

Lincoln Community School #5

District: BAYONNE CITY

County: HUDSON

Team: NA

School Identification: Targeted Support

Targeted Subgroup: White

CDS: 170220070

# Annual School Planning 2022-2023

## ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Principal	Keith J. Makowski	Yes	Yes	Yes		
Teacher	Jillian Guerra	Yes	Yes	Yes		
Teacher	Dorothy Novak	Yes	Yes	Yes		
Parent	Jodie Markey	Yes	Yes	No		
Community Member	Pete Amadeo	Yes	Yes	No		
Administrative Assistant	Margaret Regan	Yes	Yes	Yes		

### ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
11/18/2021	Prior Year Evaluation	Yes	Yes
02/17/2022	Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis	Yes	Yes
04/28/2022	Priority Performance Needs and Root Cause Analysis, Smart Goal Development	Yes	Yes
06/28/2022	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis,	Yes	Yes

### Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
ARMS Grades 3-8	ELA/Math	All Subgroups	Yes	Yes	Yes	The ARMS classes directly support and correlate with the standardized tests that are given in Grades 3-8. The classes for ELA and Math support students in their ability to be successful and proficient on the state assessments.
100 Book Challenge K-3	ELA	All Subgroups	Yes	Yes	Yes	The 100 Book Challenge classes are small learning environments for young readers that allow them to read on their ability level. The course promotes each student to strengthen their independent reading skills with guidance and support.
AM Tutorial Call	Math	All Subgroups	Yes	Yes	Yes	The AM Tutorial Call is designed to support struggling Math students and guide them on their own personal learning levels. The class is small and is structured to help improve targeted Math skills needed for current Math level learning.

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
iReady	ELA/Math	All Subgroups	Yes	Yes	Yes	The iReady program is used for both ELA and Math. The program allows each student to work at their own learning level and pace. The programs provides specific lessons that correlate with the current state standards for each subject. iReady focuses on targeted skills in each subject area that have been identified as areas of weakness for each student.
Monthly Magazine subscriptions	ELA	All Subgroups	Yes	Yes	No	The monthly magazines allow for the students to keep up with current events and strengthen their reading comprehension skills at the same time. The magazines allow for independent and group work that can enhance reading and learning skills.
Readworks, Newsela, Ixl, CommonLIT,	ELA/Math	All Subgroups	Yes	Yes	No	The websites that have been used in class have given the students and teachers a variety of learning and teaching strategies. Each site is different and has its own purpose and objectives to enhance learning levels. Students and teachers can utilize the websites as they see fit in a given learning situation.

STUDENT ACHIEVEMENT				
Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. <a href=http://www.nj.gov/education/schools/achievement/ target="_blank">Link</a> to website with access to reports.		Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank.	Not Applicable
Science*	NJSLA Science Homepage, https://measinc-nj-science.com/		Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank.	Not Applicable

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.	Student Group	ELA	Math	Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank.	Not Applicable
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific				
		American Indian or Alaska Native				
		Two or More Races				
		Female				
		Male				
		Economically Disadvantaged				
		Non-Economically Disadvantaged				
		Students with Disabilities				
Students without Disabilities						

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math		
		English Learners				
		Non-English Learners				
		Homeless Students				
		Students in Foster Care				
		Military-Connected Students				
		Migrant Students				

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment Participation*	Please list any cycles where the 95% participation rate was not met. Please provide explanation. *Identify patterns by subgroup *Identify patterns by grade	ELA					All students at LCS participated in benchmark assessments.	All students at LCS participated in benchmark assessments.
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	100%	100%	100%	0%		
		1	100%	100%	100%	0%		
		2	100%	100%	100%	0%		
		3	100%	100%	100%	100%		
		4	100%	100%	100%	100%		
		5	100%	100%	100%	100%		
		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%				

