Cold Springs School

District: GLOUCESTER CITY
County: CAMDEN
Team: NA
School Identification: NA
Targeted Subgroup
CDS: 071770160

Annual School Planning 2023-2024

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Parent/Guardian	Megan Carey	Yes	Yes	No		
Community Member	Ryann Frame	Yes	Yes	No		
Principal	Jennifer Daubert	Yes	Yes	Yes		
Supervisor	Kim Stamm	Yes	Yes	Yes		
Director	William O'Kane	Yes	Yes	Yes		
Master Teacher	Kristina Vasquez	Yes	Yes	No		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
11/28/2022	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
09/26/2022	Priority Performance Needs and Root Cause Analysis	Yes	Yes
04/24/2023	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
03/27/2023	Comprehensive Data Analysis and Needs Assessment	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)
Provide remediation to address skill gaps. (i.e. Summer WIN (WHAT I NEED) Program, tutoring and small group instruction) Oral Reading Records from Benchmark Advance, IXL ELA. Hire a Basic Skills Instructor, part time to increase student skills in ELA and Math.	MATH/ELA	All Populations K-3	Yes	Yes	Yes	In Grade 1 on the ELA benchmark there was an improvement of 15.3%. In Grade 2 on the ELA benchmark there was an improvement of 6.2%. In Grade 3 on the ELA benchmark there was an improvement of 16.1%. The first Oral Reading Records in Grade 2 69% started at below grade level, 18% were at grade level and 13% were above grade level. The third Oral Reading Records in Grade 1 63% (a decrease of 6%, very good) were still below grade level, 7% remained at grade level and 29% (an increase of 16%) were above grade level.

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)
Provide ELA professional program for development for staff including using the On-Course for aligning curriculum and lesson plans to the NJSLS. As well as, providing PD on Linkit benchmark data to analyze student performance and identify areas of concern and supplies. Whizimo Orton Gillingham profession development courses as selected.	ELA	All Populations K-3	No	Yes	Yes	In Grade 1 on the ELA benchmark there was an improvement of 15.3%. In Grade 2 on the ELA benchmark there was an improvement of 6.2%. In Grade 3 on the ELA benchmark there was an improvement of 16.1%. The first Oral Reading Records in Grade 2 69% started at below grade level, 18% were at grade level and 13% were above grade level. The third Oral Reading Records in Grade 1 63% (a decrease of 6%, very good) were still below grade level, 7% remained at grade level and 29% (an increase of 16%) were above grade level.

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)
Acquire resources: (1) 1-1 Technology Initiative to overcome the Digital Divide (Devices) such as 3 interactive smartboards $ 4,470 each 2) Materials to use in class including on-line and consumables (Fundations/Wilson, IXL,Benchmark Advanced (reading), Peardeck, Dibels, Raz Kids, Studies Weekly, Freckle, Ed Puzzle, Kami) (3) ELA professional development for staff including using the OnCourse program for aligning curriculum and lesson plans to the NJSLS and supplies. Onboard a new ELA	ELA	All Populations K-3	Yes	Yes	Yes	In Grade 1 on the ELA benchmark there was an improvement of 15.3%. In Grade 2 on the ELA benchmark there was an improvement of 6.2%. In Grade 3 on the ELA benchmark there was an improvement of 16.1%. The first Oral Reading Records in Grade 2 69% started at below grade level, 18% were at grade level and 13% were above grade level. The third Oral Reading Records in Grade 1 63% (a decrease of 6%, very good) were still below grade level, 7% remained at grade level and 29% (an increase of 16%) were above grade level.

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)
program (Benchmark Advance) to address students' needs beginning in the 21-22 school year Provide materials, supplies etc to homeless students as determined by needs assessment.						
Provide remediation to address skill gaps. (i.e. Summer WIN (WHAT I NEED) IXL math, Explore Learning (Reflex math), tutoring and small group instruction). Hire a Basic Skills Instructor, part time to increase student skills in ELA and Math.	Math	All Populations K-3	Yes	Yes	Yes	In Grade 1 on the Math benchmark there was an improvement of 9.3%. In Grade 2 on the Math benchmark there was an improvement of 29.4%. In Grade 3 on the Math benchmark there was an improvement of 44.5%.

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)
Provide mathematics professional development for staff including using the On- Course program for aligning curriculum and lesson plans to the NJSLS and supplies.	All subject areas	All Populations K-3	Yes	Yes	Yes	NJSLS are embedded in curriculum and lesson plans.
Actively engage students in skills to bolster students' mathematical comprehension IXL math, Explore Learning(Reflex math).	math	All Populations K-3	Yes	Yes	Yes	Gain fluency and confidence in math! IXL helps students master essential skills at their own pace through fun and interactive questions, built in support, and motivating awards.

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)
Provide remediation to address skill gaps. (i.e. Summer WIN (WHAT I NEED) Program, tutoring and small group instruction) Oral Reading Records from Benchmark Advance, IXL cross curricular	ELA	All Populations K-3	Yes	Yes	Yes	The first Oral Reading Records in Grade 2 69% started at below grade level, 18% were at grade level and 13% were above grade level. The third Oral Reading Records in Grade 1 63% (a decrease of 6%, very good) were still below grade level, 7% remained at grade level and 29% (an increase of 16%) were above grade level.

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)
Acquire resources: 1) 1-1 Technology Initiative to overcome the Digital Divide (Devices) such as 3 interactive smartboards $ 4,470 each (2) Materials to use in class including on-line and consumables and supplies (Fundations/Wilson, Benchmark , IXL, Kami, Peardeck,Ed Puzzle and other ELA and Math (Explore Learning(Reflex math)) programs as determined to fit needs)	All subject aresa	All Populations K-3	Yes	Yes	Yes	According to the 21-22 ESSA Accountability Profile by NJDOE, All students met target in ELA Academic Growth and All students met Math Academic Progress Growth. Only the Economically Disadvantaged sub group di not meet the target and that is being addressed through summer remediation as well as pull out tutoring during the school year.

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)
Provide professional development for staff members. This will include professional development on aligning curriculum and lesson plans to the NJSLS using the On-Course program. Provide materials, supplies etc to homeless students as determined by needs assessment	All subject Areas	All Populations K-3	Yes	Yes	Yes	Teachers were given the opportunity to present PD to their peers.

