

Cold Springs School

District: GLOUCESTER CITY

County: CAMDEN

Team: NA

Level of Support: Level I SW

Targeted Subgroup

CDS: 071770160

Annual School Planning 2019-2020

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Superintendent	Dennis Vespe, Ed.D.	Yes	Yes	Yes		
Assistant Superintendent	Elizabeth Curry, Ed.D.	Yes	Yes	Yes		
Special Services / ELL Department	Amy Francis	Yes	Yes	Yes		
Instructional Staff	Dee Driscoll	Yes	No	No		
School Principal	Karen Kessler	Yes	Yes	Yes		
Vice Principal	Dee Driscoll	No	Yes	No		
Early Childhood Director	Norell Gurcsik	Yes	No	No		
Guidance Administrator	Joe DiPatri	Yes	No	No		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Nurse	Carol Rucci	Yes	No	No		
Instructional Staff	Crystal McAllister	Yes	No	No		
Instructional Staff	Christa Chando	Yes	No	No		
Instructional Staff	Lynne Holscher	Yes	No	No		
Instructional Staff	Kristine Muha	Yes	No	No		
Instructional Staff	Mary Motolese	Yes	No	No		
Instructional Staff	Maryann McNally	Yes	No	No		
Instructional Staff	Dana Musselman	Yes	No	No		
Instructional Staff	Michele Barth	Yes	No	No		
Instructional Staff	Kristina Vasquez	Yes	No	No		
Community Member	Linda Locker	Yes	No	No		
Parent	Mike Hopkins	Yes	No	No		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
10/15/2018	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
01/14/2019	Smart Goal Development	Yes	Yes
05/20/2019	Evaluation	Yes	Yes
03/25/2019	Root Cause Analysis	Yes	Yes

Data Analysis

PRIOR YEAR INTERVENTIONS				
Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes (state the data that supports the continuation of this	Evidence of Effectiveness (identify the artifacts that support this outcome)
Academic Remediation (Summer Program)	ELA and Math	No	Link It! Math Scores increased by 32 % from Cycle 1 to Cycle 3 in grades 1 to 3. Link It! ELA Scores increased by 17% from Cycle 1 to Cycle 3 in grades 1 to 3.	Extended year Summer School Structuring Out of School Time to Improve Academic Achievement, A Practice Guide: //ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10
Academic Remediation (After School Program) Replaced "Homework Help"	ELA and Math	Yes	Link It! Math Scores increased by 32 % from Cycle 1 to Cycle 3 in grades 1 to 3. Link It! ELA Scores increased by 17% from Cycle 1 to Cycle 3 in grades 1 to 3	Structuring Out of School Time to Improve Academic Achievement, A Practice Guide http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10
Tutoring (A contract with a Staffing company provided paraprofessionals to work help students in need)	ELA and Math	No	Link It! Math Scores increased by 32 % from Cycle 1 to Cycle 3 in grades 1 to 3. Link It! ELA Scores increased by 17% from Cycle 1 to Cycle 3 in grades 1 to 3	Tutoring https://www.brighthubeducation.com/special-edlearningdisorders/42620-reading-support-through-the-title-1program/

Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes (state the data that supports the continuation of this	Evidence of Effectiveness (identify the artifacts that support this outcome)
My Math	Math	Yes	Grade 1 Math Cycle 1 = 61.2% increased to 73.4% in Cycle 3. Grade 2 Math Cycle 1 = 36.2% increased to 73.7% in Cycle 3. Grade 3 Math Cycle 1 = 30.7 % increased to 77.3 % in Cycle 3	My Math https://www.mheducation.com/prek-12/program/microsites/MKTSPA_CJ04M0/product.html Assisting Struggling Students with Math https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf
IXL	Math	Yes	Grade 1 Math Cycle 1 = 61.2% increased to 73.4% in Cycle 3. Grade 2 Math Cycle 1 = 36.2% increased to 73.7% in Cycle 3. Grade 3 Math Cycle 1 = 30.7 % increased to 77.3 % in Cycle 3	IXL http://eu.ixl.com/membership/school/researchfoundations
Wilson Reading (Foundations)	ELA	Yes	Grade 1 ELA Cycle 1 = 49.3% increased to 64.1% in Cycle 3. Grade 2 ELA Cycle 1 = 32.7 % increased to 45.8 % in Cycle 3. Grade 3 ELA Cycle 1 = 41% increased to 64.3% in Cycle 3.	Designed for students in grades 2-12 and adults who have a language-based learning disability, such as dyslexia, or who have not internalized the sound-symbol system for reading and spelling, the Wilson Reading System contains unique characteristics that set it apart from other programs: http://www.wilsonlanguage.com/programs/wilson-readingsystem/overview/

Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes (state the data that supports the continuation of this	Evidence of Effectiveness (identify the artifacts that support this outcome)
"Journey's" (Houghton Mifflin	ELA	Yes	Grade 1 ELA Cycle 1 = 49.3% increased to 64.1% in Cycle 3. Grade 2 ELA Cycle 1 = 32.7 % increased to 45.8 % in Cycle 3. Grade 3 ELA Cycle 1 = 41% increased to 64.3% in Cycle 3.	http://www.doe.in.gov/sites/default/files/curriculum/research-based-approach.pdf Journeys Reading Comprehension, A Practice Guide
Lexia Reading	ELA	Yes	Grade 1 ELA Cycle 1 = 49.3% increased to 64.1% in Cycle 3. Grade 2 ELA Cycle 1 = 32.7 % increased to 45.8 % in Cycle 3. Grade 3 ELA Cycle 1 = 41% increased to 64.3% in Cycle 3.	LEXIA http://lexialearning.com/uploads/pagebody/MKRES12_Lexia_ResearchBrochure_FIN AL.pdf Lexia
Horizon Reading	ELA	No	Grade 1 ELA Cycle 1 = 49.3% increased to 64.1% in Cycle 3. Grade 2 ELA Cycle 1 = 32.7 % increased to 45.8 % in Cycle 3. Grade 3 ELA Cycle 1 = 41% increased to 64.3% in Cycle 3.	Reading Horizons http://www.readinghorizons.com/documents/research/dipresearch-packet2014.pdf
Freckle	Cross Curricular	Yes	Link It! Math Scores increased by 32 % from Cycle 1 to Cycle 3 in grades 1 to 3. Link It! ELA Scores increased by 17% from Cycle 1 to Cycle 3 in grades 1 to 3.	FRECKLE helps teachers differentiate instruction across all four core subjects. ://blog.freckle.com/say-hello-to-freckleeducation

Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes (state the data that supports the continuation of this	Evidence of Effectiveness (identify the artifacts that support this outcome)
Acquire Instructional Licences for STEM programs including Adobe, Kami, Apex, STEM and instructional supplies and materials to use in class including on-line and paper resources.	Cross Curricular	Yes	Link It! Math Scores increased by 32 % from Cycle 1 to Cycle 3 in grades 1 to 3. Link It! ELA Scores increased by 17% from Cycle 1 to Cycle 3 in grades 1 to 3.	https://www.securedgenetworks.com/blog/4-Benefits-of-havingmobiletechnologyin-the-classroom
Acquire devices: 1-1 Technology Initiative to overcome the Digital Divide (Tablets)	Cross Curricular	Yes	Link It! Math Scores increased by 32 % from Cycle 1 to Cycle 3 in grades 1 to 3. Link It! ELA Scores increased by 17% from Cycle 1 to Cycle 3 in grades 1 to 3.	https://www.securedgenetworks.com/blog/4-Benefits-of-havingmobiletechnologyin-the-classroom
Professional Development	Cross Curricular	Yes	Link It! Math Scores increased by 32 % from Cycle 1 to Cycle 3 in grades 1 to 3. Link It! ELA Scores increased by 17% from Cycle 1 to Cycle 3 in grades 1 to 3.	http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf Using Student Achievement Data to Support Instructional Decision Making, A Practice Guide
Parent Involvement	Cross Curricular	Yes	Link It! Math Scores increased by 32 % from Cycle 1 to Cycle 3 in grades 1 to 3. Link It! ELA Scores increased by 17% from Cycle 1 to Cycle 3 in grades 1 to 3.	https://dinnertablemba.com/importance-ofparentalinvolvementin-education/

STUDENT ACHIEVEMENT				
Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends

