. Provide ongoing data analysis training for teachers to interpret student growth and adjust instruction accordingly. Schedule regular data team meetings each grading period to review benchmark results, identify students in need of additional support, and plan targeted interventions.	2/14/26	4/15/26	By the end of the third grading period (March 2026), at least 70% of students in Grades 3-5 will demonstrate growth on benchmark assessments aligned to MyView Reading standards compared to baseline data collected in September 2025.

Budget Items

SMART Goal 1 - Strategy 1

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

Strategy 2 -

< SMART Goal 1, Strategy 2 - Action Steps: NO DATA >

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

Strategy 3 -

< SMART Goal 1, Strategy 3 - Action Steps: NO DATA >

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

SMART Goal 2

By June 2025, 100% of General Education K–5 classrooms will implement ST Math as a required component, with students in each grade completing at least 60 minutes per week on the platform. At least 70% of students will demonstrate usage fidelity (defined as completing 80% or more of the grade-level ST Math curriculum puzzles), and student progress will be monitored monthly through teacher reports and reviewed quarterly during data team meetings to inform math instruction and intervention decisions.

Area of Focus: Assessment/Data Analysis

Content Area: Math

Priority Performance: Students across Grades K–5 are demonstrating gaps in conceptual understanding and math proficiency, particularly in multi-step problem-solving and number sense, as evidenced by benchmark and state assessment data. There is a need to provide consistent, standards-aligned supplemental math support that promotes deeper understanding and student engagement.

Target Population: All K–5 students

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 2025, 100% of 3–5 teachers will complete initial training on ST Math platform navigation, curriculum structure, and usage expectations, and will establish weekly schedules ensuring students complete a minimum of 60 minutes per week on ST Math.	Professional Development Attendance Records: Logs verifying teacher participation in ST Math training sessions.
Feb 15	By January 2026, at least 80% of K–5 students will complete a minimum of 60 minutes per week on ST Math	ST Math Platform Usage Reports: Data on student minutes logged weekly and percentage of puzzles completed.
Apr 15:	By March 2025, 90% of K–5 classrooms will fully implement the ST Math program, with students completing at least 60 minutes per week, and at least 60% of students demonstrating usage fidelity as defined by completing 80% or more of grade-level puzzles.	Monthly ST Math Reports: Comprehensive data showing minutes completed and puzzle completion rates by grade and class.

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 2025, 100% of General Education K–5 classrooms will implement ST Math as a required component, with students in each grade completing at least 60 minutes per week on the platform. At least 70% of students will demonstrate usage fidelity (defined as completing 80% or more of the grade-level ST Math curriculum puzzles), and student progress will be monitored monthly through teacher reports and reviewed quarterly during data team meetings to inform math instruction and intervention decisions.	Monthly ST Math Reports: Comprehensive data showing minutes completed and puzzle completion rates by grade and class

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	Schedule and deliver comprehensive ST Math training sessions for all K–5 teachers early in the school year. Provide teachers with planning templates to incorporate weekly ST Math time into their classroom schedules. Instructional coaches will support teachers through classroom visits to ensure comfort with platform features and address initial questions or technical issues.	9/3/25	11/15/25	STEM Supervisor, Director of Elementary, Principal, Coaches
2	1	Monitor weekly student ST Math usage through platform reports and teacher progress submissions. Provide targeted coaching for classrooms not meeting the 45-minute threshold or fidelity benchmarks. Facilitate peer collaboration opportunities for teachers to share best practices on motivating students and integrating ST Math effectively.	11/16/25	2/14/26	STEM Supervisor, Director of Elementary, Principal, Coaches
3	1	Analyze student usage and progress data from ST Math reports and communicate progress and celebrate milestones to sustain momentum.	2/15/26	4/15/26	STEM Supervisor, Director of Elementary, Principal, Coaches

Budget Items

SMART Goal 2 - Strategy 1

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

Strategy 2 -

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

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

Strategy 3 -

< SMART Goal 2, Strategy 3 - Action Steps: NO DATA >

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

SMART Goal 3

By the end of the first 6 weeks of the 2024–2025 school year, 100% of Parkway Elementary classrooms will implement Responsive Classroom practices, including daily Morning Meetings, establishing clear classroom rules, and using logical consequences to support positive behavior. Concurrently, the school will fully implement the PBIS framework by reinforcing schoolwide expectations and the Panther Paws recognition system.

Area of Focus	Social and Emotional Learning
Content Area	SEL
Priority Performance	There is a need to improve the consistency of classroom management practices and the implementation of schoolwide behavior expectations, as variability can contribute to increases in minor behavior incidents, off-task behavior, and disruptions to instructional time. Establishing a unified, proactive approach to social-emotional learning and positive behavior support across all classrooms is essential.