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)
Develop a SEL curriculum and onboard a SEL program (such as 7Mindsets, piloting Responsive Classrooms) Parent involvement activities including workshops. Extra supports for students and subgroups (homeless students, English Language Learners, students with disabilities, homeless students, and economically disadvantaged students) will be provided as individual needs are known.	SEL Curriculum Training	All Populations K-3	Yes	Yes	Yes	Social-emotional learning (SEL) describes the mindsets, skills, attitudes, and feelings that help students succeed in school, career, and life. At its core, SEL focuses on students' fundamental needs for motivation, social connectedness, and self-regulation as prerequisites for learning.

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. Link to website with access to reports.		During the 2021-2022 Spring School Year, students in ELA Grade 3: 19% of students did not meet Expectations: 22% Partially Met Expectations, 22% were approaching expectations, 34% met expectations, and 3% exceeded expectations. During the 2021-2022 Spring School Year, students in MathGrade 3: 28% of students did not meet Expectations: 33% Partially Met Expectations, 31% were approaching expectations, 47% met expectations, and 3% exceeded expectations. 2021-2022 Spring NJSLA by Subgroup Race ELA/Language Arts Grade 3 Two or More Students: total of 1 students- 1 students (100%) did not meet	2nd and 3rd graders have huge holes in their reading ability from Covid/remote learning. Cold Springs School is taking active measures to remediate and teach reading to all elementary students successfully. Teacher survey (administered April 2023) indicates a need for professional development to support struggling students (64.6%), correlating standards and assessments (54.4%). Teachers and school leaders have identified a need for more professional development in reading and writing across the curriculum (25.3%), small group instruction (50.6%) and student engagement (39.2%) during grade level meetings and PLC

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			expectations. Black Students- total of 20 students- 6 students (30%) did not meet expectations, 6 students (30%) partially met expectations, 4 students (20%) approached expectations, and 4 students (20%) met expectations. Hispanic Students- total of 37 students- 9 students (24%) did not meet expectations, 8 students (22%) partially met expectations, 10 students (27%) approached expectations, and 10 students (27%) met expectations. White Students- total of 80 students-11 students (14%) did not meet expectations, 17 students (21%) partially met expectations, 16 students (20%) approached expectations, 32 students (40%) met expectations and 4 (5%) students exceeded expectations.	meetings and Lion's Hours. To enhance reading, Need to develop a program to foster MTSS (multi-tiered systems of supports) implementing effective literacy practices across Tier I, II, & III. Tier 1 is whole group instruction model; Tier 2 small group instruction model; Tier 3 is intervention & skill specific. Collaborative meetings by grade levels and small group workshops to discuss effective strategies and activities that support ELA/Literacy instruction. Instructional Supervisors and outside consultants will support the teachers in the implementation of the Fundations phonics program and Benchmark Advance Reading program

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
				through workshops, PLC meetings, co-teaching and modeling. Instructional Supervisors will continue to support the teachers in the use of Lexia, Daily 5 and Café in the literacy block. Instructional Supervisors/Master Teacher will assist teachers with data analysis of LinkIt, DIBELS and Teaching Strategies GOLD Assessment Systems and Oral Reading Records.
Science*	NJSLA Science Homepage, https: /measinc-nj-science.com/		There are no grade levels available for Science in the elementary school.	There are no grade levels available for Science in the elementary school.
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.		Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank.	Not Applicable

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data</th><th>Your Data (Provide any additional data</th><th>Observations / Trends</th></tr>
<tr>
<td>Benchmark Assessment Participation*</td>
<td>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>
<table>
<tr><th colspan="5">ELA</th></tr>
<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>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>1</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
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<tr><td>11</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
</table>
</td>
<td>95% of students participated in Benchmark Assessment Participation.

2021-2022 Spring NJSLA by Subgroup Race
ELA/Language Arts
Grade 3
Two or More Students: total of 1 students- 1 students (100%) did not meet expectations.
Black Students- total of 20 students- 6 students (30%) did not meet expectations, 6 students (30%) partially met expectations, 4 students (20%) approached expectations, and 4 students (20%) met expectations.
Hispanic Students- total of 37 students- 9 students (24%) did not meet expectations, 8 students (22%) partially met expectations, 10 students (27%) approached expectations, and 10 students (27%) met expectations.
White Students- total of 80 students-11 students (14%) did not meet expectations, 17 students (21%) partially</td>
<td>Not applicable.</td>
</tr>
</table>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends

Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4
12	0%	0%	0%	0%

met expectations, 16 students (20%) approached expectations, 32 students (40%) met expectations and 4 (5%) students exceeded expectations.

Math

Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4
K	0%	0%	0%	0%
1	0%	0%	0%	0%
2	0%	0%	0%	0%
3	0%	0%	0%	0%
4	0%	0%	0%	0%
5	0%	0%	0%	0%
6	0%	0%	0%	0%
7	0%	0%	0%	0%
8	0%	0%	0%	0%
9	0%	0%	0%	0%

Data Source	Factors to Consider	Prepopulated Data	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%

95% of students participated in Benchmark Assessment Participation.

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	During the 2022-2023 School Year: English benchmarks were given on the LinkIt Platform both to drive instruction (the beginning benchmark) and to predict proficiency rates on the NJSLA (ending benchmark). In Grade 1 on the ELA benchmark there was an improvement of 15.3%. In Grade 2 on the ELA benchmark there was an improvement of 6.2%. In Grade 3 on the ELA benchmark there was an improvement of 16.1%. Oral Running Records are another measure of student's reading progress. The first Oral Reading Records in Grade 1 64% started at below grade level, 19% were at grade level and 17% were above grade level. The third Oral Reading Records in Grade 1 64% were still below grade level, 3% remained at grade level (a decrease of 16%, very good) and 33% (an increase	Teachers and Instructional Coaches are promoting whole group, small group, guided practice and independent work in all EAL lessons. 9.2% of SWD are chronically absent at Cold Springs School (MD, AUT, PSD PSD in GE, ICR/Supplemental Support, Speech Only). Each year, more students enroll during the school year than leave. We are a growing district, with a lot of incoming minority students. As American society has transformed, so has
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		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
			of 16%) were above grade level. The first Oral Reading Records in Grade 2 69% started at below grade level, 18% were at grade level and 13% were above grade level. The third Oral Reading Records in Grade 1 63% (a decrease of 6%, very good) were still below grade level, 7% remained at grade level and 29% (an increase of 16%) were above grade level. The first Oral Reading Records in Grade 3 62% started at below grade level, 4% were at grade level and 34% were above grade level. The third Oral Reading Records in Grade 3 45% (a decrease of 17%, very good) were still below grade level, 6% remained at grade level and 47% (an increase of 13%) were above grade level. 2021-2022 Spring NJSLA by Subgroup Race ELA/Language Arts	Gloucester City. 15 years ago, less than 10% of our students and families came from minority backgrounds. 10 years before that it was less than 1%.