Data Source	Factors to Consider	Your Data (Prepopulated where possible)						Your Data (Provide any additional data)	Observations / Trends		
PARCC Baseline Performance	Consider comparing previous year's and current year's PARCC results in the noted subject areas.	Student Group	ELA	Math	Alg1	Alg2	Geo		<p>Additional supports are needed to raise PARCC scores in both Mathematics and ELA.</p> <p>Students will benefit from an after school program and individualized learning plans (Freckle). Instructional licenses will provide programs such as IXL and Lexia.</p> <p>Students will benefit from 1-1 technology devices</p>		
		Schoolwide	49.3 %	45.3%							
		White	50%	45.7%							
		Hispanic	50%	42.3%							
		Black or African American	*	*							
		Asian, Native Hawaiian, or Pacific Islander	*	*							
		American Indian or Alaska Native									
		Two or More Races									
		Female	48%	41.3%							
		Male	50.6 %	49.3%							
		Economically Disadvantaged Students	42.3 %	40.4%							
		Non-Economically Disadvantaged Students	65.9 %	56.8%							
		Students with Disabilities	20.7 %	27.6%							
		Students without Disabilities	56.3 %	49.6%							
		English Learners									
		Non-English Learners	49.3 %	45.3%							
		Homeless Students	*	*							
Students in Foster Care	*	*									
Military-Connected Students											
Migrant Students											

Data Source	Factors to Consider	Your Data (Prepopulated where possible)			Your Data (Provide any additional data)	Observations / Trends
SGP	<p>Student growth on state assessments. (Grades 4 - 8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level</p>	Student Group	ELA	Math	NA	<p>Student growth results for Cold Springs School are available through the LInkit results which are listed in another section of this report (Bench A - Bench C).</p>
		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				
		English Learners				
		Non-English Learners				
		Homeless Students				
Students in Foster Care						
Military-Connected Students						
Migrant Students						

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	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		NA	NA

Data Source	Factors to Consider	Your Data (Prepopulated where possible)					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
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	K	0%	0%	0%	0%	Grade 1 ELA Cycle 1 benchmarks = 49.3%. Cycle 3 benchmarks = 64.1% This is a 14.8 % point gain. Grade 2 ELA Cycle 1 benchmarks = 32.7 %. Cycle 3 benchmarks = 45.8% This is a 13.1% point gain. Grade 3 ELA Cycle 1 benchmarks = 41%. Cycle 3 benchmarks = 64.3% This is a 23.3% point gain.	The introduction of "Foundations" as a literacy program at Cold Springs School has had a positive impact on phonics and student skill acquisition. There is a need for "Wilson Reading" instruction. There is a continued need for the Houghton Mifflin Harcourt "Journey's" program.
		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	Your Data (Prepopulated where possible)					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
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	K	0%	0%	0%	0%	Grade 1 Math Cycle 1 benchmarks = 61.2% Cycle 3 benchmarks = 73.4% This is a 12.2% gain. Grade 2 Math Cycle 1 benchmarks = 36.2%. Cycle 3 benchmarks = 73.7% This is a 37.5% point gain. Grade 3 Math Cycle 1 benchmarks = 30.7%. Cycle 3 benchmarks = 77.3% This is a 46% point gain.	Students will benefit from programs such as IXL, My Math and Freckle.
		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	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
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Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
ACCESS for ELL's	<p>Student performance of English Language Learners. (Grades K-12)</p> <p>*Identify patterns by grade level</p>		<p>English Language Learners in the school move through proficiency levels and exit the program in a reasonable amount of time. The WIDA proficiency levels are: 1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging and 6-Reaching.</p> <p>Cold Springs School received test scores for 24 students after the ACCESS Test administration.</p> <p>Spring 2018 ACCESS Test has the following information Grade K: Total 10 at Cluster K students: 3 students scored at the Entering Level, 4 at the second level which is Emerging, 1 at the third level which is Developing, and 2 at the fourth level which is Expanding. Grade 1, Total 7 Students. Cluster 1: 5 Total students = 1 at the first level which is Entering, and 4 at the third level which is developing. Also Grade 1 at Cluster 1-2 students with Significant Cognitive Disabilities there is 1 student is at level A2</p>	<p>The 2017-2018 NJ School Performance Summary Report indicates that the percentage of English Language Learners at the school remained consistent at 3% during the 2014-15, 2015-16 and 2016-17 school years. The report indicates the following percentage home languages: English 91.6%, Spanish 4%, Mandarin 1.4% and Other 2.9%</p>

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
			<p>Exploring, and 1 student is at Level P1 Entering. Grade 2 has 5 total students: 1 student in Cluster 1-2, with Significant Cognitive Disabilities who scored at Level A3 Emerging. Grade 2 Cluster 2-3 there were 3 students at level 3 Developing and 1 student at level 4 Expanding. Grade 3 there were 2 total students. Grade 3 Cluster 2-3 had 1 student at level 4 Expanding. Grade 3 Cluster 3-5 for students with Significant Cognitive Disabilities had 1 student at level P1 Entering.</p>	

