Lincoln Community School #5

District: BAYONNE CITY
County: HUDSON
Team: NA

School Identification: NA
Targeted Subgroup
CDS: 170220070

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
Principal	Carolyn Malanowski	Yes	Yes	Yes		
Assistant Principal	Heather Zalis	Yes	Yes	Yes		
Administrative Assistant	Alisa Novembrino	Yes	Yes	Yes		
Data Team/Teacher	Amy Hunter	Yes	Yes	Yes		
Data Team/Teacher	Priya Jhaveri	Yes	Yes	Yes		
Parent/Guardian	Meriam Hanna	Yes	Yes	Yes		
Community Member	Jacqueline Weimmer	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Technology Coordinator	Angela Fearon	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
05/14/2025	Prior Year Evaluation	Yes	Yes
05/14/2025	Smart Goal Development	Yes	Yes
05/14/2025	Priority Performance Needs and Root Cause Analysis	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

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
Conducting a schoolwide comprehensive training session on i-Ready for all LCS teachers by December 31st.	ELA	Grade 4 ELA	No	Yes	Yes	A schoolwide i-Ready training was already conducted in 2024, providing all staff with foundational knowledge and hands-on practice with the platformÃ¢Â¿Â¿s diagnostic tools, instructional features, and data analysis components. As a result, staff are now equipped with the necessary skills to implement i-Ready with fidelity. Rather than repeating the same training, 2025 efforts will focus on targeted support, such as: Refresher sessions for new staff or those needing additional help Deeper professional development on data-driven instruction using i-Ready reports Grade- or department-specific sessions aligned to student needs This approach avoids redundancy, respects staff time, and promotes	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
						more effective, differentiated professional learning based on existing experience and needs.	
Ensuring that 90% of students consistently use i-Ready for at least 60 minutes per week.	ELA	Grade 4 ELA	No	Yes	Yes	100% of students will need to consistently use iReady per week due to district requirements. Additionally the time will be changed from 60 minutes, to 40 minutes as per district guidelines. (October thru February due to NJSLA testing)	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
Utilizing i-Ready diagnostic data to create personalized learning plans for 100% of students, aiming for a 15% improvement in diagnostic scores by the end of the school year.	ELA	Grade 4 ELA	Yes	Yes	Yes	We will continue using i-Ready Personalized Learning Paths because they provide targeted, data-driven instruction tailored to each studentÃ¢ Â¿Â¿s specific skill level. After students complete the i-Ready diagnostic, the platform automatically assigns lessons that address their individual strengths and areas for growth, ensuring students receive support that is both relevant and appropriately challenging. Research and classroom results have shown that: Personalized paths help close learning gaps by meeting students where they are Students show increased engagement and ownership over their learning Teachers can use i-Ready data to guide small-group instruction and monitor progress	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
						Continuing with personalized learning paths ensures that all students, especially those performing below or above grade level, receive consistent, differentiated instruction that supports growth throughout the year. Using i-Ready Diagnostic data to create personalized learning plans for 100% of 4th grade students resulted in significant growth. Proficiency rose from 34% in Window 1 to 65% in Window 3â¿¿a 31-point increase that more than doubles the original 15% improvement goal. These measurable outcomes strongly support continuing this targeted approach.	
Develop a comprehensive plan outlining the process for administering the SEL Survey, including timelines, communication strategies, and logistical considerations.	Climate / Culture	Grade K-8	Yes	Yes	Yes	SEL Survey was given in a timely matter and completed by the entire school	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
Assign roles and responsibilities to staff members for survey administration tasks such as distributing survey links, monitoring participation rates, and providing support to stakeholders.	Climate / culture	Grade K-8	Yes	Yes	Yes	SEL Survey had a 100% completion rate	Yes
Use assessment tools to measure students SEL competencies and emotional regulation progress.	Climate / Culture	Grade K-8	Yes	Yes	Yes	SEL lessons have been documented in lesson plans and standards have been met	Yes

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Conducting a schoolwide comprehensive training session on i-Ready for all LCS teachers by December 31st.	Math	Grade 6 Math	No	Yes	Yes	A schoolwide i-Ready training was already conducted in 2024, providing all staff with foundational knowledge and hands-on practice with the platformâ¿¿s diagnostic tools, instructional features, and data analysis components. As a result, staff are now equipped with the necessary skills to implement i-Ready with fidelity. Rather than repeating the same training, 2025 efforts will focus on targeted support, such as: Refresher sessions for new staff or those needing additional help Deeper professional development on data-driven instruction using i-Ready reports Grade- or department-specific sessions aligned to student needs This approach avoids redundancy, respects staff time, and promotes	Yes

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Ensuring that 90% of students consistently use i-Ready for at least 60 minutes per week.	Math	Grade 6 Math	No	Yes	Yes	100% of students will need to consistently use iReady per week due to district requirements. Additionally the time will be changed from 60 minutes, to 40 minutes as per district guidelines. (October thru February due to State Testing, NJSLA)	Yes

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						Continuing with personalized learning paths ensures that all students, especially those performing below or above grade level, receive consistent, differentiated instruction that supports growth throughout the year.	
Attendance Committee	Attendance	All students (total population of students at LCS)	Yes	Yes	Yes	Monthly attendance reports were gone over. Committee was able to find problem areas and form solutions.	Yes
Monthly Attendance Recognition	Attendance	All students (total population of students at LCS)	No	Yes	Yes	Overall monthly attendance recognition was not enough. For the upcoming 25/26 school year, specific grade levels will be targeted more individually. Having the same system for Kindergarten and 8th grade would not be relevant to both grades, therefore an adjustment will be made to have more of a focus on the upper grades since the students have more agency in their abilities to come to school.	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

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th colspan="6">Prepopulated Data (Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td rowspan="19">NJSLA Proficiency*</td><td rowspan="19">Consider comparing previous year's and current year's NJSLA results in the noted subject areas.
Link
to website with access to reports.</td><td>Student Group</td><td>ELA</td><td>Math</td><td>Alg1</td><td>Alg2</td><td>Geo</td><td rowspan="19">ELA: Comparing 2024 data
Grade 3: School wide scores are 52.3% proficient compared to state of 43.6% (2023 had 51% proficiency)
Grade 4: School wide scores are 61.1% proficient compared to state of 50.8% (2023 had 55% proficiency)
Grade 5: School wide scores are 52.3% proficient compared to state of the same 52.3% (2023 had 76% proficiency)
Grade 6: School wide scores are 75% proficient compared to state of 53.2% (2023 had 60% proficiency)
Grade 7: School wide scores are 53.9% proficient compared to state of 68% (2023 had 53% proficiency)
Grade 8: School wide scores are 57.9% proficient compared to state of 52.9% (2023 had 53% proficiency)

MATH: Comparing 2024 data
Grade 3: School wide scores are 61.4% proficient compared to state of 47.6% (2023 had 41% proficiency)
Grade 4: School wide scores</td><td rowspan="19">ELA Observations and Trends:

In English Language Arts, Grade 3 students demonstrated steady growth, with 52.3% scoring proficient in 2024, up from 51% in 2023. This performance also surpasses the 2024 state average of 43.6%, indicating consistent progress. Grade 4 saw a more notable improvement, rising from 55% proficiency in 2023 to 61.1% in 2024, again outperforming the state average of 50.8%.

Grade 5, however, experienced a significant decline. While 76% of students were proficient in 2023, that number</td></tr>
<tr><td>Schoolwide</td><td>60.1%</td><td>44.2%</td><td>*</td><td></td><td></td></tr>
<tr><td>White</td><td>72.4%</td><td>55.5%</td><td>*</td><td></td><td></td></tr>
<tr><td>Hispanic</td><td>45.5%</td><td>26.1%</td><td>*</td><td></td><td></td></tr>
<tr><td>Black or African American</td><td>44.7%</td><td>26.1%</td><td>*</td><td></td><td></td></tr>
<tr><td>Asian, Native Hawaiian, or Pacific Islander</td><td>81.8%</td><td>78.8%</td><td>*</td><td></td><td></td></tr>
<tr><td>American Indian or Alaska Native</td><td>*</td><td>*</td><td>*</td><td></td><td></td></tr>
<tr><td>Two or More Races</td><td>64.3%</td><td>50%</td><td>*</td><td></td><td></td></tr>
<tr><td>Female</td><td>65.2%</td><td>42.9%</td><td>*</td><td></td><td></td></tr>
<tr><td>Male</td><td>55.8%</td><td>45.3%</td><td>*</td><td></td><td></td></tr>
<tr><td>Economically Disadvantaged Students</td><td>50.7%</td><td>35.5%</td><td>*</td><td></td><td></td></tr>
<tr><td>Non-Economically Disadvantaged Students</td><td>70.3%</td><td>53.6%</td><td>*</td><td></td><td></td></tr>
<tr><td>Students with Disabilities</td><td>16.3%</td><td>*</td><td>*</td><td></td><td></td></tr>
<tr><td>Students without Disabilities</td><td>70.4%</td><td>52.3%</td><td>*</td><td></td><td></td></tr>
<tr><td>English Learners</td><td>37.8%</td><td>35.7%</td><td>*</td><td></td><td></td></tr>
<tr><td>Non-English Learners</td><td>63.3%</td><td>45.6%</td><td>*</td><td></td><td></td></tr>
<tr><td>Homeless Students</td><td>*</td><td>*</td><td>*</td><td></td><td></td></tr>
<tr><td>Students in Foster Care</td><td>*</td><td>*</td><td>*</td><td></td><td></td></tr>
</table>

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
Military-Connected Students	*	*	*		
Migrant Students	*	*	*		
Non-Binary / Undesignated Gender	*	*	*		

are 45.4% proficient compared to state of 45% (2023 had 58% proficiency)
Grade 5: School wide scores are 32.1% proficient compared to state of 40% (2023 had 36% proficiency)
Grade 6: School wide scores are 38.5% proficient compared to state of 36.2% (2023 had 39% proficiency)
Grade 7: School wide scores are 54% proficient compared to state of 37.5% (2023 had 25% proficiency)
Grade 8: School wide scores are 33.4% proficient compared to state of 19.4% (2023 had 23% proficiency)

dropped sharply to 52.3% in 2024, bringing the school's performance in line with the state average. This decline signals a critical area for further investigation. In contrast, Grade 6 showed impressive growth, with proficiency levels rising from 60% to 75%, significantly above the state's 53.2%.