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			Grade 3 Two or More Students: total of 1 students- 1 students (100%) did not meet expectations. Black Students- total of 20 students- 6 students (30%) did not meet expectations, 6 students (30%) partially met expectations, 4 students (20%) approached expectations, and 4 students (20%) met expectations. Hispanic Students- total of 37 students- 9 students (24%) did not meet expectations, 8 students (22%) partially met expectations, 10 students (27%) approached expectations, and 10 students (27%) met expectations. White Students- total of 80 students-11 students (14%) did not meet expectations, 17 students (21%) partially met expectations, 16 students (20%) approached expectations, 32 students (40%) met expectations and 4 (5%) students exceeded expectations.	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			Gloucester City School District Demographics by Race, Students, Staff White, 61.3%. 97.7% Black, 11.4%, 1.2% Hispanic, 20.7%, 0.6% Asian, 5.3%, 0.6% New Jersey Demographics by Race, Students, Staff White, 40.5%, 82.9% Black 15%, 6.5% Hispanic, 31.2%, 7.8% Asian, 10.4%, 2.2%	

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<tr><th>Data Source</th><th>Factors to Consider</th><th colspan="5">Prepopulated Data</th><th>Your Data (Provide any additional data</th><th>Observations / Trends</th></tr>
<tr><td rowspan="15">Benchmark Assessment (Proficiency) Math Rates*</td><td rowspan="15">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="15">During the 2022-2023 School Year:
Math benchmarks were given on the LinkIt Platform both to drive instruction (the beginning benchmark) and to predict proficiency rates on the NJSLA (ending benchmark).

In Grade 1 on the Math benchmark there was an improvement of 9.3%. In Grade 2 on the Math benchmark there was an improvement of 29.4%. In Grade 3 on the Math benchmark there was an improvement of 44.5%.

During the 2021-2022 Spring School Year, students in MathGrade 3:
28% of students did not meet Expectations: 33% Partially Met Expectations, 31% were approaching expectations, 47% met expectations, and 3% exceeded expectations.

2021-2022 Spring NJSLA by Subgroup Race Math Grade 3
Two or More Students: total of 1 students- 1 students</td><td rowspan="15">Teachers and Instructional Coaches are promoting whole group, small group, guided practice and independent work in all math lessons.</td></tr>
<tr><td>K</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
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			(100%) did not meet expectations. Black Students- total of 20 students- 8 students (40%) did not meet expectations, 8 students (40%) partially met expectations, and 4 students (20%) approached expectations. Hispanic Students- total of 37 students- 9 students (24%) did not meet expectations, 8 students (22%) partially met expectations, 10 students (27%) approached expectations, and 10 students (27%) met expectations. White Students- total of 80 students-14 students (18%) did not meet expectations, 11 students (14%) partially met expectations, 18 students (23%) approached expectations, 33 students (41%) met expectations and 4 (5%) students exceeded expectations.	

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	15%	The projected rates of Learners Making Expected Growth to Proficiency are: First grade there are 5 ELs and 1 is predicted to exit in the 22-23 SY. Second grade there are 5 ELs and 1 is predicted to exit in the 22-23 SY. Third grade there are 9 ELs and 1 is predicted to exit in the 22-23 SY.	Next year we will not be a consortium for Title III because we have grown as a district in ELs. Also, for the first time, the district is receiving Title III Immigrant funds.

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	866	The absentee Rate for Cold Springs School was 10.14% for January 2023, 10.33% for February 2023, 11.08% for March 2023, and 9.22% for April 2023. Chronic Absenteeism through grades 1 through 3 is at 10.96%.	Students in grades PK3, PK4, and Kindergarten do not need to go to school everyday. Unfortunately, too many parents become lackadaisical about sending their first, second or third graders to school when younger siblings are involved.
		Subgroup 1 YTD Student Enrollment Average	468		
		Subgroup 2 YTD Student Enrollment Average	181		
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	99.47%	In Grade 1, there are 16 students (10.61%) who are in Special Education. In Grade 2, there are 24 students (16.22%) in Special Education. In Grade 3, there are 27 students (16.88%) in Special Education.	Students in grades PK3, PK4, and Kindergarten do not need to go to school everyday. Unfortunately, too many parents become lackadaisical about sending their first, second or third graders to school when younger siblings are involved.
		Subgroup 1 YTD Student	99.55%		
		Subgroup 2 YTD Student Attendance Average	99.48%		

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	0.90%	Chronic Absenteeism through grades 1 through 3 is at 10.96%. Attendance is reported for grades 1, 2, and 3 only. The White subgroup in grades 1, 2, and 3 is 4.76% chronically absent. The Hispanic subgroup in grades 1, 2, and 3 is 3.09% chronically absent. The Black subgroup in grades 1, 2, and 3 is 4.97% chronically absent.	Students in grades PK3, PK4, and Kindergarten do not need to go to school everyday. Unfortunately, too many parents become lackadaisical about sending their first, second or third graders to school when younger siblings are involved.
		Subgroup 1 YTD Chronic	0.88%		
		Subgroup 2 YTD Chronic Absenteeism	1.07%		
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	96.40%	Year to Date, 5/19/23 93.82% teacher attendance rate. Dock/Unpaid, Personal Day, Sick-Family, and Sick.	Covid and other illnesses are still playing a large part of our teachers being out. Incentives such as free jeans days, premium parking days, being able to leave school when students are dismissed are all incentives for teachers who have perfect monthly attendance.