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		12	0%	0%	0%	0%		
		<b>Math</b>						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	100%	100%	100%	0%		
		1	100%	100%	100%	0%		
		2	100%	100%	100%	0%		
		3	100%	100%	100%	100%		
		4	100%	100%	100%	100%		
		5	100%	100%	100%	100%		
		6	100%	100%	100%	100%		
		7	100%	100%	100%	100%		
		8	100%	100%	100%	100%		
		9	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment (Proficiency) ELA Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	All Cycle 1 data was below 50%, except for Grade 5. By Cycle 3, all grade level proficiency was at or above 50%.	All grade levels, except for Grade 5, saw an increase in proficiency from Cycle 1 to Cycle 2.
		K	15%	52%	52%	0%		
		1	10%	42%	62%	0%		
		2	17%	44%	50%	0%		
		3	0%	42%	63%	94%		
		4	37%	53%	91%	45%		
		5	70%	63%	81%	75%		
		6	50%	73%	92%	71%		
		7	20%	35%	73%	78%		
		8	0.08%	13%	78%	79%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
12	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment (Proficiency) Math Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	For Cycle 1, Grades K-2 proficiency averages are significantly lower than other grade levels. By Cycle 3, all grade level proficiency (except for grades K-2) were at or above 50%.	All grade levels saw an increase in proficiency from Cycle 1 to Cycle 2.
		K	11%	36%	34%	0%		
		1	0.05%	18%	41%	0%		
		2	0.04%	9%	47%	0%		
		3	65%	78%	82%	98%		
		4	74%	61%	89%	84%		
		5	79%	82%	60%	96%		
		6	69%	64%	72%	77%		
		7	33%	29%	86%	59%		
		8	20%	19%	83%	67%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
12	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
English Language Proficiency (ELP)*	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	-2%	N/A	N/A

CLIMATE & CULTURE					
Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Enrollment*	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	Overall YTD Student Enrollment Average	468	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  Subgroup 1 (White) School Year 15-16 37.9% School Year 16-17 36.4% School Year 17-18 35.3% School Year 18-19 34.0% School Year 19-20 30.0% School Year 20-21 28.8% School Year 21-22 39.1%	Total enrollment for the 21-22 school year is similar to what it has been over the last several years, increasing slightly from last year. The average total enrollment for Lincoln School is 457.  The total enrollment of white students (subgroup 1) had been slowly decreasing each year until this school year, which shows the greatest enrollment of this subgroup in 7 years.
		Subgroup 1 YTD Student Enrollment Average	184		
		Subgroup 2 YTD Student Enrollment Average	0		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	94.61%	2021-2022 Daily Student Attendance by Month: September 95.67% October 97.73% November 97.24% December 96.98% January 95.44% February 93.71% March 94.13% April 94.31% May 91.37% June 89.48%	The prior three school years saw the lowest student attendance during the months of December, January, April and May.  This school year saw increased absences during February and May, perhaps coinciding with state-wide spikes in cases of COVID-19.
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Chronic Absenteeism (Students)*	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	18.15%	2021-2022 Chronic Absenteeism by Month:  September 20.57% October 18.70% November 21.51% December 20.17% January 19.91% February 17.81% March 13.98% April 10.44% May 17.33% June 21.13%	Compared to the previous school year there was an overall increase in chronic absenteeism from 7.52% to 18.15%, with each month showing a substantial increase from single digit to double digit percentages.  The smaller percent of chronic absenteeism the prior year could be related to virtual learning, while the spike this school year could be related to the struggle to return to routine, in-person full day school.
		Subgroup 1 YTD Chronic	16.27%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	93.23%	2021-2022 Staff Attendance by Month:  September 95.68% October 93.89% November 93.86% December 91.37% January 93.22% February 93.58% March 92.95% April 93.48% May 92.80% June 91.56%	The previous two school years had a staff attendance rate of 95.97% and 97.81%, respectively. This school year's staff attendance rate shows a decrease, with the lowest being in December and June.