Grade 7 remained relatively flat, with a minor increase from 53% in 2023 to 53.9% in 2024, but still lagged behind the state average of 68%. Lastly, Grade 8 showed a positive trend, increasing from 53% to 57.9% proficiency and

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				outperforming the state average of 52.9%. In summary, Grades 3, 4, 6, and 8 demonstrated strong performance and upward trends, while Grade 5 showed a concerning decline, and Grade 7 remained stagnant and below the state average. Math Observations and Trends: In Mathematics, Grade 3 students made remarkable gains in 2024, achieving 61.4% proficiency compared to 41% in 2023. This represents a 20-point increase and puts the school well ahead of the state average of 47.6%. On the other

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				hand, Grade 4 showed a decline, dropping from 58% proficiency in 2023 to 45.4% in 2024. While this matches the state average, the decrease highlights an area that may need closer attention. Grade 5 continues to be a persistent area of concern, with scores declining slightly from 36% in 2023 to 32.1% in 2024, well below the state average of 40%. Grade 6 remained stable, moving from 39% to 38.5%, slightly exceeding the state's 36.2% but showing minimal growth. A notable success was seen in Grade 7, where scores more than doubled from

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				25% proficiency in 2023 to 54% in 2024. This dramatic improvement also places the grade well above the state average of 37.5%. Grade 8 also made significant gains, rising from 23% to 33.4% and outperforming the state average of 19.4%. Overall, Grades 3, 7, and 8 demonstrated substantial growth and strong performance relative to the state. However, Grade 5 continues to underperform, and the decline in Grade 4 suggests a need for further instructional review. Grade 6, while slightly above the state average, shows limited growth and

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				may benefit from targeted intervention.

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data (Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr>
<td>Science*</td>
<td>NJSLA Science Homepage, https: /measinc-nj-science.com/</td>
<td>
NJSLA-S
<table>
<tr><th>Student Group</th><th>Grade 5</th><th>Grade 8</th><th>Grade 11</th></tr>
<tr><td>Schoolwide</td><td>34%</td><td>18%</td><td></td></tr>
<tr><td>White</td><td>27%</td><td>28%</td><td></td></tr>
<tr><td>Hispanic</td><td>35%</td><td></td><td></td></tr>
<tr><td>Black or African</td><td></td><td></td><td></td></tr>
<tr><td>Asian, Native</td><td></td><td></td><td></td></tr>
<tr><td>American Indian or</td><td></td><td></td><td></td></tr>
<tr><td>Two or More Races</td><td></td><td></td><td></td></tr>
<tr><td>Female</td><td>32%</td><td>19%</td><td></td></tr>
<tr><td>Male</td><td>34%</td><td>18%</td><td></td></tr>
<tr><td>Economically</td><td>16%</td><td>13%</td><td></td></tr>
</table>
</td>
<td>Grade 5 District Assessment 1
Total students 45
46% Low (Grade 0-70)
18% Medium (Grade 71-85)
36% High (Grade 86-100)
Grade 5 District Assessment 3
Total students 45
42% Low (Grade 0-70)
20% Medium (Grade 71-85)
38% High (Grade 86-100)

Grade 8 Science District Assessment 1
Total students 48
10% Low (Grade 0-70)
24% Medium (Grade 71-85)
66% High (Grade 86-100)
Grade 8 Science District Assessment 3
Total students 48
0% Low (Grade 0-70)
41% Medium (Grade 71-85)
59% High (Grade 86-100)</td>
<td>Grade 5
There is a slight improvement in overall student performance between Assessment 1 and Assessment 3.

The percentage of students scoring in the low range decreased from 46% to 42%.

Medium and high performance categories saw marginal increases, suggesting gradual academic growth.

Despite these gains, a significant portion of students (42%) remain in the low performance band, indicating a continued need for targeted intervention and instructional support.</td>
</tr>
</table>

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	54%	23%	
Students with			
Students without	38%	23%	
English Learners			
Non-English	33%	21%	
Homeless Students			
Students in Foster Care			
Military-Connected			
Migrant Students			
Non-Binary /			

Performance showed modest improvement across the assessments.

The persistent proportion of low-performing students (over 40%) highlights the need for continued instructional support, remediation strategies, and differentiated teaching.

Grade 8
There was a notable improvement in student performance, with the elimination of all low scores by Assessment 3.

The proportion of students in the medium range increased from 24%

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				to 41%, suggesting growth among previously lower-performing students. The percentage of high-performing students slightly decreased from 66% to 59%, possibly indicating more rigorous content or shifting performance levels within the cohort. Overall, the performance in Grade 8 Science remains strong, with the majority of students scoring in the medium to high range. Data reflects strong overall student performance, with complete elimination of students scoring in the low range.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				While the number of high performers slightly declined, the overall distribution suggests effective teaching and significant student growth, especially among those who were previously in the lower performance bands.

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th colspan="3">Prepopulated Data (Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td>NJGPA*</td><td> NJGPA Assessment Reports website </td><td colspan="3"><table>
<tr><th>Student Group</th><th>ELA</th><th>Math</th></tr>
<tr><td>Schoolwide</td><td>55%</td><td>50%</td></tr>
<tr><td>White</td><td>58%</td><td>57%</td></tr>
<tr><td>Hispanic</td><td>55%</td><td>38%</td></tr>
<tr><td>Black or African American</td><td>51%</td><td>44%</td></tr>
<tr><td>Asian, Native Hawaiian, or Pacific</td><td>65%</td><td>55%</td></tr>
<tr><td>American Indian or Alaska Native</td><td></td><td></td></tr>
<tr><td>Two or More Races</td><td>41.5%</td><td>49%</td></tr>
<tr><td>Female</td><td>53.5%</td><td>48%</td></tr>
<tr><td>Male</td><td>55%</td><td>51%</td></tr>
<tr><td>Economically Disadvantaged</td><td>51%</td><td>35%</td></tr>
<tr><td>Non-Economically Disadvantaged</td><td></td><td></td></tr>
</table></td><td>NA</td><td>NA</td></tr>
</table>

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%	42%		
		Students without Disabilities				
		English Learners	33%	58.5%		
		Non-English Learners				
		Homeless Students	*	*		
		Students in Foster Care				
		Military-Connected Students	*	*		
		Migrant Students				
		Non-Binary / Undesignated Gender				

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<tr>
<td>SGP*</td>
<td>Student growth on state assessments. (Grades 4-8)
*Identify overall school wide growth performance by content.
*Identify interaction between student proficiency level.</td>
<td>
ELA
<table>
<tr><th>Grade</th><th>Cycle 1</th><th>Cyclle 2</th><th>Cycle 3</th><th>Cycle 4</th></tr>
<tr><td>K</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr>
<tr><td>1</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr>
<tr><td>2</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr>
<tr><td>3</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr>
<tr><td>4</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr>
<tr><td>5</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr>
<tr><td>6</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr>
<tr><td>7</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr>
<tr><td>8</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr>
<tr><td>9</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
</table>
</td>
<td>Median Student Growth Percentile ELA
2023-24 ELA 55 Met Standard
Statewide: Median Student Growth Percentile 50
Schoolwide
ELA: School Median 55
ELA: Statewide Median 50
ELA: Met Standard (40-59.5)
Met Standard
Demographic
White: Met Standard
Hispanic: Met Standard
Black/ African American: Met Standard
Asian, Native Hawaiian, or Pacific Islander: Met Standard
Two or More Races: Met Standard
Economically Disadvantaged Students: Met Standard
Students with Disabilities: Not Met
Median Student Growth Percentile MATH
2023-24 Math 50 Met Standard
Statewide: Median Student Growth Percentile 50
Schoolwide
Math: School Median 50
Math: Statewide Median 50
Math: Met Standard (40-59.5)</td>
<td>ELA Median Student Growth Percentile:
2023-24 ELA Performance:
Schoolwide Median: 55, which meets the standard and is above the statewide median of 50.
The school's ELA median student growth percentile (SGP) of 55 is above the statewide median, indicating stronger performance in ELA
Math Median Student Growth Percentile:
2023-24 Math Performance:
Schoolwide Median: 50, which meets the standard but is just at the statewide median.
The school's Math median SGP of 50 is just at the statewide median of 50, indicating room</td>
</tr>
</table>

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	Cyclle 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	100%	100%	100%	100%
1	100%	100%	100%	100%
2	100%	100%	100%	100%
3	100%	100%	100%	100%
4	100%	100%	100%	100%
5	100%	100%	100%	100%

Met Standard
White: Met Standard
Hispanic: Not Met
Black/ African American: Not Met
Asian, Native Hawaiian, or Pacific Islander: Met Standard
Two or More Races: Not Met
Economically Disadvantaged Students: Not Met
Students with Disabilities: Not Met

for improvement in Math.