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders	Student Suspension YTD Average - In School	0.34%	School wide there was 1.29% of ISS and no OSS from September 6, 2022-May 17, 2023. White subgroup was 0.86% of ISS and no OSS Black subgroup there was 0.21% of ISS and no OSS Two or more races subgroup there was 0.21% of ISS and no OSS S	Children do not seem to have the same coping skills as previously before the Pandemic. The school is implementing a new SEL curriculum to offer students more coping skills in their repertoire.
		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	0.17%		

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		Teachers answered a Professional Development survey in April of 2023. Cold Springs Teachers. The Top three professional development formats that best support teachers' needs are: Workshops/PD in small groups format (79.5%); Collaboration Organized by Grade Level (67.1%), and Online Professional Development (43%). The top 5 areas of Professional Development are: Differentiated Instruction (57%), Small group instruction (50.6%), Student Engagement (39.2%) with Heggerty, Responsive Classroom and Mental Health Supports all at 31.6%. In the area of using data in analysis and assessments Analyzing Student Data (30.4%), Teaching Strategies GOLD (27.8%) and ORR-oral reading records at (19%). Teachers want more PD in Correlating Standards and Assessments as well as Understanding the NJSLS. As always, teachers want more professional development for teacher training programs such as	The administration use the PD survey to best present and provide PD for staff that is focused and necessary in order for teachers to teach effectively.

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			GSuite and Raz-Plus. Supporting Struggling Students at 64.6% is the are of choice in differentiated instruction. Infusing technology into STEM courses is an area of concern for elementary teachers.	

COLLEGE & CAREER READINESS				
Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
Graduation Cohort (HS ONLY) - Federal Graduation Rate	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)		N/A	
Post-Secondary Rates	% of students that enroll in post-secondary institution.		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	

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1		N/A	
		% of students with a C or better			
		Count of students who took the Algrbra 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
Learning Walks / Informal Classroom Observations	*Identify # teachers to evaluate *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	Marzano Teacher Observation Model	72 teachers have been evaluated under the Marzano Teacher Evaluation Tool. It is new to the school this year. All tenured teachers have had 2 observations; 1 long announced observation and 1 short unannounced observation. Non tenured teachers (20 of the 72, approximately 27%) have 1 long observation and 3 short, unannounced observations. The lone teacher on a CAP who is tenured had 4 observations and is working on his CAP plan. All teachers have successfully completed the Professional Development Plan for the school: Continue to improve the culture and climate of the school district for students, staff, families and community members. And to also monitor the Responsive Classroom pilot program at Cold Springs School. As well as to continue to identify the instructional and learning needs of grades K-3 utilizing all data points and	Teachers appreciate Marzano Teacher Evalutation Tool as it records the Science of teaching and is completely observable. It has been a goal to bring all teachers to an "Applying" rating which we have been able to do with about 95% of the teachers. A small proportion of teachers have been able to achieve a "Innovating" rating which is about the "art" of teaching.
		# Teachers to Evaluate	72		
		# Teachers on CAP	1		
		# Teachers receiving mSGP			
		null	Total		
		Cycle 1	130		
		Cycle 2	100		
		Cycle 3	0		
		Cycle 4	0		

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data	Observations / Trends
			instructional strategies recommended by the New Jersey Tiered Systems of Support (NJTSS) grant process.	

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Parent and Family Involvement	Parents participate on the ESSA Committee and bring valuable insight and concerns to the committee.	NJ Tiered Reading grant was welcomed by the parents of Cold Springs School because reading is foundational for student success in school and Covid-19 has set all children in school during the time of the pandemic back in terms of learning and socialization. The aftermath of Covid 19 remote/hybrid learning loss is real and ongoing. Teachers are remediating constantly to support students.	The district is hiring basic skills instructors this year and next year
Closing the Achievement Gap and Family Engagement	Closing the achievement gap is an ongoing concern and remediation after school and during the summer months demonstrates the partnership between home and school.	Parents have shown support for summer support for reading practice and remediation by bringing their children to school during the summer in ever increasing numbers.	Teachers have created user friendly support work in reading

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	2-Emerging	We are growing in seeing the connections between Standards, Student Learning Objectives, and Effective Instruction.	We are focusing on alignment by purchasing the same ELA and Math programs used by the middle school and high school. Teachers will received targeted PD on vertical alignment.
	2	A	2-Emerging		
	3	A	2-Emerging		
	4	A	2-Emerging		
	5	A	2-Emerging		
Assessment	1	A	2-Emerging	We are growing in Assessments. We are beginning to develop common summative assessments across the grade levels so that students experience the same learning under different teachers.	We are using formative assessments to consistently monitor student progress. We hope to make progress developing common summative assessments.
	2	A	2-Emerging		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	2-Emerging	We have PLCs in place to work collaboratively across grade levels. There is a common planning time for most teachers.	We hope to develop team norms and revise them consistently. Conflict resolution has always been challenging for us to implement.
	2	A	2-Emerging		
	3	A	3-Developing		
	4	A	2-Emerging		

Component	Indicator		Descriptor Level	Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	2-Emerging	We use the results of a teacher survey to gauge how teachers and staff feel about the year in question. Mutual respect is what we strive for in our day to day actions between all of our stakeholders, especially teaching staff and parents.	Social Emotional learning is paramount in dealing with the fallout from the Covid/remote/hybrid teaching/learning environment of the last 30months. This school year has shown us the gaping holes in our students coping mechanisms, conflict resolution and attention to learning. We need to concentrate on the "learning to leaning" readiness of our students and support our teachers and staff as they tackle the unknown effects of the pandemic on education and socialization.
	2	A	2-Emerging		
	3	A	2-Emerging		
	4	A	3-Developing		
	5	A	2-Emerging		
	6	A	2-Emerging		
	7	A	3-Developing		
	8	A	3-Developing		
	9	A	3-Developing		
	10	A	3-Developing		
	11	A	3-Developing		
	12	A	3-Developing		
	13	A	2-Emerging		
	14	A	2-Emerging		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Teacher and Principal Effectiveness	1	A	2-Emerging	Reach based frameworks are used to evaluate teachers and principals. The Marzano evaluation tool is new to our school and district and there has been overwhelming support from teachers and administration.	We have moved to a new teacher and principal evaluation system- the Marzano Method. It is hoped/expected that academic core content teachers will be given an equal footing with arts and specials teachers in evaluation techniques. We hope to better support those teachers that show need by working with them multiple times between evaluations. Our hopes have been realized. Core content area teachers feel that there teaching is valued and evaluated correctly under Marzano.