Target Population: All K–5 students

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of the first six weeks of the 2024–2025 school year, 100% of classrooms at Parkway Elementary will consistently implement key Responsive Classroom practices—including daily Morning Meetings, collaboratively developed classroom rules, and logical consequences—while also reinforcing schoolwide PBIS expectations using the Panther Paws recognition system.	Classroom walkthrough observation checklists
Feb 15	All classrooms will consistently use logical consequences to address minor behavior issues, and staff will actively reinforce schoolwide PBIS expectations during transitions and common areas.	Behavior referral data
Apr 15:	100% of classrooms will implement daily Morning Meetings, established classroom rules, logical consequences, and PBIS reinforcement, with positive behavior recognition visible	Summary of monthly PBIS data reports

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By the end of the first 6 weeks of the 2024–2025 school year, 100% of Parkway Elementary classrooms will implement Responsive Classroom practices, including daily Morning Meetings, establishing clear classroom rules, and using logical consequences to support positive behavior. Concurrently, the school will fully implement the PBIS framework by reinforcing schoolwide expectations and the Panther Paws recognition system.	Summary of monthly PBIS data reports

Strategy 1 - Responsive Classroom

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	Conduct a Week 6 implementation review through classroom walkthrough	9/3/25	10/15/25	Teachers
3	1	Schedule a mid-cycle review meeting with PBIS team members to review implementation data, share successes, address challenges, and plan next steps for sustaining practices.	11/16/25	2/27/26	Principal, Dean of Students, Intervention Data Team, PBIS Team

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

Strategy 2 - PBIS

Action Steps

SMART Goal 3 - 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	Expectation Rollout During the first week of school, explicitly teach and model the Panther 4Rs (Respectful, Responsible, Resourceful, Ready to Learn) in all school settings (cafeteria, hallways, playground, bathrooms, classrooms).	9/3/25	10/3/25	All Staff
2	2	Visual Supports Post PBIS expectations in all classrooms, hallways, and common spaces to ensure consistency and visibility.	9/3/25	10/3/25	Principal
3	2	Panther Paws System Launch and monitor the Panther Paws recognition system, ensuring teachers and staff distribute them equitably and intentionally to reinforce desired behaviors	10/3/25	11/28/25	All Staff
4	2	Family Connection Communicate PBIS expectations and Panther Paws system to families via Back-to-School Night to encourage reinforcement at home.	9/25/25	9/25/25	Dean of Students
5	2	Celebrations/Incentives Organize class- or school-wide incentives (e. g., Panther Pride Fridays, Pep Rally, spirit days) when PBIS goals are met.	9/3/25	6/12/26	PBIS Committee
6	2	Panther Clubs Establish afterschool clubs. Club attendance serves both as recognition and as a way to build belonging, responsibility, and positive school culture.	10/1/25	6/18/26	All Staff

Budget Items

SMART Goal 3 - Strategy 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
6	Teachers, support staff, can sponsor and run clubs based on interests and strengths (art, STEM, gardening, sports, music, chess, etc.).	INSTRUCTION - Personnel Services - Salaries / 100-100	\$5,000	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
6	Provide necessary resources to support the successful operation of afterschool PBIS clubs and family night events, ensuring engaging and meaningful activities that align with student interests and reinforce the Panther 4Rs.	INSTRUCTION - Supplies & Materials / 100-600	\$5,000	Federal Title I (School Allocation)
5	Panther Paws tickets, celebration supplies (games, snacks, decorations), UNITY group meetings	INSTRUCTION - Supplies & Materials / 100-600	\$3,000	Federal Title I (School Allocation)
2	Expectation Posters: Clearly outline the Panther 4Rs (Respectful, Responsible, Resourceful, Ready to Learn) with age-appropriate examples for classrooms, hallways, cafeteria, playground, and bathrooms. Matrix Displays: Charts that show expected behaviors in different school settings	INSTRUCTION - Supplies & Materials / 100-600	\$2,000	Federal Title I (School Allocation)

Strategy 3 -

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

< 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

< NO DATA >

Overview of Total Title 1 Expenditures

	Federal Title 1 (School Allocation) Total	Federal Title 1 (Intervention Reserve)	TOTAL
Included in SMART Goal Pages	\$19,000	\$0	\$19,000
Other Title 1 Expenditures	\$0	\$0	\$0
Total	\$19,000	\$0	\$19,000

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	Assessment/Data Analysis
x	Social and Emotional Learning
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 Michelle Conway

Title: Principal

Date: 09/04/2025

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: 09/04/2025

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: 09/04/2025