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	100%	100%	100%	100%
7	100%	100%	100%	100%
8	100%	100%	100%	100%
9	0%	0%	0%	0%
10	0%	0%	0%	0%
11	0%	0%	0%	0%
12	0%	0%	0%	0%

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th colspan="5">Prepopulated Data (Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td rowspan="12">Benchmark Assessment Participation*</td><td rowspan="12">Please list any cycles where the 95% participation rate was not met. Please provide explanation.
*Identify patterns by subgroup
*Identify patterns by grade</td><td>Grade</td><td>Cycle 1</td><td>Cycle 2</td><td>Cycle 3</td><td>Cycle 4</td><td rowspan="12">All students at LCS participated in benchmark assessments.</td><td rowspan="12">All students at LCS participated in benchmark assessments.</td></tr>
<tr><td>K</td><td>50%</td><td>61%</td><td>83%</td><td>83%</td></tr>
<tr><td>1</td><td>75%</td><td>66%</td><td>73%</td><td>73%</td></tr>
<tr><td>2</td><td>54%</td><td>57%</td><td>70%</td><td>70%</td></tr>
<tr><td>3</td><td>58%</td><td>66%</td><td>66%</td><td>66%</td></tr>
<tr><td>4</td><td>36%</td><td>53%</td><td>59%</td><td>59%</td></tr>
<tr><td>5</td><td>35%</td><td>45%</td><td>50%</td><td>50%</td></tr>
<tr><td>6</td><td>42%</td><td>58%</td><td>46%</td><td>50%</td></tr>
<tr><td>7</td><td>31%</td><td>43%</td><td>56%</td><td>56%</td></tr>
<tr><td>8</td><td>28%</td><td>45%</td><td>60%</td><td>60%</td></tr>
<tr><td>9</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>10</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
</table>

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%		

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th colspan="5">Prepopulated Data (Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td rowspan="12">Benchmark Assessment (Proficiency) ELA Rates*</td><td rowspan="12">Please share results of analysis of % passing, including YTD analysis by grades and subgroups.
*Identify patterns by grade/subgroups
*Identify patterns by chronic absenteeism
*Identify patterns by students with chronic disciplinary infractions</td><td>Grade</td><td>Cycle 1</td><td>Cycle 2</td><td>Cycle 3</td><td>Cycle 4</td><td rowspan="12">All students participated in Trimester Diagnostics on iReady.</td><td rowspan="12">Across the board, most grade levels demonstrated overall growth in ELA proficiency from Cycle 1 to Cycle 3, indicating general instructional impact and student improvement over time. However, the rate and consistency of growth varied by grade:

Kindergarten showed the most dramatic and consistent improvement, rising from 50% in Cycle 1 to 83% in Cycle 3, an increase of 33 percentage points, suggesting strong foundational literacy instruction and rapid early learning gains.

Grades 1 and 2 remained relatively</td></tr>
<tr><td>K</td><td>23%</td><td>57%</td><td>76%</td><td>76%</td></tr>
<tr><td>1</td><td>24%</td><td>46%</td><td>61%</td><td>61%</td></tr>
<tr><td>2</td><td>17%</td><td>29%</td><td>47%</td><td>50%</td></tr>
<tr><td>3</td><td>14%</td><td>37%</td><td>65%</td><td>65%</td></tr>
<tr><td>4</td><td>16%</td><td>39%</td><td>67%</td><td>67%</td></tr>
<tr><td>5</td><td>23%</td><td>40%</td><td>39%</td><td>42%</td></tr>
<tr><td>6</td><td>32%</td><td>52%</td><td>60%</td><td>60%</td></tr>
<tr><td>7</td><td>28.89%</td><td>46%</td><td>50%</td><td>50%</td></tr>
<tr><td>8</td><td>26.92%</td><td>37%</td><td>48%</td><td>50%</td></tr>
<tr><td>9</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>10</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
</table>

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%

stable. Grade 1 had a dip in Cycle 2 before rebounding in Cycle 3 (75% 66% 73%), while Grade 2 showed steady growth (54% 57% 70%), reflecting reliable progress in early literacy development.

Grade 3 demonstrated early gains from Cycle 1 to 2 (58% to 66%), but then plateaued in Cycle 3, maintaining a flat 66%. This could indicate a need for differentiation or support to sustain momentum mid-year.

Grades 4 and 5 both started with relatively low proficiency (36% and 35%, respectively) and made incremental gains across cycles.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				Grade 4 improved from 36% to 59%, and Grade 5 from 35% to 50%, suggesting that while growth is present, these grades remain lower-performing relative to others and may need intensified support. Grade 6 showed a unique pattern: a strong increase from Cycle 1 to 2 (42% to 58%), followed by a decline in Cycle 3 (46%), raising concerns about retention, stamina, or instructional gaps later in the year. Grades 7 and 8 started as the lowest-performing grades, with Grade 8 at just 28% and Grade 7 at 31% proficiency in Cycle 1. However,

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				both demonstrated strong growth by Cycle 3 Grade 7 rose to 56% and Grade 8 to 60%. These gains suggest effective interventions or a later-year surge in comprehension, though the low starting points indicate areas for continued focus. Students with repeated behavioral issues likely experienced inconsistent academic performance. Grades 7 and 8, where behavioral challenges are often more prevalent, started with the lowest ELA proficiency scores. While both grades showed significant gains, the low initial scores may reflect how disciplinary

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				disruptions hinder early academic momentum. These students may benefit from behaviorally informed academic interventions, structured support systems, and mentorship programs. Strongest Growth: Kindergarten, Grades 2, 7, and 8 demonstrated the most significant increases from Cycle 1 to Cycle 3. Consistent Performance: Grades 1 and 3 remained fairly steady, with minimal fluctuations between cycles. At-Risk Grades: Grades 4, 5, and 6 showed below-average starting points, and Grade 6

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				had a concerning dip in Cycle 3, potentially linked to attendance or engagement issues. Subgroup Impact: Chronic absenteeism and disciplinary infractions appear to correlate with lower initial performance and may explain irregular growth patterns, especially in Grades 5–8.

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) Math Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Percent of English Learners Making Expected Growth to	50%	All students participated in Trimester Diagnostics on iReady.	The 2024 Math benchmark data reveals a generally positive growth trend across most grades, especially from Cycle 1 to Cycle 3. However, the magnitude of growth varies, and some grade levels show inconsistencies or flattening by Cycle 3. Kindergarten demonstrated one of the most dramatic improvements, with proficiency rising from 23% in Cycle 1 to 76% in Cycle 3 a 53-point increase. This suggests highly effective early numeracy instruction and a strong response to interventions. Grade 1 followed a similar trajectory, increasing from 24%

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				to 61% proficiency, also indicating solid instructional support in foundational math skills. In Grade 2, growth was more moderate but steady, improving from 17% in Cycle 1 to 47% in Cycle 3. While the final percentage is lower than K and Grade 1, the 30-point gain still reflects positive instructional impact. Grades 3 and 4 also showed substantial increases. Grade 3 grew from 14% to 65%, and Grade 4 from 16% to 67%, more than quadrupling initial proficiency levels in both cases. This suggests significant gains in math mastery at the upper

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				elementary level. Grade 5 presents a unique pattern. While there was early growth between Cycle 1 and 2 (23% to 40%), proficiency slightly declined to 39% in Cycle 3. This plateau may signal a breakdown in skill transfer, potential curriculum gaps, or factors such as attendance or engagement impacting sustained performance. Grade 6 improved steadily across all three cycles, from 32% to 60%, showing both consistency and strong YTD growth. In middle school, Grade 7 improved from 28.89% to 50%, and Grade 8

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				increased from 26.92% to 48%. While growth was more gradual compared to elementary grades, the upward trend is encouraging. These gains, however, started from a low baseline and suggest that middle school math achievement still lags behind, warranting ongoing support. Students facing behavioral challenges are more likely to be found in upper elementary and middle school grades, which may explain the slower growth in Grades 5–8. Disciplinary issues often lead to missed instructional time and reduced academic engagement,