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Effective Instruction	Some students enter the school without reading readiness skills. In grades 1-3, some students are challenged by phonemic awareness, word recognition, fluency, and reading comprehension as measured by previous year's state assessment, benchmarks and reading and writing data cluster analysis. A part time BSI will start in 4th quarter (if possible, or September 2023) to augment skills in math and ELA because NJSLA data shows a decrease in student skills. 2 other part time BSI are being hired in Spring of 2023 and will continue. ELA skills need to be strengthened.	COVID-19 and the surrounding circumstances required students had to endure various transitions throughout the school year. They were forced to learn from numerous learning models (hybrid, in person and remote) and be prepared to switch from one to the other without notice. Education, as we once knew it, fundamentally changed with little notice. Students' learning was undoubtedly hindered. 66.45% of Cold Springs School's students belong to the subgroup of low income students. The digital divide often affects low income students. They sometimes have less access to technology at home compared to other students. This factor combined with the circumstances surrounding COVID-19, as noted above, has widened the achievement gap. 3. Some students are classified as homeless and need hot spot computer access, school supplies and winter/fall coats. 4. The student mobility rate for the district is 25%. When students move in and out of the district, it affects the continuity of instruction and can result in skills gaps	All Populations K-3	1	Provide remediation to address skill gaps. Hire a Basic Skills Instructor, part time to increase student skills in ELA .
				2	Provide ELA professional program for development for staff for aligning curriculum and lesson plans to the NJSLS, and reading interventions Tiers I,II, & III.
				3	Acquire resources for all literacy programs. Provide materials, supplies etc to homeless students as determined by needs assessment.

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	Some students enter the school without readiness skills for success in basic mathematics. In grades 1-3, some students exhibit a lack of proficiency in problem solving, number sense and have other gaps in necessary mathematical skills. This has been measured by state assessments, pre and post benchmarks, mid-term and final grades. Mathematical skills need to be strengthened. A part time BSI will start in 4th quarter to augment skills in math and ELA because NJSLA data shows a decrease in student skills.2 other part time BSI are being hired in Spring of 2023 and will continue. COVID-19 and the surrounding circumstances required students had to endure various transitions throughout the school year. They were forced to learn from numerous learning models (hybrid, in person and remote) and be prepared to switch from one to the other without notice. Education, as we once knew it, fundamentally changed with little notice.	Some students enter the school without readiness skills for success in basic mathematics. In grades 1-3, some students exhibit a lack of proficiency in problem solving, number sense and have other gaps in necessary mathematical skills. This has been measured by state assessments, pre and post benchmarks, mid-term and final grades. Mathematical skills need to be strengthened. A part time BSI will start in 4th quarter to augment skills in math and ELA because NJSLA data shows a decrease in student skills.2 other part time BSI are being hired in Spring of 2023 and will continue. COVID-19 and the surrounding circumstances required students had to endure various transitions throughout the school year. They were forced to learn from numerous learning models (hybrid, in person and remote) and be prepared to switch from one to the other without notice. Education, as we once knew it, fundamentally changed with little notice. Students' learning was undoubtedly hindered. 66.45% of Cold Springs School's students belong to the subgroup of low income students. The digital divide often affects low income students. They sometimes have less access to technology at home compared to other students. This factor combined with the	All Populations K-3	1	Provide remediation to address skill gaps.
				2	Provide mathematics professional development for staff that is job embedded, on-going and evidenced based.
				3	Actively engage students in skills to bolster students' mathematical comprehension.

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?)
		circumstances surrounding COVID-19, as noted above, has widened the achievement gap. 3. Some students are classified as homeless and need hot spot computer access, school supplies and winter/fall coats. 4. The student mobility rate for the district is 25%. When students move in and out of the district, it affects the continuity of instruction and can result in skills gaps		

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?)	
Assessment/Data Analysis	By June 30, 2024, at least 50% of students in grade 2 will be able to utilize individualized learning plans (differentiation) and technology tools to address skill gaps utilizing individualized learning plans. Progress will be measured by performance on state and in-house designed assessments and LinkIt benchmarks.	Student achievement across the curriculum is below grade level for some students due to skill gaps. This is evidenced by student data from previous years' SGOs, state assessments, pre and post benchmarks and teacher request for training. COVID-19 and the surrounding circumstances required students had to endure various transitions throughout the school year. They were forced to learn from numerous learning models (hybrid, in person and remote) and be prepared to switch from one to the other without notice. Education, as we once knew it, fundamentally changed with little notice. Students' learning was undoubtedly hindered. 66.45% of Cold Springs School's students belong to the subgroup of low income students. The digital divide often affects low income students. They sometimes have less access to technology at home compared to other students. This factor combined with the circumstances surrounding COVID-19, as noted above, has widened the achievement gap. 3. Some students are classified as homeless and need hot spot computer access, school supplies and winter/fall coats. 4. The student mobility rate for the district is 25%. When students move in	All Populations K-3	1	Provide remediation to address skill gaps.
				2	Acquire resources: 1) 1-1 Technology Initiative to overcome the Digital Divide consumables and supplies. Supplies for STEM
				3	Provide professional development for staff members. This will include professional development on aligning curriculum and lesson plans to the NJSLS using the On-Course program. Provide materials, supplies etc to homeless students as determined by needs assessment

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?)
		and out of the district, it affects the continuity of instruction and can result in skills gaps. Chronic Absenteeism across some grade levels is worrisome for students.		