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders	Student Suspension YTD Average - In School	0.00%	Less than 1% of students were suspended during the school year.	Behavior resulting in suspensions was not a major issue in this school year.
		Student Suspension YTD Average - In School for Subgroup 1	0.00%		
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		
		Student Suspension YTD Average - Out of School	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 2	0.45%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family		N/A	N/A

COLLEGE & CAREER READINESS						
Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
Graduation Cohort (HS ONLY)	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	N/A	N/A
		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				
		English Learners				
		Homeless Students				
Students in Foster Care						

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.			N/A	N/A
College Readiness Test Participation	Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT			N/A	N/A
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	1	N/A	N/A
		% of students with a C or better			
		Count of students who took the Algebra section of PARCC			
		% of students who scored 4 or 5 on the PARCC assessment			

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs		-Danielson Framework -Yes -53 -14 -5 -0 -N/A -50 -50 -2 -48 -0 -0	Most teachers and staff fall into the "Effective" range. Coming out of the pandemic, I feel that teachers are doing what they should be doing and trying their best to get their students caught up from any shortcomings during virtual learning. It has been a difficult year for many, but solid efforts have been put forth, with a handful of teachers going above and beyond and falling into the Highly Qualified range.

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/SEL Family Survey	Panorama 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.

## Process Questions and Growth and Reflection Tool

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary	
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	3-Developing	Curriculum and instruction materials are aligned to most up to date state standards. PLC's are used so teachers can collaborate and discuss student learning objectives.	Teachers will use common planning to better analyze student data.
	2	A	3-Developing		
	3	A	4-Sustaining		
	4	A	3-Developing		
	5	A	2-Emerging		
Assessment	1	A	4-Sustaining	Summative and formative assessments are often used to guide instruction at each grade level and subject.	Teachers will better utilize the formative assessments to drive instruction for each subject area.
	2	A	4-Sustaining		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	3-Developing	PLC's will occur monthly. Teachers use this time to share ideas among coworkers and discuss student data.	PLC meeting will be more structured and more organized in order to focus more on student learning and meeting student needs.
	2	A	4-Sustaining		
	3	A	1-Not Addressed		
	4	A	1-Not Addressed		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	4-Sustaining	Teachers and administrators have a mutual respect for one another and work well together on a daily basis.	Teachers can do a better job in assuring that students are always active participants in their learning.
	2	A	4-Sustaining		
	3	A	3-Developing		
	4	A	4-Sustaining		
	5	A	3-Developing		
	6	A	3-Developing		
	7	A	3-Developing		
	8	A	4-Sustaining		
	9	A	4-Sustaining		
	10	A	3-Developing		
	11	A	2-Emerging		
	12	A	3-Developing		
	13	A	4-Sustaining		
	14	A	3-Developing		
Teacher and Principal Effectiveness	1	A	4-Sustaining	Teachers effectively use the Danielson model to guide instruction. PDP's are linked to individual and school needs.	Teachers utilize feedback provided by administrators to make needed changes to their instructional programs.

## Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Climate and Culture, including Social and Emotional Learning	According to the 2018-2019 ESSA School Accountability Profile report, the rate of chronic absenteeism was 13.9%. Our goal is to lower the percentage of students that are chronically absent. The overall student attendance rate for the 2021-2022 school year was 94.61% and the overall chronic absenteeism rate for students was 18.15%.	<p>1. Personal and/or family illness and need to quarantine due to state guidelines.</p> <p>2. Other (motivation, general indifferent attitude towards attending school, non school related activities/appointments during school time, family dynamics).</p>	All students (total population of students at LCS)	1	Attendance Committee
				2	Monthly attendance recognition.
				3	Utilize Link-it! Online Data Program
Effective Instruction	The overall indicator score for student growth in ELA was a total of 13.49% for the 2017-2018 school year. Though no official state testing data was released in the school year 2021 - 2022, the students at LCS in grades 4- 8 participated in the NJ Start Strong Assessment in September 2021. According to the data, 63% of students are in need of some/strong support in ELA. The challenge for LCS will be to decrease the number of students that are in need of academic for for ELA.	<p>1. Lingering effects from prior year virtual learning.</p> <p>2. High rate of absences due to personal or family illness.</p> <p>3. Additional time needed in classroom to reteach foundational skills that were lacking due to pandemic.</p>	All students (total population of students at LCS)	1	During REACH period (once a week 40 minutes), grades 3-8 will implement iReady online instruction.
				2	Continuation of Reading Cafe
				3	Implementation of Scholastic News Magazines and Daily Reading Comprehension Journals for Grades 3-5.