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				potentially limiting progress even when instruction is strong. For example, the Cycle 3 stagnation in Grade 5 and the smaller increases in Grades 7 and 8 may align with students who exhibit ongoing behavioral challenges. Grades K-4, which showed the most dramatic gains, typically report fewer severe infractions, supporting the idea that fewer behavioral interruptions contribute to stronger academic growth. Highest YTD Growth: Grades K, 3, and 4 showed the most significant growth from Cycle 1 to Cycle 3, each increasing proficiency by over 50

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				percentage points. Steady Progress: Grades 1, 2, and 6 demonstrated steady and consistent growth across all cycles. Areas of Concern: Grade 5 saw minimal growth from Cycle 2 to 3, suggesting a need for closer examination of instructional practices, attendance, and student engagement. Middle School Gaps: Grades 7 and 8 started low and ended below 50% proficiency, despite moderate growth. This continues to signal a need for targeted math interventions in middle school.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				Subgroup Impacts: Chronic absenteeism and disciplinary issues appear to correlate with weaker performance in upper grades, emphasizing the importance of student engagement and school climate in academic achievement.
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	502	Total enrollment: School Year 15-16 -- 457 School Year 16-17-- 474 School Year 17-18 -- 450 School Year 18-19 -- 434 School Year 19-20 -- 464 School Year 20-21 -- 452 School Year 21-22 -- 468 School Year 22-23 -- 425 School Year 23-24 -- 481 School Year 24-25 -- 501 Subgroup (White) Number of actively enrolled students in White: September -- 243 October -- 243 November -- 201 December -- 204 January -- 226 February -- 246 March -- 246 April -- 214	There's fluctuation in total enrollment over the years, with a general downward trend from School Year 15-16 to School Year 22-23. However, there are some variations within this trend, such as a slight increase in enrollment from 19-20 to 20-21 followed by a decrease in 21-22 and then a steady increase in the 23-24 school year as well as the 24-25 school year. The number of actively enrolled White students remains consistent over the months, with minimal fluctuations. This suggests a stable enrollment pattern within this subgroup. There's a noticeable overall decline in total enrollment from School
		Subgroup 1 YTD Student Enrollment Average	227		
		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
				Year 15-16 to School Year 22-23. This trend might indicate various factors affecting enrollment, such as demographic shifts, changes in community dynamics, or external economic factors. On the other hand, there has also been a great increase in overall population from the 2023 thru 2025 school years due to new community expansion/city development. Despite the fluctuations in total enrollment, the number of actively enrolled White students remains relatively stable. This trend suggests a consistent presence of Hispanic students within the school community, which may have implications for diversity initiatives, cultural programming, and resource allocation.

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	94.86%	Total # of students with >=10% days absent for White YEAR TO DATE (YTD); this IS NOT based on a monthly calculation: September -- 45 October -- 38 November -- 47 December -- 62 January -- 84 February -- 70 March -- 47 April -- 50	From September through April, there has been a general upward trend in the total number of White students who have missed 10% or more of school days. Here's a breakdown of the key observations: Initial Dip Followed by Steady Rise: The count starts at 45 in September, dips slightly to 38 in October, but then begins to increase steadily through the winter months. Significant Growth in Mid-Year: The number climbs from 47 in November to a peak of 84 in January, marking a near 80% increase over just two months. This mid-year surge suggests that absenteeism became more prevalent during the winter, which could be due to seasonal illnesses,
		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
				weather disruptions, or other mid-year challenges. Decline and Stabilization Post-January: After peaking in January: February shows a modest decrease to 70, March continues the decline to 47, April slightly rebounds to 50. Overall Growth: Despite some month-to-month fluctuations, the overall YTD total increased from 45 in September to 50 in April, reflecting a net growth of 11% over the period. However, the peak in January highlights a period of acute absenteeism that warrants further

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				investigation.

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	19.72%	Student Chronic Absenteeism: September -- 22.92% October -- 19.41% November -- 20.23% December -- 22.55% January -- 30.47% February -- 25.98% March -- 24.02% April -- 24.37%	Chronic absenteeism rates showed notable fluctuations throughout the school year. The lowest rate was recorded in October at 19.41%, with a slight increase in November (20.23%) and December (22.55%). A significant spike occurred in January, reaching 30.47%—the highest of the year—likely due to winter-related illnesses, post-holiday disengagement, or weather-related challenges. Although the rate declined slightly in February (25.98%) and continued a mild downward trend in March (24.02%) and April (24.37%), absenteeism remained elevated compared to the fall months. The data suggests a need for proactive strategies
		Subgroup 1 YTD Chronic	15.74%		
		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
				before and during the winter months, as well as sustained support through the spring to maintain improvements and re-engage chronically absent students.

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: 76.64%	Student Chronic Absenteeism: September -- 22.92% October -- 19.41% November -- 20.23% December -- 22.55% January -- 30.47% February -- 25.98% March -- 24.02% April -- 24.37%	The schoolwide chronic absenteeism rate is 20.3%, meaning approximately one in five students missed 10% or more of the school year. A closer look at subgroup data reveals significant disparities among different populations. By Race/Ethnicity, students identifying as Two or More Races have the highest chronic absenteeism rate at 45.0%, followed by Hispanic students at 29.1% and Black or African American students at 22.5%, all of which exceed the schoolwide average. In contrast, Asian students show the lowest rate at 6.9%, and White students are also below average at 14.6%. By Gender, male students (21.6%) are more likely to

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				be chronically absent than female students (18.9%). Data for non-binary/undesignated students is not available, likely due to low enrollment. Economically disadvantaged students show a higher chronic absenteeism rate (23.2%) than the schoolwide average, indicating that socioeconomic factors may be influencing attendance. Data for non-economically disadvantaged students is not listed, but likely reflects a lower rate. Students with disabilities are particularly affected, with a chronic absenteeism rate of 34.4%, one of the highest among all groups. This highlights the need for enhanced supports and

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				access for students with individualized learning or health needs. Data for students without disabilities is not provided but presumed to be significantly lower. Notably, English Learners have a lower-than-average absenteeism rate at 14.5%, suggesting possible strengths in engagement or support structures for this group. Several groups have suppressed data (*) due to small sample sizes, including American Indian or Alaska Native students, homeless students, students in foster care, military-connected students, and migrant students. However, these populations are typically at higher risk for chronic absenteeism and should be monitored closely

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				where applicable. Conclusion The data reveals clear patterns: students of certain racial backgrounds, those with disabilities, males, and economically disadvantaged students are more likely to be chronically absent. These disparities suggest a need for targeted, equity-focused interventions to ensure that all students have the support they need to attend school consistently and succeed academically.

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			Total # of instructional staff 50 Total # of instructional staff absences: September -- 76 October -- 111 November -- 186 December -- 189 January -- 335 February -- 215 March -- 300 April -- 229	The data shows a clear upward trend in instructional staff absences from September through January, followed by some fluctuations through April. Absences began relatively low in September (76) and increased steadily through the fall, peaking in January with a high of 335 absences. This was the most significant spike, more than four times the number seen in September. After January, absences dropped in February to 215 but rose again in March to 300, indicating a possible mid-year resurgence. The number of absences then declined again in April to 229. This pattern suggests that the winter months, particularly January and March, experience the
		Student Suspension YTD Average - In School	0.20%		
		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	1.11%		highest rates of staff absenteeism. On average, each of the 50 staff members was absent over 32 times across the 8-month period—approximately 4 absences per staff member per month. January alone accounted for nearly 7 absences per staff member, making it a critical month for potential staffing challenges. These trends may be linked to common seasonal factors such as flu season, holiday fatigue, or mid-year burnout. The data highlights the need for proactive planning and support during high-absence months to ensure continuity of instruction.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders		Student Suspensions: September -- 4 October -- 5 November -- 1 December -- 6 January -- 0 February -- 5 March -- 12 April -- 0	Student suspensions appear to trend to the male population at LCS. We notice the number of suspensions increases based on the amount of days in school per month. Analyzing the data deeper, the familia setting of most of the suspensions come from single parent households. Majority of these altercations stem from the middle school grade levels suggesting a need for more classroom management professional development and smaller class sizes. In addition to the middle school grade levels, the behavior patterns of a small group of second grade males has contributed to the suspension total for the school year. Looking ahead to the upcoming school year we are requesting extra support

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				staff for these targeted grades and pd for dealing with challenging student behavior and/or students at risk.
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)			

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 Institu	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institu
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 Institu	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institu
American Indian or Alaska Native							
Two or More Races							
Economically Disadvantaged Students							
Students with Disabilities							
English Learners							