CLIMATE & CULTURE				
Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends

Data Source	Factors to Consider	Your Data (Prepopulated where possible)		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	0	The enrollment of students in grades 1, 2 and 3 on June 4, 2019 was 444. .	There were 856 students in grades Prekindergarten to 3rd grade grade on June 4, 2019. The state requires that attendance records beginning with grade 1. Therefore the information in the previous column is for grades 1, 2 and 3. Four the last four years, enrollment of Economically Disadvantaged students has been about 70% of the student population. 70% of Cold Springs School's students belong to the subgroup of economically disadvantaged students. The digital divide often affects economically disadvantaged students. They sometimes have less access to technology at home compared to other students. A 1-1 technology initiative (tablets or laptops) would help.
		Subgroup 1 YTD Student Enrollment Average	0	The enrollment of Economically Disadvantaged students in grades 1, 2 and 3 on June 4, 2019 was 294.	
		Subgroup 2 YTD Student Enrollment Average	0	The enrollment of Students with Disabilities on June was 89 on June 7, 2018.	

Data Source	Factors to Consider	Your Data (Prepopulated where possible)		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	0.00%	The attendance rate for grades 1, 2 and 3 on June 4, 2019: Current Enrollment: 444 Average Daily Attendance: 421 Average Daily Membership: 444 Percent Attendance: 94.8% The attendance rate for economically disadvantaged students in grades 1-3 on June 4, 2019 was 93.2%.. Current Enrollment: 294 The attendance rate for students with disabilities in grades 1-3 on June 4, 2019 was 93.3. . Current Enrollment: 74 including 60 Special Education students and 14 students with 504 plans.	The attendance rate for grades 1, 2 and 3 on June 4, 2019: Current Enrollment: 444 Average Daily Attendance: 421 Average Daily Membership: 444 Percent Attendance: 94.8% The attendance rate for economically disadvantaged students in grades 1-3 on June 4, 2019 was 93.2%.. Current Enrollment: 294 The attendance rate for students with disabilities in grades 1-3 on June 4, 2019 was 93.3. . Current Enrollment: 74 including 60 Special Education students and 14 students with 504 plans.
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Your Data (Prepopulated where possible)		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	0.00%	In Grades 1-3 the overall chronic absenteeism rate was 2.7%. This 12 students out of 444 with at least 18 days absent as of June 4, 2019.	The rates are the same for the subgroups and the total population.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		
			In Grades 1-3 the chronic absenteeism rate for students with disabilities was 2.7%. This is 2 students with at least 18 days absent as of June 4, 2019.		
Attendance Rate (Staff)	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	0.00%	The Staff Attendance rate was 96.83% from Sept. 1, 2017 to June 4, 2019.	96.83%
			Staff Attendance Data: CSS Total Possible Days = 17300 Total Days Out = 549 Total % Out = 3.17%		

Data Source	Factors to Consider	Your Data (Prepopulated where possible)		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%	Student Suspensions YTD Average - In School 3.96% (4 out of 101)	All incidents involved second graders. There were 101 second graders.
		Student Suspension YTD Average - In School for Subgroup 1	0.00%	Student Suspension YTD Average - In School for Subgroup 1 (Econ. Disadv.) = 3.96% (4/101)	
		Student Suspension YTD Average - In School for Subgroup 2	0.00%	Student Suspension YTD Average - In School for Subgroup 2 (Students with Disabilities) = 2.97% (3 out of 101)	
		Student Suspension YTD Average - Out of School	0.00%	Student Suspension YTD Average - Out of School 2.9% (3 out of 101)	
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%	Student Suspension YTD Average - Out of School for Subgroup 1 (Econ. Disadv) = 2.9% (3 out of 101)	
		Student Suspension YTD Average - Out of School for Subgroup 2	0.00%	Student Suspension YTD Average - Out of School for Subgroup 2 (Students with Disabilities) = 1.9% (2 out of 101)	

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	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		A school climate survey was distributed to the staff in May 2019. A review of the responses of all staff members shows that their greatest focus is interaction with the students followed by teaching subject expertise. 94% of staff members at Cold Springs School had a favorable response when asked if they were committed to their jobs. When asked if they were provided with opportunities to correct weaknesses in their job performance, 58% had a positive response. 85% percent indicated that they were comfortable with the support that they received from peers and supervisors.	