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Effective Instruction	The overall indicator score for student growth in MATH was a total of 3.41% for the 2017-2018 school year. Though no official state testing data was released in the school year 2020 - 2021, the students at LCS in grades 4- 8 participated in the NJ Start Strong Assessment in December 2020. According to the data, 85% of students are in need of some/strong support in MATH. The challenge for LCS will be to decrease the number of students that are in need of academic for for MATH	<ol style="list-style-type: none"> <li>1. Lingering effects from prior year virtual learning.</li> <li>2. High rate of absences due to personal or family illness.</li> <li>3. Additional time needed in classroom to reteach foundational skills that were lacking due to pandemic</li> </ol>	All students (total population of students at LCS	1	During REACH period (once a week 40 minutes), grades 3-8 will implement iReady online instruction.
				2	Continuation of Daily Math Journal of Grades 3-5
				3	Utilize Link-it! Online Data Program
No option for the fourth SMART Goal was selected on the Root Cause page.				1	
				2	
				3	

## SMART Goal 1

During the 2022-2023 school year, students in Grades K-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.

**Priority Performance** According to the 2018-2019 ESSA School Accountability Profile report, the rate of chronic absenteeism was 13.9%. Our goal is to lower the percentage of students that are chronically absent. The overall student attendance rate for the 2021-2022 school year was 94.61% and the overall chronic absenteeism rate for students was 18.15%.

**Strategy 1:** Attendance Committee

**Strategy 2:** Monthly attendance recognition.

**Strategy 3:** Utilize Link-it! Online Data Program

**Target Population:** All students (total population of students at LCS)

## Interim Goals

### SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Attendance Committee formed to identify previous year (2021-2022) students considered to be chronic absent. Attendance certificates distributed. Teacher in charge will provide the principal with all up to date information on attendance concerns/issues. Teachers will analyze collected attendance data from the Link it! program and address any issues.	Attendance records Link-it! Data

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	Bi-Weekly monitoring of students with excessive absences. Written and phone correspondence with parents addressing attendance concerns. Attendance certificates distributed. Teacher in charge will provide the principal with all up to date information on attendance concerns/issues.	Attendance records and attendance committee data.
Apr 15:	Attendance committee meets with principal to review student attendance data and discuss students that have met or exceeded the chronic absenteeism level. Principal will set up meetings with parents of the students that have been identified. Teacher in charge will provide the principal with all up to date information on attendance concerns/issues.	Attendance records and attendance committee data. Absent notes from parents/doctors.
Jul 1	During the 2022-2023 school year, students in Grades K-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.	Attendance records and attendance committee data.

## Action Steps

### SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Teachers will analyze the data in the Link-it! program for each of their current students and identify any areas of concern.	9/6/22	10/7/22	
1	1	Form attendance committee/identify students that are chronically absent from the previous school year.	9/6/22	6/16/23	
1	2	Distribute monthly attendance certificates/prizes to students.	10/4/22	6/16/23	
2	1	Meet monthly with principal to discuss collected attendance data.	9/6/22	6/16/23	

## Budget Items

### SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Attendance Certificates	INSTRUCTION - Supplies & Materials / 100-600	\$386	SIA
2	Attendance Pencils	INSTRUCTION - Supplies & Materials / 100-600	\$197	SIA
1	Attendance Committee Salary	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$1,320	SIA

## SMART Goal 2

From Fall 2022 through Spring 2023, students in Grades 3-8 will improve 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.

**Priority Performance**                      The overall indicator score for student growth in ELA was a total of 13.49% for the 2017-2018 school year. Though no official state testing data was released in the school year 2021 - 2022, the students at LCS in grades 4- 8 participated in the NJ Start Strong Assessment in September 2021. According to the data, 63% of students are in need of some/strong support in ELA. The challenge for LCS will be to decrease the number of students that are in need of academic for for ELA.

**Strategy 1:**                              During REACH period (once a week 40 minutes), grades 3-8 will implement iReady online instruction.

**Strategy 2:**                              Continuation of Reading Cafe

**Strategy 3:**                              Implementation of Scholastic News Magazines and Daily Reading Comprehension Journals for Grades 3-5.