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data (Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td></td><td></td><td>
<table>
<tr><th>Student Group</th><th>% Enrolled in Any Institution</th><th>% Enrolled in 2-Year Institution</th><th>% Enrolled in 4-Year Institution</th><th>% Enrolled in Public Institution</th><th>% Enrolled in Private Institu</th><th>% Enrolled in In-State Institution</th><th>% Enrolled in Out-of-State Institu</th></tr>
<tr><td>Homeless Students</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Students in Foster Care</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
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</td><td></td><td></td></tr>
<tr><td>College Readiness Test Participation</td><td>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</td><td></td><td></td><td></td></tr>
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(Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td>AP/IB and Dual Enrollment</td><td>Advanced Placement (AP) and International Baccalaureate (IB) and Dual Enrollment coursework and participation</td><td><table>
<tr><td># of 8th grade students enrolled in Algebra 1</td><td>3</td></tr>
<tr><td>% of students with a C or better</td><td></td></tr>
<tr><td>Count of students who took the Algrbra section of PARCC</td><td>*</td></tr>
<tr><td>% of students who scored 4 or 5 on the PARCC assessment</td><td>*</td></tr>
</table></td><td></td><td></td></tr>
<tr><td>Algebra</td><td>Previous year's data provided. Please provide current year's data if possible.</td><td></td><td></td><td></td></tr>
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<table>
<tr><th colspan="5">EVALUATION INFORMATION</th></tr>
<tr><th>Data Source</th><th>Factors to Consider</th><th colspan="2">Prepopulated Data
(from prior year's ASP Reporting tab)
(Column not editable)</th><th>Additional Data
Qualitative and Quantitative
(best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td rowspan="10">Learning Walks or Informal Classroom Observations</td><td rowspan="10">*Identify # teachers to evaluate
*Identify % of teachers on CAP in the previous school year
*Identify instructional trends
*Identify professional development needs</td><td>Evaluation framework</td><td>Danielson Framework</td><td rowspan="10"></td><td rowspan="10">Most teachers and staff fall into the "Effective" range. I feel that teachers are doing what they should be doing and trying their best to get their students caught up from any shortcomings and/or learning gaps. Solid efforts have been put forth, with a handful of teachers going above and beyond and falling into the Highly Qualified range. Staff would benefit from iReady courses to assist with class instruction aligned to data.</td></tr>
<tr><td># Teachers to Evaluate</td><td>50</td></tr>
<tr><td># Teachers on CAP</td><td>0</td></tr>
<tr><td># Teachers receiving mSGP</td><td>6</td></tr>
<tr><td>null</td><td>Total</td></tr>
<tr><td>Cycle 1</td><td>25</td></tr>
<tr><td>Cycle 2</td><td>30</td></tr>
<tr><td>Cycle 3</td><td>35</td></tr>
<tr><td>Cycle 4</td><td>20</td></tr>
</table>

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Parent/Family Engagement	Title 1 Family Workshops/PTO Family Nights and Family Events/SEL Survey	SEL Survey Results	Data shows that SEL instruction/interventions should continue for all students in LCS, especially for students with disabilities. The survey should include more sections/questions specific to students with disabilities.

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 planning team will prepare a concise executive summary highlighting key findings, priorities, and action steps derived from the comprehensive needs assessment. This document will provide a quick overview for stakeholders who may not have time to review the full report. They will schedule dedicated meetings with faculty and staff to present the findings and utilize visual aids such as handouts to ensure clarity. They will share the results with parents and community members during Back to School night and PTO meetings and provide opportunities for questions and discussions to foster engagement and understanding. The team will also publish the executive summary and the detailed report on the school's website and distribute the links to the detailed report via email newsletters to parents, staff, and community partners.

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

By fostering strong partnerships with parents and families, the school can leverage their support and involvement to improve student outcomes and address key areas of need. The program will incorporate the following strategies to align with the priority needs: The team will offer workshops focused on the areas identified as needing improvement, such as literacy, math skills, and social-emotional learning. These workshops will equip parents with strategies to support their children's learning at home. The team will use after-school programs where parents can bring their children to receive additional support in areas of need.

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	4-Sustaining	The curriculum and instruction are aligned with the New Jersey Student Learning Standards (NJSLS), ensuring that educational goals meet state guidelines. Department directors supply each grade level with a diverse array of suitable physical and online resources to support teaching and learning. Professional Learning Communities (PLCs) are utilized, allowing teachers to collaborate, share best practices, and discuss student learning objectives. This collaborative environment fosters continuous improvement and helps teachers address the diverse needs of their students effectively.	Teachers will analyze diagnostic data provided at the district level to identify students who require additional support. By leveraging this comprehensive data, educators can pinpoint specific areas where students are struggling and develop targeted interventions to address these challenges. This proactive approach ensures that all students receive the individualized assistance they need to succeed academically.
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	3-Developing		
	5	A	3-Developing		
	Average		3.60		
Assessment	1	A	3-Developing	Summative and formative assessments are frequently utilized to inform and guide instruction across all grade levels and subject areas. Summative assessments, which evaluate student learning at the end of an instructional period, help teachers measure overall achievement and proficiency. In contrast, formative assessments, conducted during the learning process, provide ongoing feedback that teachers use to adjust and improve their instructional strategies in real-time. By combining these assessment types, educators can make data-driven decisions that enhance teaching effectiveness and support student growth.	Teachers will more effectively leverage formative assessments to shape their weekly instruction. By regularly administering these assessments, educators can gather timely and detailed insights into student understanding and progress. This continuous feedback loop allows teachers to identify learning gaps and adjust their lesson plans and teaching methods accordingly. As a result, instruction becomes more responsive and tailored to the needs of each student, promoting a more dynamic and supportive learning environment.
	2	A	3-Developing		
	3	A	4-Sustaining		
	Average		3.33		

Component	Indicator	Descriptor Level	
Professional Learning Community (PLC)	1	A	3-Developing
	2	A	3-Developing
	3	A	4-Sustaining
	4	A	4-Sustaining
	Average		3.50

Overall Strengths Summary	Areas of Focus Summary
PLCs will convene on a monthly basis. During these meetings, teachers will dedicate time to discussing instructional strategies and analyzing student performance data. This collaborative forum enables educators to share best practices, explore innovative teaching methods, and review data-driven insights on student progress. By regularly engaging in these professional learning communities, teachers can refine their instructional approaches and develop cohesive strategies to enhance student outcomes across the board.	PLCs will adopt a more structured format, specifically aimed at addressing the needs of identified students at each grade level. These meetings will facilitate the generation and implementation of innovative strategies to support student success. By focusing on targeted interventions and sharing effective practices, teachers can collaboratively develop and execute solutions tailored to the unique challenges faced by their students. This structured approach ensures that the PLCs are productive and directly contribute to enhancing student learning and achievement.

Component	Indicator	Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	3-Developing	Teachers and administrators share a mutual respect and collaborate effectively on a daily basis. This strong professional relationship fosters a positive and productive school environment. By valuing each others contributions and working together harmoniously, they create a cohesive team dedicated to achieving the best outcomes for students. This cooperative spirit enhances communication, supports effective problem-solving, and promotes a culture of mutual support and continuous improvement within the school.	Teachers will persist in promoting positive school-wide behavior expectations and enforcing appropriate consequences. They will create opportunities for students to actively engage in their learning, which helps to reduce negative behaviors. By fostering an inclusive and participatory classroom environment, teachers encourage students to take responsibility for their actions and develop self-discipline. This proactive approach not only reinforces positive behavior but also enhances the overall learning experience, contributing to a more harmonious and productive school atmosphere.
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	3-Developing		
	5	A	3-Developing		
	6	A	4-Sustaining		
	7	A	3-Developing		
	8	A	4-Sustaining		
	9	A	4-Sustaining		
	10	A	4-Sustaining		
	11	A	4-Sustaining		
	12	A	3-Developing		
	13	A	3-Developing		
	14	A	4-Sustaining		
	Average		3.57		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Teacher and Principal Effectiveness	1	A	3-Developing	Teachers effectively utilize the Danielson Framework for Teaching to guide their instructional practices. This model provides a comprehensive structure for assessing and improving teaching performance, covering domains such as planning and preparation, classroom environment, instruction, and professional responsibilities. Additionally, Professional Development Plans (PDPs) are crafted to address both individual teacher goals and broader school needs. These plans are tailored to support professional growth, enhance instructional strategies, and ultimately improve student learning outcomes. By aligning PDPs with the Danielson Model, teachers ensure their development efforts are focused and impactful.	Teachers incorporate feedback provided by administrators to make essential adjustments to their instructional programs. This feedback loop serves as a valuable tool for professional growth and development, helping teachers refine their teaching practices and enhance student learning experiences. By actively engaging with feedback from administrators, educators can identify areas for improvement, implement effective teaching strategies, and adapt their instructional approaches to better meet the diverse needs of their students. This collaborative process fosters a culture of continuous improvement within the school community, ultimately leading to improved teaching effectiveness and student achievement.
	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	The overall indicator score for student growth in ELA was a total of 60% for Improved Placement according to i-Ready diagnostic data. This shows a substantial difference, with a majority of grade levels placing above 65% growth, highlighting general positive trends in student progress. However, a significant area of concern remains in 7th grade, where only 26% of students met their annual stretch growth targets on i-Ready, indicating a need for targeted	Instruction may not be fully aligned with the rigor or format of NJSLA, causing a gap between what students are learning and what they're assessed on. Over reliance on i-Ready diagnostic data may lead to instructional planning that doesn't fully prepare students for the depth of NJSLA expectations. Pandemic-related learning loss may still be impacting middle-grade performance, especially in reading stamina and analysis.	Grade 7	1	WIN Periods	Effective Response to Intervention (RtI) models stress the importance of using assessment data to guide instruction (Fuchs & Fuchs, 2006). The National Center for Intensive Intervention recommends structured intervention blocks with clearly defined goals and progress monitoring.	Strong Demonstrates a Rationale	https://thecorecollaborative.com/adopting-win-time-to-advance-mtss/ https://www.enrichingstudents.com/win-time-activities/ https://www.edlastics.com/elastic-class/resources/what-is-a-win-period