COLLEGE & CAREER READINESS						
Data Source	Factors to Consider	Your Data (Prepopulated where possible)			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	NA	
		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	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
College Readiness Test Participation	Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT		NA	
Algebra	Previous year's data provided. Please provide current year's data if possible.		NA	

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends
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Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends
Classroom Observations	<p>Teacher practice as measured on state-approved teacher practice instrument</p> <ul style="list-style-type: none"> *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs 		<p>One teacher at Cold Springs School is currently on a CAP. This teacher is ranked below in the Developing Category (Ineffective) and represents 1.6% of the staff.</p> <p>The percentages of teacher rankings at Cold Springs School as of June 3, 2019 on the McREL Teacher Evaluation System was as follows :</p> <ul style="list-style-type: none"> Developing (Ineffective) 1.6%% Proficient (Partially Effective) 0% Accomplished (Effective) 14.8% Distinguished (Highly Effective) 83.7% 	<p>McREL's Teacher Evaluation System is used in the Gloucester City School District. The McREL system generates professional development for each teacher based on their evaluations. In addition, technology is a professional development goal for every teacher in the district.</p> <ul style="list-style-type: none"> -On-going training for both teachers and administrators in the McREL Teacher Evaluation System took place and there was increased teacher-administrator dialogue. -On-going training for both teachers and administrators focusing upon how to implement, assess, and recognize quality instruction took place. -Building and district-wide data committees met. Benchmark assessments for all content areas were

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends
				<p>used for creation of SGOs and to inform instruction.</p> <p>-PLCs were in place. A continued program of professional development will assist in raising student scores.</p> <p>Provide access to "OnCourse." Provide professional development on using the "On-Course" program for aligning curriculum and lesson plans to the NJSLS.</p>

< Other Indicators - NO DATA >

NJ School Needs Assessment

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary	
School-Based Activities in Support of Instruction and Program	1	A	3-Developed		
		B	3-Developed		
		C	2-Developing		
		D	2-Developing		
		E	2-Developing		
		F	2-Developing		
	2	A	3-Developed		
		B	3-Developed		
		C	2-Developing		
		D	2-Developing		
	3	A	2-Developing		
		B	3-Developed		
		C	3-Developed		
Average	2.46				
School-based Activities in Support of Fiscal	1	A	3-Developed		
		B	3-Developed		
		C	3-Developed		
	Average	3.00			

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
School-based Activities in Support of Governance	1	A 3-Developed		
		B 2-Developing		
	2	A 2-Developing		
		B 3-Developed		
	3	A 2-Developing		
		B 2-Developing		
		C 2-Developing		
D 2-Developing				
Average	2.25			
School-based Activities in Support of Operations	1	A 3-Developed		
		B 3-Developed		
	2	A 3-Developed		
		B 3-Developed		
		C 2-Developing		
	3	A 3-Developed		
		B 3-Developed		
	4	A 2-Developing		
		B 3-Developed		
	Average	2.78		

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
School-based Activities in Support of Personnel	1	A 2-Developing		
		B 3-Developed		
	2	A 2-Developing		
		B 2-Developing		
		C 3-Developed		
		D 2-Developing		
	Average	2.33		

Root Cause Analysis

Area of Focus for SMART Goals	Performance Challenge	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?)	
Instruction & Program ELA	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 state assessment, benchmarks and reading and writing data cluster analysis. ELA skills need to be maintained during the summer months.	1) The student mobility rate for the district is 35%. When students move in and out of the district, it affects the continuity of instruction and can result in skills gaps. 2) Some students are classified as homeless. 3) 66% of Cold Springs School's students belong to the subgroup of economically disadvantaged students. The digital divide often affects economically disadvantaged students. They sometimes have less access to technology at home compared to other students.	All Populations	1	Provide remediation to address skill gaps.
				2	Acquire resources: (1) 1-1 Technology Initiative to overcome the Digital Divide (2) Materials to use in class including on-line and consumables(Foundations/Wilson, Journey's, Freckle,Peardeck) (3) ELA professional development for staff including using the OnCourse program for aligning curriculum and lesson plans to the NJSLS.
				3	Provide ELA professional development for staff including using the On-Course program for aligning curriculum and lesson plans to the NJSLS.

Area of Focus for SMART Goals	Performance Challenge	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?)	
Instruction & Program Math	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 maintained during the summer months	1)The student mobility rate for the district is 35%. When students move in and out of the district, it affects the continuity of instruction and can result in skills gaps. 2) Some students are classified as homeless. 3) 66% of Cold Springs School's students belong to the subgroup of economically disadvantaged students. The digital divide often affects economically disadvantaged students. They sometimes have less access to technology at home compared to other students.	All Populations	1	Provide remediation to address skill gaps.
				2	Acquire resources: (1) 1-1 Technology Initiative to overcome the Digital Divide (2) Materials to use in class including on-line and consumables (My Math/IXL, Freckle, Peardeck) (3) Mathematics professional development for staff including using the On-Course program for aligning curriculum and lesson plans to the NJSLs.
				3	Provide mathematics professional development for staff including using the On-Course program for aligning curriculum and lesson plans to the NJSLs.