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 & Culture - Attendance/Behavior	By June 30, 2024, there will be an increase of 5% in parental involvement and participation in academic events relating to their students as measured by sign in sheets and attendance records. Develop SEL curriculum and onboard an SEL program.	Student learning and social emotional well being is imperative to creating a positive school environment. There must be a support system in the school building and home-school collaboration.. COVID-19 and the surrounding circumstances required students had to endure various transitions throughout the school year. They were forced to learn from numerous learning models (hybrid, in person and remote) and be prepared to switch from one to the other without notice. Education, as we once knew it, fundamentally changed with little notice. Students' learning was undoubtedly hindered. 66.45% of Cold Springs School's students belong to the subgroup of low income students. The digital divide often affects low income students. They sometimes have less access to technology at home compared to other students. This factor combined with the circumstances surrounding COVID-19, as noted above, has widened the achievement gap. 3Some students are classified as homeless and need hot spot computer access, school supplies and winter/fall coats. 4. The student mobility rate for the district is 25%. When students move in and out of the district, it affects the continuity of instruction and can result	All Populations K-3	1	Develop a SEL curriculum and onboard a SEL program (such as Responsive Classrooms) Parent involvement activities including workshops. Extra supports for students and subgroups (homeless students, English Language Learners, students with disabilities, homeless students, and economically disadvantaged students) will be provided as individual needs are known.
				2	PD for Responisve Classroom (SEL)- ongoing, impactful.
				3	

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?)
		in skills gaps. Chronic Absenteeism across some grade levels is worrisome for students.		

SMART Goal 1

By June 30, 2024, there will be a 5% increase in the number of students in grade 3 who demonstrate increased literacy skills as measured by Linkit Benchmarking and/or state assessment.

Priority Performance: Some students enter the school without reading readiness skills. In grades 1-3, some students are challenged by phonemic awareness, word recognition, fluency, and reading comprehension as measured by previous year's state assessment, benchmarks and reading and writing data cluster analysis. A part time BSI will start in 4th quarter (if possible, or September 2023) to augment skills in math and ELA because NJSLA data shows a decrease in student skills. 2 other part time BSI are being hired in Spring of 2023 and will continue. ELA skills need to be strengthened.

Strategy 1: Provide remediation to address skill gaps. Hire a Basic Skills Instructor, part time to increase student skills in ELA .

Strategy 2: Provide ELA professional program for development for staff for aligning curriculum and lesson plans to the NJSLS, and reading interventions Tiers I,II, & III.

Strategy 3: Acquire resources for all literacy programs.
Provide materials, supplies etc to homeless students as determined by needs assessment.

Target Population: All Populations K-3

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2023 there will be a 1% increase in the number of students in grade 3 who demonstrate increased literacy skills as measured by Linkit Benchmarking and/or state assessment.	State assessments, LinkIt Benchmarks, Oral Running Records, IXL Diagnostic, In-house assessments

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	By February 15, 2024, there will be a 2% increase in the number of students in grade 3 who demonstrate increased literacy skills as measured by Linkit Benchmarking and/or state assessment.	State assessments, LinkIt Benchmarks, Oral Running Records, IXL Diagnostic, In-house assessments
Apr 15:	By April 15, 2024, there will be a 3% increase in the number of students in grade 3 who demonstrate increased literacy skills as measured by Linkit Benchmarking and/or state assessment.	State assessments, LinkIt Benchmarks, Oral Running Records, IXL Diagnostic, In-house assessments
Jul 1	By June 30, 2024, there will be a 5% increase in the number of students in grade 3 who demonstrate increased literacy skills as measured by Linkit Benchmarking and/or state assessment.	State assessments, LinkIt Benchmarks, Oral Running Records, IXL Diagnostic, In-house assessments

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Provide professional Development for staff in reading (Orton-Gillingham, Fundations, etc)	7/1/23	6/30/24	
1	3	Homeless Students resources	7/1/23	6/30/24	
1	1	Hire BSI for elementary students	7/1/23	6/30/24	
2	1	Remediate during summer, school year, and enrichment	7/1/23	6/30/24	
2	2	Marzano PD for teachers	7/1/23	6/30/24	
2	3	Student Supplies	7/1/23	6/30/24	
3	3	District Supplies for elementary students in reading	7/1/23	6/30/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
4	3	Support Staff	7/1/23	6/30/24	
5	3	Benefits	7/1/23	6/30/24	
6	3	Other Objects, Dues	7/1/23	6/30/24	

Budget Items

SMART Goal 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	3 or more Basic Skills Instructors, part time	INSTRUCTION - Personnel Services - Salaries / 100-100	$40,320	Federal Title I (School Allocation)
2	Hire Teachers for Remediation and enrichment	INSTRUCTION - Personnel Services - Salaries / 100-100	$16,039	Federal Title I (School Allocation)
1	Homeless students supplies	INSTRUCTION - Supplies & Materials / 100-600	$3,377	Federal Title I (School Allocation)
2	Student supplies for reading- laptops replacements as needed	INSTRUCTION - Supplies & Materials / 100-600	$17,973	Federal Title I (School Allocation)
2	Student Supplies-various as need	INSTRUCTION - Supplies & Materials / 100-600	$10,191	Federal Title I (School Allocation)
2	Student supplies- reading based	INSTRUCTION - Supplies & Materials / 100-600	$34,541	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	District supplies towards reading	INSTRUCTION - Supplies & Materials / 100-600	$7,242	Federal Title I (School Allocation)
4	Support Staff- other	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$417	Federal Title I (School Allocation)
5	Benefits for teachers, other	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$1,322	Federal Title I (School Allocation)
1	Whizzimo - PD (Orton-Gillingham)	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$4,900	Federal Title I (School Allocation)
1	Fundations	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$13,701	Federal Title I (School Allocation)
1	Benchmark Reading	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$10,500	Federal Title I (School Allocation)
2	Marzano PD	SUPPORT SERVICES - Other Purchased Services / 200-500	$3,333	Federal Title I (School Allocation)
6	NJAFPA Dues	SUPPORT SERVICES - Other Objects / 200-800	$37	Federal Title I (School Allocation)

SMART Goal 2

By June 30, 2024, there will be a 3% increase in the number of students in grade 3 who demonstrate an understanding of number sense and problem solving as measured by state assessments and LinkIt benchmarks

Priority Performance	Some students enter the school without readiness skills for success in basic mathematics. In grades 1-3, some students exhibit a lack of proficiency in problem solving, number sense and have other gaps in necessary mathematical skills. This has been measured by state assessments, pre and post benchmarks, mid-term and final grades. Mathematical skills need to be strengthened. A part time BSI will start in 4th quarter to augment skills in math and ELA because NJSLA data shows a decrease in student skills.2 other part time BSI are being hired in Spring of 2023 and will continue. COVID-19 and the surrounding circumstances required students had to endure various transitions throughout the school year. They were forced to learn from numerous learning models (hybrid, in person and remote) and be prepared to switch from one to the other without notice. Education, as we once knew it, fundamentally changed with little notice.
Strategy 1:	Provide remediation to address skill gaps.
Strategy 2:	Provide mathematics professional development for staff that is job embedded, on-going and evidenced based.
Strategy 3:	Actively engage students in skills to bolster students' mathematical comprehension.
Target Population:	All Populations K-3