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
	intervention and instructional support. Furthermore, only 42% of students across all grade levels met expectations on the NJSLA ELA assessment for the 2023–2024 school year, underscoring a disconnect between diagnostic growth and performance on state standards-based assessments. This gap suggests the need for a deeper analysis of instructional alignment, curriculum rigor, and support structures to ensure that growth translates	Teachers may need more support or professional development in using diagnostic results to drive small-group or individualized instruction.		2	Continued Usage of District Requirements of iReady	Ongoing progress monitoring allows for responsive instruction and improved outcomes (Stecker, Fuchs, & Fuchs, 2005). Use weekly or bi-weekly check-ins to monitor student growth and reassign groups as needed, ensuring that students are continuously receiving instruction at their appropriate level.	Strong Demonstrates a Rationale	https://www.curriculumassociates.com/programs/i-ready-assessment/diagnostic https://www.curriculumassociates.com/programs/i-ready-assessment https://www.commonsense.org/education/reviews/i-ready

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
	into proficiency.			3	Common Preps among content areas to discuss areas for best improvements.	Implement and train staff on high-quality, research-backed interventions to address specific academic gaps. Common planning allows teachers to identify shared literacy gaps (e.g., inference, summarizing, vocabulary) and design consistent strategies across subjects. Teachers can use common prep time to identify students who struggle with literacy and coordinate targeted supports (e.g., scaffolding, small-group time, shared intervention plans).	Strong Demonstrates a Rationale	https://teacherquality.nctq.org/review/standard/Building-Content-Knowledge https://www.nctq.org/research-insights/planning-time-may-help-mitigate-teacher-burnout-but-how-much-planning-time-do-teachers-get/ https://tntp.org/blog/on-teacher-prep-the-data-speaks-volumesif-we-let-it/

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	The overall indicator score for student growth in Math was a total of only 20% of students meeting their annual stretch growth, based on i-Ready diagnostic data. This low percentage highlights a critical area of concern in math achievement and growth. Additionally, only 43.2% of students met expectations on the NJSLA Math assessment for the 2023–2024 school year, indicating that more than half of the student population is not performing at grade level	Grade 3 is a pivotal year where students transition from basic addition/subtraction to more complex operations, including multiplication, division, and fractions. Students may enter Grade 3 without fluency in foundational K–2 skills (e.g., place value, math facts), making it difficult to access grade-level content. Grade 3 often has a wide range of math abilities, requiring differentiated instruction. Teachers may lack the time, support, or training to regularly	Grade 3	1	WIN Periods	Effective Response to Intervention (RtI) models stress the importance of using assessment data to guide instruction (Fuchs & Fuchs, 2006). The National Center for Intensive Intervention recommends structured intervention blocks with clearly defined goals and progress monitoring.	Strong Demonstrates a Rationale	https://thecorecollaborative.com/adopting-win-time-to-advance-mtss/ https://www.enrichingstudents.com/win-time-activities/ https://www.edlastics.com/elastic-class/resources/what-is-a-win-period

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
	proficiency. The discrepancy between diagnostic growth and standardized assessment performance suggests a potential misalignment between instruction, assessment rigor, and student readiness. These data points emphasize the urgent need for targeted instructional strategies, improved curricular alignment, and enhanced support systems particularly for students struggling to meet both growth and	implement data-driven small groups or targeted interventions during core math time or WIN periods.		2	Continued Usage of District Requirements of iReady	Ongoing progress monitoring allows for responsive instruction and improved outcomes (Stecker, Fuchs, & Fuchs, 2005). Use weekly or bi-weekly check-ins to monitor student growth and reassign groups as needed, ensuring that students are continuously receiving instruction at their appropriate level.	Strong Demonstrates a Rationale	https://www.curriculumassociates.com/programs/i-ready-assessment/diagnostic https://www.curriculumassociates.com/programs/i-ready-assessment https://www.commonsense.org/education/reviews/i-ready

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
	proficiency benchmarks.			3	Common Preps among content areas to discuss areas for best improvements.	Implement and train staff on high-quality, research-backed interventions to address specific academic gaps. Common planning allows teachers to identify shared literacy gaps (e.g., inference, summarizing, vocabulary) and design consistent strategies across subjects. Teachers can use common prep time to identify students who struggle with literacy and coordinate targeted supports (e.g., scaffolding, small-group time, shared intervention plans).	Strong Demonstrates a Rationale	https: //teacherquality. nctq. org/review/standard/Building-Content-Knowledge https://www.nctq. org/research-insights/planning-time-may-help-mitigate-teacher-burnout-but-how-much-planning-time-do-teachers-get/ https://tntp. org/blog/on-teacher-prep-the-data-speaks-volumesif-we-let-it/

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	Chronic absenteeism remains a persistent challenge in Grade 8, with monthly data indicating minimal improvement throughout the school year: April: 14 students chronically absent March: 14 students chronically absent February: 16 students chronically absent January: 17 students chronically absent December: 16 students chronically absent November: 15 students chronically absent October: 14 students	Chronic absenteeism in 8th grade is a common trend observed across many schools and districts, and it can be attributed to a combination of academic, social, and developmental factors unique to this transitional year.	Grade 8	1	Monthly attendance recognition.	Behaviorist models (Skinner, 1953) suggest that positive reinforcement increases the likelihood of repeated behavior. Research from the Everyone Graduates Center (Johns Hopkins University) indicates that creating peer norms around good attendance reduces chronic absenteeism.	Strong Demonstrates a Rationale	https://www.acthebest.com/attendance-recognition-programs/#:~:text=A%20perfect%20attendance%20awards%20plan,attendance%20is%20worth%20the%20effort. https://www.attendanceworks.org/resources/messaging/incentives/ https://www.attendanceworks.org/recognizing-attendance-tips-for-educators/

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
	chronically absent September: 15 students chronically absent According to Attendance Audits for the 2024-2025 School Year, 29% of students in grade 8 are considered chronically absent			2	Attendance Committee	Research consistently shows that data-driven decision-making improves student outcomes. An Attendance Committee, by analyzing attendance trends and identifying at-risk students, can implement targeted, personalized interventions (Hamilton et al., 2009). According to Attendance Works, early identification of chronic absenteeism is key to preventing long-term academic challenges. Students who miss 10% or more of school days are at	Strong Demonstrates a Rationale	https://www.attendanceworks.org/resources/school-teams/ https://www.attendanceworks.org/resources/school-teams/

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
					greater risk of academic failure (Balfanz & Byrnes, 2012).		

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	Incentive Program	This strategy uses positive reinforcement (e.g., recognition, privileges, small prizes) to reward students in Grade 8 for consistent or improved attendance. Grounded in behavioral theory and supported by research, this approach aims to motivate students through extrinsic rewards that promote regular school attendance and build positive habits. Attendance data will be tracked weekly using the school's student information system. Monthly reports will analyze trends in daily attendance, identify students	Strong Demonstrates a Rationale	https://newsroom.ccsd.net/every-day-matters-ccsd-middle-school-gets-creative-to-address-chronic-absenteeism/ https://www.simplypsychology.org/operant-conditioning.html

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
					with improved or perfect attendance, and flag those at risk. Student participation in incentive events will also be logged. Adjustments to the incentive plan will be made based on data and stakeholder feedback (e.g., student surveys, staff input).		

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	The total number of suspensions will decrease from 40 to 36.	Behavioral Issues: Certain students may be involved in multiple incidents that lead to suspensions. Disruptions in Classrooms: Mismanagement of behavior in the classroom may lead to frequent suspensions. Specific School Events or Stressors: Certain times of year (e.g., test periods, transitions between grades) may lead to a spike in behavior issues. Often, students who engage in disruptive behavior are	Grades K-8	1	SEL Program - Second Step Increased Support for At-Risk Students	Implementing schoolwide Social-Emotional Learning (SEL) programs can teach students skills for managing emotions, resolving conflicts, and dealing with stress, which in turn reduces the likelihood of suspension. Students who are identified as at risk of suspension (due to chronic misbehavior, attendance issues, or other factors) should receive increased support. This could include counseling, mentorship programs, or small group interventions.	Strong Demonstrates a Rationale	https://casel.org/fundamentals-of-sel/what-does-the-research-say/ https://navigate360.com/blog/top-10-benefits-of-sel/ https://www.nu.edu/blog/social-emotional-learning-sel-why-it-matters-for-educators/

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
		dealing with personal challenges such as trauma, anxiety, or social-emotional struggles.		2	Incentive Program	This strategy uses positive reinforcement (e.g., recognition, privileges, small prizes) to reward students in Grade 8 for consistent or improved attendance. Grounded in behavioral theory and supported by research, this approach aims to motivate students through extrinsic rewards that promote regular school attendance and build positive habits. Attendance data will be tracked weekly using the school's student information system. Monthly reports will analyze trends in daily attendance, identify students	Strong Demonstrates a Rationale	https://newsroom.ccsd.net/every-day-matters-ccsd-middle-school-gets-creative-to-address-chronic-absenteeism/ https://www.simplypsychology.org/operant-conditioning.html