**Target Population:**                      All students (total population of students at LCS)

## Interim Goals

### SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	In Sept 2022, 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.	iReady diagnostic results MP1 grades/averages District ELA diagnostic ELA DA 1

End of Cycle	Interim Goal	Source(s) of Evidence
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.	MP 2 grades/averages ELA DA 2 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.	MP 3 grades/averages ELA DA 3 iReady Window 3 results
Jul 1	From Fall 2022 through Spring 2023, students in Grades 3-8 will improve 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.	Analysis of overall iReady data MP 4 grades/averages ELA DA 4

## Action Steps

### SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Implementation of the Reading Cafe for Grade 3-8.	10/4/22	6/16/23	
1	1	Administer iReady Diagnostic to all students in Grades 3-8.	9/6/22	9/30/22	
1	3	Implementation of Scholastic News Magazines and Daily Reading Comprehension Journals for Grades 3-5.	10/4/22	6/16/23	
2	1	Utilize instructional portion of the iReady program to guide ELA instruction in Grades 3-8.	9/6/22	6/16/23	
3	1	Administer Window 2 of the iReady ELA Assessment.	1/3/23	1/31/23	
4	1	Administer Window 3 of the iReady ELA Assessment.	3/1/23	3/31/23	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
5	1	Implement use of Scholastic News Magazines and Daily Reading Comprehension Journals.	9/6/22	6/16/23	
6	1	Utilize Teachers Pay Teachers account for resources.	9/6/22	6/16/23	

## Budget Items

### SMART Goal 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	iReady ELA Program	INSTRUCTION - Supplies & Materials / 100-600	\$9,275	SIA
1	Monthly Scholastic News Magazines for Grades 3 - 5	INSTRUCTION - Supplies & Materials / 100-600	\$989	SIA
1	Daily Reading Comprehension Journals for Grades 3-5.	INSTRUCTION - Supplies & Materials / 100-600	\$662	SIA
1	Headphones	INSTRUCTION - Supplies & Materials / 100-600	\$1,350	SIA
1	Pencils	INSTRUCTION - Supplies & Materials / 100-600	\$363	SIA
6	Teachers Pay Teachers School Account	INSTRUCTION - Supplies & Materials / 100-600	\$5,494	SIA
1	Salary for Reading Cafe moderator	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$1,848	SIA

## SMART Goal 3

From Fall 2022 through Spring 2023, students in Grades 3-8 will improve 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.

**Priority Performance**                      The overall indicator score for student growth in MATH was a total of 3.41% for the 2017-2018 school year. Though no official state testing data was released in the school year 2020 - 2021, the students at LCS in grades 4- 8 participated in the NJ Start Strong Assessment in December 2020. According to the data, 85% of students are in need of some/strong support in MATH. The challenge for LCS will be to decrease the number of students that are in need of academic for for MATH

**Strategy 1:**                                  During REACH period (once a week 40 minutes), grades 3-8 will implement iReady online instruction.

**Strategy 2:**                                  Continuation of Daily Math Journal of Grades 3-5

**Strategy 3:**                                  Utilize Link-it! Online Data Program

**Target Population:**                      All students (total population of students at LCS)

## Interim Goals

### SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
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End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	In Sept 2022, 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 MP1 grades/averages District Math diagnostic Math DA 1 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.	MP 2 grades/averages Math DA 2 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.	MP 3 grades/averages Math DA 3 iReady Window 3 results
Jul 1	From Fall 2022 through Spring 2023, students in Grades 3-8 will improve 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.	Analysis of overall iReady data MP 4 grades/averages Math DA 4

## Action Steps

### SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Teachers will analyze data in the Link-it! program to identify areas of weakness for current students.	9/6/22	10/7/22	
1	1	Administer iReady Diagnostic for Grades 3-8	9/6/22	9/30/22	
1	2	Daily Math Journals for Grades 3 -5	9/6/22	6/16/23	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	1	Utilize the instructional portion of the iReady program for Grade 3-8	9/6/22	6/16/23	
3	1	Administer Window 2 of iReady assessment	1/3/23	1/31/23	
4	1	Administer Window 3 of iReady assessment	3/1/23	3/31/23	