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2023, there will be a 1% increase in the number of students in grade 3 who demonstrate an understanding of number sense and problem solving as measured by LinkIt benchmarks.	LinkIt Benchmarks
Feb 15	By February 15, 2024, there will be a 2% increase in the number of students in grade 3 who demonstrate an understanding of number sense and problem solving as measured LinkIt benchmarks.	LinkIt Benchmarks
Apr 15:	By April 15, 2024 there will be a 2.5% increase in the number of students in grade 3 who demonstrate an understanding of number sense and problem solving as measured by LinkIt benchmarks.	LinkIt Benchmarks
Jul 1	By June 30, 2024, there will be a 3% increase in the number of students in grade 3 who demonstrate an understanding of number sense and problem solving as measured by state assessments and LinkIt benchmarks	LinkIt Benchmarks

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Provide mathematical professional development.	7/1/23	6/30/24	
1	3	Promotion of crticial thinking skills in math to students	7/1/23	6/30/24	
1	1	Hire teachers for summer remediation/enrichment/targeted instruction, school year remediation/enrichment/targeted instruction.	7/1/23	6/30/24	
2	1	Support stipends-other	7/1/23	6/30/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	2	Provide teacher professional development for elementary teachers	7/1/23	6/30/24	
3	2	Provide teacher supplies as needed for PD.	7/1/23	6/30/24	
3	1	Benefits	7/1/23	6/30/24	
4	2	Other objects for grant	7/1/23	6/30/24	

Budget Items

SMART Goal 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Hire teachers as above	INSTRUCTION - Personnel Services - Salaries / 100-100	$16,039	Federal Title I (School Allocation)
1	Students supplies to promote critical thinking -laptops	INSTRUCTION - Supplies & Materials / 100-600	$17,973	Federal Title I (School Allocation)
1	Critical thinking math supplies	INSTRUCTION - Supplies & Materials / 100-600	$10,191	Federal Title I (School Allocation)
2	Homeless Supplies	INSTRUCTION - Supplies & Materials / 100-600	$3,377	Federal Title I (School Allocation)
3	District Math supplies	INSTRUCTION - Supplies & Materials / 100-600	$7,240	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Other personal services for grants	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$417	Federal Title I (School Allocation)
3	Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$1,322	Federal Title I (School Allocation)
1	Math PD	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$701	Federal Title I (School Allocation)
2	Elementary Teacher PD	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$3,333	Federal Title I (School Allocation)
3	Teacher Math PD Supplies	SUPPORT SERVICES - Supplies & Materials / 200-600	$2,897	Federal Title I (School Allocation)
4	NJAFPA Dues	SUPPORT SERVICES - Other Objects / 200-800	$37	Federal Title I (School Allocation)

SMART Goal 3

By June 30, 2024, at least 50% of students in grade 2 will be able to utilize individualized learning plans (differentiation) and technology tools to address skill gaps utilizing individualized learning plans. Progress will be measured by performance on state and in-house designed assessments and LinkIt benchmarks.

Priority Performance: By June 30, 2024, at least 50% of students in grade 2 will be able to utilize individualized learning plans (differentiation) and technology tools to address skill gaps utilizing individualized learning plans. Progress will be measured by performance on state and in-house designed assessments and LinkIt benchmarks.

Strategy 1: Provide remediation to address skill gaps.

Strategy 2: Acquire resources: 1) 1-1 Technology Initiative to overcome the Digital Divide consumables and supplies. Supplies for STEM

Strategy 3: Provide professional development for staff members. This will include professional development on aligning curriculum and lesson plans to the NJSLS using the On-Course program.
Provide materials, supplies etc to homeless students as determined by needs assessment

Target Population: All Populations K-3

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	By November 15, 2023, at least 10% of students in grade 2 will be able to utilize individualized learning plans (differentiation) and technology tools to address skill gaps utilizing individualized learning plans. Progress will be measured by performance on in-house designed assessments and LinkIt benchmarks	IXL analytics, In-house designed assessments and LinkIt benchmarks
Feb 15	By February 15, 2024 at least 20% of students in grade 2 will be able to utilize individualized learning plans (differentiation) and technology tools to address skill gaps utilizing individualized learning plans. Progress will be measured by performance on state and in-house designed assessments and LinkIt benchmarks	IXL analytics, In-house designed assessments and LinkIt benchmarks
Apr 15:	By April 15, 2024, at least 35% of students in grade 2 will be able to utilize individualized learning plans (differentiation) and technology tools to address skill gaps utilizing individualized learning plans. Progress will be measured by performance on state and in-house designed assessments and LinkIt benchmarks	IXL analytics, In-house designed assessments and LinkIt benchmarks
Jul 1	By June 30, 2024, at least 50% of students in grade 2 will be able to utilize individualized learning plans (differentiation) and technology tools to address skill gaps utilizing individualized learning plans. Progress will be measured by performance on state and in-house designed assessments and LinkIt benchmarks.	IXL analytics, In-house designed assessments and LinkIt benchmarks

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Provide Professional Development SEL and cross curricular	7/1/23	6/30/24	
1	2	Digital Divide - laptops	7/1/23	6/30/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Hire teachers for enrichment/remediation/targeted instruction throughout summer and school year.	7/1/23	6/30/24	
2	2	Science and Social studies resources for students	7/1/23	6/30/24	
2	3	Teacher Supplies for PD	7/1/23	6/30/24	
2	1	Set aside benefits	7/1/23	6/30/24	
3	3	Elementary Teacher PD	7/1/23	6/30/24	
3	2	District Supplies	7/1/23	6/30/24	
3	1	Other secretarial stipend	7/1/23	6/30/24	
4	1	Other purchased services	7/1/23	6/30/24	
4	2	Students supplies	7/1/23	6/30/24	
5	2	Homeless Supplies	7/1/23	6/30/24	