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
					with improved or perfect attendance, and flag those at risk. Student participation in incentive events will also be logged. Adjustments to the incentive plan will be made based on data and stakeholder feedback (e.g., student surveys, staff input)		

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	Conflict Resolution Training	Students can also be taught conflict resolution skills, which will reduce the likelihood of behaviors escalating to the point where suspension is necessary.	Strong Demonstrates a Rationale	https://www.fullmindlearning.com/blog/alternatives-to-suspension#:~:text=Through%20restorative%20circles%2C%20students%20understand,Opportunity%20for%20personal%20growth https://www.nassp.org/publication/principal-leadership/volume-16-2015-2016/principal-leadership-october-2015/alternatives-to-suspension-three-effective-strategies-for-changing-student-behavior/ https://destinationknowledge.com/4-effective-

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
							alternatives-to-school-suspension-that-improve-behavior/

SMART Goal 1

From Fall 2025 through Spring 2026, students in Grade 7 will improve by having 50% of students meet their annual stretch foal on their iReady baseline reading assessment by using appropriate interventions and remediations. iReady will allow instructors to gauge if students are on track to meet annual growth targets. Teachers will identify which standards students are struggling with the most and who needs the most help. It will assist teachers in grouping students by common learning needs. 50% of students will meet their annual stretch growth at the end of the iReady cycle.

Area of Focus	Effective Instruction
Content Area	ELA
Priority Performance	The overall indicator score for student growth in ELA was a total of 60% for Improved Placement according to i-Ready diagnostic data. This shows a substantial difference, with a majority of grade levels placing above 65% growth, highlighting general positive trends in student progress. However, a significant area of concern remains in 7th grade, where only 26% of students met their annual stretch growth targets on i-Ready, indicating a need for targeted intervention and instructional support. Furthermore, only 42% of students across all grade levels met expectations on the NJSLA ELA assessment for the 2023–2024 school year, underscoring a disconnect between diagnostic growth and performance on state standards-based assessments. This gap suggests the need for a deeper analysis of instructional alignment, curriculum rigor, and support structures to ensure that growth translates into proficiency.
Target Population:	Grade 7

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	In Sept 2025, all students in Grades 3-8 participate in iReady testing. Below grade level students were identified. Interventions for those students were followed. Students will be placed in ARMS classes based on analysis of data and teacher recommendation.	iReady diagnostic results TRI grades/averages Progress Reports District ELA diagnostic
Feb 15	During common prep times and PLC's, data will be analyzed and next steps taken for student for student remediation. Students will take Window 2 of iReady assessment.	TRI 2 grades/averages iReady Window 2 results
Apr 15:	Using PLC's and common planning time, analyze data from report cards, DA's and iReady and other sources. Re-tier students and collaborate on lesson plans to target deficiencies shown in data. Students will take the Window 3 iReady assessment.	TRI 3 grades/averages from progress reports iReady Window 3 results
Jul 1	From Fall 2025 through Spring 2026, students in Grade 7 will improve by having 50% of students meet their annual stretch foal on their iReady baseline reading assessment by using appropriate interventions and remediations. iReady will allow instructors to gauge if students are on track to meet annual growth targets. Teachers will identify which standards students are struggling with the most and who needs the most help. It will assist teachers in grouping students by common learning needs. 50% of students will meet their annual stretch growth at the end of the iReady cycle.	Analysis of overall iReady data Final grades/averages.

Strategy 1 - WIN Periods

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	Complete iReady Diagnostic	9/4/25	9/30/25	Grade 7 ELA Teacher

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
2	1	Group students into tiered groups based on iReady Data	10/1/25	10/8/25	Grade 7 ELA Teacher
3	1	Utilize WIN periods to deliver instruction to target student needs	10/8/25	5/7/26	Grade 7 ELA Teacher; Interventionists

Budget Items

SMART Goal 1 - Strategy 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	iReady	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$500	State/Local

Strategy 2 - Continued Usage of District Requirements of iReady

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	Ensure students are utilizing iReady for district recommendation of 40 minutes per week	9/9/25	5/1/26	Grade 7 ELA teacher
2	2	Continued monitoring of iReady usage and progress. Track student progress.	9/9/25	5/1/26	Grade 7 ELA teacher

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
3	2	Share usage reports with teachers regularly, highlighting those who are meeting or exceeding goals and providing constructive feedback to those who are not.	9/24/25	5/1/26	Grade 7 ELA Teacher ; Data Team

Budget Items

SMART Goal 1 - Strategy 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	iready	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$500	State/Local

Strategy 3 - Common Preps among content areas to discuss areas for best improvements.

Action Steps

SMART Goal 1 - 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	Ensure ELA teachers have common prep periods	9/3/26	9/10/26	Admin
2	3	Share usage reports with teachers regularly, highlighting those who are meeting or exceeding goals and providing constructive feedback to those who are not.	9/10/25	5/21/26	ELA Teachers

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

SMART Goal 2

From Fall 2025 through Spring 2026, students in Grade 3 will improve by having 60% of students meet their stretch goal on their iReady baseline math assessment by using appropriate interventions and remediations. iReady will allow instructors to gauge if students are on track to meet annual growth targets. Teachers will identify which standards students are struggling with the most and who needs the most help. It will assist teachers in grouping students by common learning needs. 60% of students will meet their annual stretch growth at the end of the iReady cycle.

Area of Focus	Effective Instruction
Content Area	Math
Priority Performance	The overall indicator score for student growth in Math was a total of only 20% of students meeting their annual stretch growth, based on i-Ready diagnostic data. This low percentage highlights a critical area of concern in math achievement and growth. Additionally, only 43.2% of students met expectations on the NJSLA Math assessment for the 2023–2024 school year, indicating that more than half of the student population is not performing at grade level proficiency. The discrepancy between diagnostic growth and standardized assessment performance suggests a potential misalignment between instruction, assessment rigor, and student readiness. These data points emphasize the urgent need for targeted instructional strategies, improved curricular alignment, and enhanced support systems particularly for students struggling to meet both growth and proficiency benchmarks.
Target Population:	Grade 3

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	In Sept 2025, all students in Grades 3-8 participated in iReady testing. Below grade level students were identified. Interventions for those students were followed. Students will be placed in ARMS classes based on analysis of data and teacher recommendation. Teachers will analyze Link-it! data to begin to address any areas of concern and weakness.	iReady diagnostic results TRI1 grades/averages District Math diagnostic Link-it! Data
Feb 15	During common prep times and PLC's, data will be analyzed and next steps taken for student for student remediation. Students will take Window 2 of iReady assessment.	TRI 2 grades/averages iReady Window 2 results
Apr 15:	Using PLC's and common planning time, analyze data from report cards, DA's and iReady and other sources. Re-tier students and collaborate on lesson plans to target deficiencies shown in data. Students will take the Window 3 iReady assessment.	TRI 3 grades/averages iReady Window 3 results
Jul 1	From Fall 2025 through Spring 2026, students in Grade 3 will improve by having 60% of students meet their stretch goal on their iReady baseline math assessment by using appropriate interventions and remediations. iReady will allow instructors to gauge if students are on track to meet annual growth targets. Teachers will identify which standards students are struggling with the most and who needs the most help. It will assist teachers in grouping students by common learning needs. 60% of students will meet their annual stretch growth at the end of the iReady cycle.	Analysis of overall iReady data FINAL grades/averages Math DA 4

Strategy 1 - WIN Periods

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 WIN periods daily.	9/4/25	9/11/25	Admin

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
2	1	Regularly review WIN Periods and student performance metrics	9/4/25	5/7/26	Grade 3 Math teacher

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

Strategy 2 - Continued Usage of District Requirements of iReady

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	Have students complete the baseline iReady Diagnostic.	9/4/25	9/25/25	Grade 3 teacher
2	2	Regularly review i-Ready usage data and student performance metrics to assess how effectively teachers are utilizing the platform	9/4/25	5/28/26	Grade 3 teacher
3	2	Create personalized learning plans for each student that outline specific skills and areas for improvement, incorporating activities and resources available in i-Ready. Ensure that the plans include a timeline and benchmarks to monitor progress throughout the school year.Create personalized learning plans for each student that outline specific skills and areas for improvement, incorporating activities and resources available in iReady.	9/11/25	5/28/26	Grade 3 teacher

Budget Items

SMART Goal 2 - Strategy 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	iready	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$500	State/Local

Strategy 3 - Common Preps among content areas to discuss areas for best improvements.

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	Ensure Math teachers have common prep periods	9/4/25	9/11/25	Admin
2	3	Share best practices among ELA teachers for success	9/4/25	5/28/26	ELA teachers
3	3	Document outcomes of meetings	9/4/25	5/28/26	Math teacher

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

SMART Goal 3

During the 2025-2026 school year, students in Grade 8 (with chronic absences) will show a decrease by up to 10% through shared expectations, shared support, and shared accountability by all involved stakeholders, including parents, students and school staff.