## Budget Items

### SMART Goal 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	iReady Math Program (Assessment and Instruction)	INSTRUCTION - Supplies & Materials / 100-600	\$9,275	SIA
1	Purchase of Daily Math Journals for Grades 3-5	INSTRUCTION - Supplies & Materials / 100-600	\$663	SIA
1	Classroom Speakers	INSTRUCTION - Supplies & Materials / 100-600	\$196	SIA
1	Dry Erase Markers	INSTRUCTION - Supplies & Materials / 100-600	\$322	SIA
1	Calculators/Caddies	INSTRUCTION - Supplies & Materials / 100-600	\$1,260	SIA

## SMART Goal 4

Priority Performance

Strategy 1:

Strategy 2:

Strategy 3:

Target Population:

### Interim Goals

SMART Goal 4

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

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< SMART Goal 4 - Action Steps: NO DATA >

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< SMART Goal 4 - Budget Items: NO DATA >

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### Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
Teachers Salaries	9/1/22	6/30/23	BUILDING	INSTRUCTION - Personnel Services - Salaries / 100-100	\$178,250.00	Federal Title I (School
INSTRUCTIONAL SUPPLIES	9/1/22	6/30/23	BUILDING	INSTRUCTION - Supplies & Materials / 100-600	\$11,384.00	Federal Title I (School
NON INSTRUCTIONAL SUPPLIES	9/1/22	6/30/23	BUILDING	SUPPORT SERVICES - Supplies & Materials / 200-600	\$4,500.00	Federal Title I (School

## Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	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	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$0	\$0	\$0	\$0	\$30,432	\$0	\$30,432
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$30,432	\$0	\$30,432
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$0	\$0	\$0	\$0	\$3,168	\$0	\$3,168
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 (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	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	\$3,168	\$0	\$3,168
FACILITIES	Buildings	400-720	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Instructional Equipment	400-731	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Noninstructional Equipment	400-732	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Schoolwide Blended	520-930	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
Total Cost			\$0	\$0	\$0	\$0	\$0	\$0	\$33,600	\$0	\$33,600

## Overview of Total Title 1 Expenditures

	Federal Title 1 (Priority/Focus Interventions)	Federal Title 1 (School Allocation) Total	Federal Title 1 (Reallocated Funds)	TOTAL
Included in SMART Goal Pages	\$0	\$0	\$0	\$0
Other Title 1 Expenditures	\$0	\$194,134	\$0	\$194,134
Total	\$0	\$194,134	\$0	\$194,134

## School Level Certification Page

x	The results of the Comprehensive Needs Assessment are included in the designated tabs. For designated Targeted Support and all Comprehensive Support schools, the Comprehensive Data Analysis and Needs Assessment process must be completed in collaboration, and with the concurrence of your Comprehensive Support Network (CSN) Team.
x	The Annual School Plan requires a minimum of three SMART goals with an option to create a fourth. At least one of these goals must be developed with an area of focus "Effective Instruction." Goals must address the areas of priority performance needs identified during Comprehensive Needs Assessment process. Check all the SMART Goal areas included in your ASP.
x	Climate and Culture, including Social and Emotional Learning
x	Effective Instruction
x	Effective Instruction
	No option for the fourth SMART Goal was selected on the Root Cause page.
x	For Comprehensive Support and Targeted Support schools, 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 requirements set forth in the Every Student Succeeds Act (ESSA).
x	The Budget Summary includes all planned expenditures, as identified within the 'Budget Items' section of the SMART goal pages.
x	This plan has been submitted for final review and approval by the District Business Administrator, Federal Programs Administrator, Chief School Administrator, and any other district personnel with responsibility for expenditures of federal funds to ensure all purchases and uses of funds (SIA, other Title I, other federal, and state/local) are reviewed and approved.

Completed By: Keith J. Makowski

Title: Principal

Date: 07/05/2022

## District Business Administrator or District Federal Programs Administrator Certification

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

For Comprehensive Support and Targeted Support schools only:

x	I certify I have completed and certified the required LEA Resource Equity Review.
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Certified By: Dennis c. Degnan  
 Title: Assistant Superintendent of Schools  
 Date: 07/07/2022

## 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: 07/07/2022