Budget Items

SMART Goal 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Teachers for enrichment/remediation/targeted instruction	INSTRUCTION - Personnel Services - Salaries / 100-100	$16,042	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Digital Divide Laptops	INSTRUCTION - Supplies & Materials / 100-600	$17,974	Federal Title I (School Allocation)
2	SS and Science student resources	INSTRUCTION - Supplies & Materials / 100-600	$21,178	Federal Title I (School Allocation)
3	District Supplies	INSTRUCTION - Supplies & Materials / 100-600	$7,247	Federal Title I (School Allocation)
4	Student supplies	INSTRUCTION - Supplies & Materials / 100-600	$15,692	Federal Title I (School Allocation)
5	Homeless Supplies	INSTRUCTION - Supplies & Materials / 100-600	$3,380	Federal Title I (School Allocation)
3	Other personnel salary	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$417	Federal Title I (School Allocation)
2	Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$1,324	Federal Title I (School Allocation)
1	Professional Development	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$10,298	Federal Title I (School Allocation)
3	Elementary Teacher PD	SUPPORT SERVICES - Other Purchased Services / 200-500	$3,334	Federal Title I (School Allocation)
2	Teacher supplies from professional development	SUPPORT SERVICES - Supplies & Materials / 200-600	$10,722	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	NJAFPA Dues	SUPPORT SERVICES - Other Objects / 200-800	$35	Federal Title I (School Allocation)

SMART Goal 4

By June 30, 2024, there will be an increase of 5% in parental involvement and participation in academic events relating to their students as measured by sign in sheets and attendance records. SEL curriculum will be implemented throughout the school year.

Priority Performance: By June 30, 2024, there will be an increase of 5% in parental involvement and participation in academic events relating to their students as measured by sign in sheets and attendance records. Develop SEL curriculum and onboard an SEL program.

Strategy 1: Develop a SEL curriculum and onboard a SEL program (such as Responsive Classrooms) Parent involvement activities including workshops. Extra supports for students and subgroups
(homeless students, English Language Learners, students with disabilities, homeless students, and economically disadvantaged students) will be provided as individual needs are known.

Strategy 2: PD for Responisve Classroom (SEL)- ongoing, impactful.

Strategy 3:

Target Population: All Populations K-3

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2023, there will be an increase of 2% in parental involvement and participation in academic events relating to their students as measured by sign in sheets and attendance records. SEL curriculum/program will be implemented.	Sign in sheets and attendance records, teacher lesson plans

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	By February 15, 2024, there will be an increase of 3% in parental involvement and participation in academic events relating to their students as measured by sign in sheets and attendance records. SEL curriculum/program will be implemented.	Sign in sheets and attendance records, teacher lesson plans
Apr 15:	By April 15, 2024, there will be an increase of 4% in parental involvement and participation in academic events relating to their students as measured by sign in sheets and attendance records. SEL curriculum/program will be implemented.	Sign in sheets and attendance records, teacher lesson plans
Jul 1	By June 30, 2024, there will be an increase of 5% in parental involvement and participation in academic events relating to their students as measured by sign in sheets and attendance records. SEL curriculum will be implemented throughout the school year.	Sign in sheets and attendance records, teacher lesson plans

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Professional Development for Teachers - SEL	7/1/23	6/30/24	
1	1	Purchase supplies for SEL curriculum for students	7/1/23	6/30/24	
2	2	Teacher Supplies for PD-SEL	7/1/23	6/30/24	
2	1	Parent Activities-Support	7/1/23	6/30/24	
3	1	Secretarial grant services-other	7/1/23	6/30/24	
4	1	Teacher Stipends for parent activity	7/1/23	6/30/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
5	1	Parent Involvement	7/1/23	6/30/24	

Budget Items

SMART Goal 4

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Students Supplies for SEL	INSTRUCTION - Supplies & Materials / 100-600	$8,256	Federal Title I (School Allocation)
3	Stipend for grant-secretarial	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$417	Federal Title I (School Allocation)
4	Teacher Stipends for Parent Activities	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$300	Federal Title I (School Allocation)
1	SEL Professional Teacher Development	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$9,750	Federal Title I (School Allocation)
2	Parent Support Activities Intrado/TransAct	SUPPORT SERVICES - Travel / 200-580	$661	Federal Title I (School Allocation)
5	Parent Involvement Supplies	SUPPORT SERVICES - Supplies & Materials / 200-600	$2,411	Federal Title I (School Allocation)
2	SEL Teacher Supplies	SUPPORT SERVICES - Supplies & Materials / 200-600	$5,208	Federal Title I (School Allocation)

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	$88,440	$0	$0	$0	$0	$0	$88,440
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	$185,832	$0	$0	$0	$0	$0	$185,832
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Sub-total		$0	$0	$274,272	$0	$0	$0	$0	$0	$274,272
SUPPORT SERVICES	Personnel Services - Salaries	200-100	$0	$0	$1,968	$0	$0	$0	$0	$0	$1,968
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	$0	$0	$3,968	$0	$0	$0	$0	$0	$3,968
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	$0	$0	$53,183	$0	$0	$0	$0	$0	$53,183
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	$6,667	$0	$0	$0	$0	$0	$6,667
SUPPORT SERVICES	Travel	200-580	$0	$0	$661	$0	$0	$0	$0	$0	$661
SUPPORT SERVICES	Supplies & Materials	200-600	$0	$0	$21,238	$0	$0	$0	$0	$0	$21,238
SUPPORT SERVICES	Other Objects	200-800	$0	$0	$109	$0	$0	$0	$0	$0	$109
SUPPORT SERVICES	Indirect Costs	200-860	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Sub-total		$0	$0	$87,794	$0	$0	$0	$0	$0	$87,794
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	$362,066	$0	$0	$0	$0	$0	$362,066

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	$362,066	$0	$362,066
Other Title 1 Expenditures	$0	$0	$0	$0
Total	$0	$362,066	$0	$362,066

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		Assessment/Data Analysis
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 By: Jennifer A. Daubert

Title: Principal

Date: 07/10/2023

District Business Administrator or District Federal Programs Administrator Certification

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

For Comprehensive Support and Targeted Support schools only:

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

Certified By: Susan Ekimoglou

Title: Federal Program Manager, Instructional Supervisor

Date: 07/10/2023

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: Sean Gorman

Title: Superintendent

Date: 07/11/2023