Area of Focus	Climate & Culture - Attendance/Behavior
Content Area	Attendance
Priority Performance	Chronic absenteeism remains a persistent challenge in Grade 8, with monthly data indicating minimal improvement throughout the school year: April: 14 students chronically absent March: 14 students chronically absent February: 16 students chronically absent January: 17 students chronically absent December: 16 students chronically absent November: 15 students chronically absent October: 14 students chronically absent September: 15 students chronically absent According to Attendance Audits for the 2024-2025 School Year, 29% of students in grade 8 are considered chronically absent
Target Population:	Grade 8

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Establish an Attendance Committee that meets bi-weekly to review 8th grade attendance data and identify chronically absent students (attendance < 90%). Begin outreach to families of at-risk students.	Monthly 8th grade attendance data Chronic absenteeism reports Attendance committee meeting logs Records of family outreach and interventions Student incentive tracking sheets Student and family surveys
Feb 15	Implement monthly attendance recognition (e.g., certificates, bulletin board shoutouts, classroom celebrations). Offer individual or group incentives for improvement.	Monthly 8th grade attendance data Chronic absenteeism reports Attendance committee meeting logs Student incentive tracking sheets
Apr 15:	Track attendance trends to evaluate the impact of interventions. Provide additional support (e.g., mentorship, check-ins, home visits) for students with persistent attendance concerns.	Monthly 8th grade attendance data Chronic absenteeism reports Attendance committee meeting logs Records of family outreach and interventions Student incentive tracking sheets Student and family surveys
Jul 1	During the 2025-2026 school year, students in Grade 8 (with chronic absences) will show a decrease by up to 10% through shared expectations, shared support, and shared accountability by all involved stakeholders, including parents, students and school staff.	Monthly 8th grade attendance data Chronic absenteeism reports Attendance committee meeting logs Records of family outreach and interventions Student incentive tracking sheets Student and family surveys

Strategy 1 - Monthly attendance recognition.

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	Purchase attendance incentives	9/4/25	9/25/25	Admin
2	1	Implement Attendance incentives	9/4/25	5/28/26	teachers ; admin
3	1	Compare 25/26 data with previous years	9/4/25	5/28/26	Teachers ; admin

Budget Items

SMART Goal 3 - Strategy 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Attendance Incentives	SCHOOLWIDE - Schoolwide Blended / 520-930	$500	State/Local

Strategy 2 - Attendance Committee

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	Teachers will send district form letter for students with 4, 8 10 or more absences.	9/4/25	5/28/26	Classroom Teachers

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

Strategy 3 - Incentive Program

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	Create a system of rewards and recognition for students who consistently attend school	9/4/25	9/11/25	Attendance Committee
2	3	Students will receive certificates or pencils each month to recognize good attendance.	9/4/25	5/28/26	Classroom teachers

Budget Items

SMART Goal 3 - Strategy 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Attendance rewards	SCHOOLWIDE - Schoolwide Blended / 520-930	$500	State/Local

SMART Goal 4

The goal for the 2025-2026 school year is to decrease the total number of suspensions and the total number of suspension days by 10%. This will be accomplished through the implementation of targeted interventions, including restorative practices, conflict resolution programs, and behavior support systems. Additionally, professional development will be provided for staff, focusing on proactive classroom management and de-escalation strategies to reduce the need for suspensions. The goal aligns with the school's commitment to creating a positive learning environment and ensuring that students remain engaged in their education. The target will be achieved by the end of the 2025-2026 school year, with monthly progress monitoring of suspension data to ensure adjustments are made as needed to stay on track.

Area of Focus: Climate & Culture - Attendance/Behavior

Content Area: Climate

Priority Performance: The total number of suspensions will decrease from 40 to 36.

Target Population: Grades K-8

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Identify students with repeated behavior incidents across all grade levels (K–8). Begin targeted support through regular check-ins with counselors or designated staff and begin implementing Second Step SEL curriculum schoolwide	Behavior referral data (schoolwide and disaggregated by grade level) SEL checklists, rubrics, or student reflection tools Staff anecdotal logs and behavior observation forms Participation logs for small group interventions Student surveys or journals on conflict resolution skills

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	Continue Implementing Second Step SEL curriculum schoolwide with fidelity. Provide Tier 2 small-group SEL instruction for identified at-risk students. Begin tracking student behavior improvements using SEL rubrics and teacher feedback.	Behavior referral data (schoolwide and disaggregated by grade level) SEL checklists, rubrics, or student reflection tools Staff anecdotal logs and behavior observation forms Participation logs for small group interventions Student surveys or journals on conflict resolution skills
Apr 15:	Deliver conflict resolution training to all students, with differentiated strategies by grade band Monitor a decrease in peer conflicts and referrals.	Behavior referral data (schoolwide and disaggregated by grade level) SEL checklists, rubrics, or student reflection tools Staff anecdotal logs and behavior observation forms Participation logs for small group interventions Student surveys or journals on conflict resolution skills
Jul 1	The goal for the 2025-2026 school year is to decrease the total number of suspensions and the total number of suspension days by 10%. This will be accomplished through the implementation of targeted interventions, including restorative practices, conflict resolution programs, and behavior support systems. Additionally, professional development will be provided for staff, focusing on proactive classroom management and de-escalation strategies to reduce the need for suspensions. The goal aligns with the school's commitment to creating a positive learning environment and ensuring that students remain engaged in their education. The target will be achieved by the end of the 2025-2026 school year, with monthly progress monitoring of suspension data to ensure adjustments are made as needed to stay on track.	Behavior referral data (schoolwide and disaggregated by grade level) SEL checklists, rubrics, or student reflection tools Staff anecdotal logs and behavior observation forms Participation logs for small group interventions Student surveys or journals on conflict resolution skills

Strategy 1 - SEL Program - Second Step
Increased Support for At-Risk Students

Action Steps

SMART Goal 4 - 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	Provide Second Step SEL lessons weekly schoolwide, and small-group Tier 2 sessions for students with recurring behavior challenges.	9/4/25	5/28/26	All teachers
2	1	S.A.C. counselor to meet with students and support teachers as necessary.	9/4/25	5/28/26	Teachers / SAC

Budget Items

SMART Goal 4 - Strategy 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Licensing for Program	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$5,000	State/Local

Strategy 2 - Incentive Program

Action Steps

SMART Goal 4 - 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	Launch and strengthen a positive behavior system to recognize respectful, responsible behavior.	9/4/25	5/28/26	Admin ; Teachers

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
2	2	Update the system monthly to ensure relevance	9/4/25	5/28/26	Admin ; Teachers
3	2	Compare data from 25/26 school year to prior years	9/4/25	5/28/26	Admin ; teachers

Budget Items

SMART Goal 4 - Strategy 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Incentive Items	SCHOOLWIDE - Schoolwide Blended / 520-930	$500	State/Local

Strategy 3 - Conflict Resolution Training

Action Steps

SMART Goal 4 - 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	Offer conflict resolution workshops or classroom mini-lessons using restorative practices and peer mediation strategies tailored to grade levels.	9/4/25	5/28/26	Counselors / Teachers

< 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	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Purchased Professional & Technical Services	100-300	$6,500	$0	$0	$0	$0	$0	$0	$0	$6,500
INSTRUCTION	Other Purchased Services	100-500	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Supplies & Materials	100-600	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Sub-total		$6,500	$0	$0	$0	$0	$0	$0	$0	$6,500
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	$1,500	$0	$0	$0	$0	$0	$0	$0	$1,500
SCHOOLWIDE	Sub-total		$1,500	$0	$0	$0	$0	$0	$0	$0	$1,500

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			$6,500	$0	$0	$0	$0	$0	$0	$0	$8,000

Overview of Total Title 1 Expenditures

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

School Level Certification Page

x	The results of the Comprehensive Needs Assessment are included in the designated tabs. If applicable, the Comprehensive Data Analysis and Needs Assessment process was completed in collaboration, and with the concurrence of the assigned Regional Support Team (RST) member from the Office of Comprehensive Support. (Note: RSTs are assigned to LEAs with CII, CSI, or have at least three ATSI or TSI schools.)
x	The Annual School Plan includes at least three SMART goals with at least one area of focus being Effective Instruction. If my school was designated as CII, CSI, ATSI or TSI, the plan includes a fourth goal. All goals address the areas of priority performance needs identified during Comprehensive Needs Assessment process. The following SMART Goal areas, denoted by a checkmark, are included in this ASP.
x	Effective Instruction
x	Effective Instruction
x	Climate & Culture - Attendance/Behavior
x	Climate & Culture - Attendance/Behavior
	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 Date: Heather Zalis 06/16/2025

Title: Assistant Principal

District Business Administrator or District Federal Programs Administrator Certification

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

For Comprehensive Support and Targeted Support schools only:

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

Certified By: Dennis C. Degnan Title: Assistant Superintendent of Schools for Curriculum

Date: 09/05/2025

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: John J. Niesz Title: Superintendent of Schools

Date: 09/05/2025