Area of Focus for SMART Goals	Performance Challenge	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?)	
Instruction & Program General	Student achievement across the curriculum is below grade level for some students due to skill gaps. There is a need for professional development in differentiated instruction, increased student engagement and formative assessments. This is evidenced by student data from SGOs, state assessments, pre and post benchmarks and teacher request for training.	1)The student mobility rate for the district is 35%. When students move in and out of the district, it affects the continuity of instruction and can result in skills gaps. 2) Some students are classified as homeless. 3) 66% of Cold Springs School's students belong to the subgroup of economically disadvantaged students. The digital divide often affects economically disadvantaged students. They sometimes have less access to technology at home compared to other students.	All Populations	1	Provide remediation to address skill gaps.
				2	Acquire resources: (1) 1-1 Technology Initiative to overcome the Digital Divide (2) Materials to use in class including on-line and consumables(Fundations/Wilson, Journey's, Freckle, Peardeck)
				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.
Operations - Climate & Culture	Student learning is closely related to positive school environment. There must be a support system in the school building and home-school collaboration. There is a need to provide resources for parents to assist in student achievement.	1)The student mobility rate for the district is 35%. When students move in and out of the district, it affects the continuity of instruction and can result in skills gaps. 2) Some students are classified as homeless. 3) 66% of Cold Springs School's students belong to the subgroup of economically disadvantaged students. The digital divide often affects economically disadvantaged students. They sometimes have less access to technology at home compared to other students.	All Populations	1	Parent involvement activities including workshops.
				2	Use technology to communicate with parents (School Messenger), on-line programs and websites.
				3	Extra supports for students (homeless students, English Language Learners, students with disabilities and economically disadvantaged students) will be provided as individual needs are known.

SMART Goal 1

By June 30, 2020, 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

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 state assessment, benchmarks and reading and writing data cluster analysis. ELA skills need to be maintained during the summer months.

Strategy 1: Provide remediation to address skill gaps.

Strategy 2: Acquire resources: (1) 1-1 Technology Initiative to overcome the Digital Divide (2) Materials to use in class including on-line and consumables(Fundations/Wilson,Journey's, Freckle,Peardeck) (3) ELA professional development for staff including using the OnCourse program for aligning curriculum and lesson plans to the NJSLS.

Strategy 3: Provide ELA professional development for staff including using the On-Course program for aligning curriculum and lesson plans to the NJSLS.

Target Population: All Populations

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2019 (Cycle 1) 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.	Wilson Reading (Fundations) , Linkit Benchmarking
Feb 15	By February 15, 2020 (Cycle 2 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.	Wilson Reading (Fundations), Linkit Benchmarking

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15	By April 15, 2020 (Cycle 3) there will be a 4% increase in the number of students in grade 3 who demonstrate increased literacy skills as measured by Linkit Benchmarking and/or state assessment.	Wilson Reading (Foundations), Linkit Benchmarking
Jul 1	By June 30, 2020, 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	Wilson Reading (Foundations), Linkit Benchmarking and/or state assessment

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Provide remediation to address skill gaps: (1) Analyze data to identify targeted students. (2) Plan program and select resources (3) Hire Staff (4) Notify parents (5) Acquire program materials/resources	7/1/19	6/30/20	Assistant Superintendent and CSS Administration
2	2	Acquire Resources: (1) Contract with provider for 1-1 Technology initiative: Devices (2) Acquire resources (3) Provide training and professional development.	7/1/19	6/30/20	Assistant Superintendent and CSS Administration
3	2	Acquire Resources/Materials to use in class including on-line and consumables (Foundations/Wilson/Journey's, Freckle, Peardeck)	7/1/19	6/30/20	Assistant Superintendent and CSS Administration
5	2	Assessment: (1) Plan assessments (2) Contract with online providers (3) Provide training (3) Benchmark three times/year using the provider format (4) Survey teachers regarding effectiveness.	7/1/19	6/30/20	Assistant Superintendent and CSS Administration
6	2	ELA Professional Development: (1) Plan professional development (2) Contract with providers and/or assign in-house presenters (3) Acquire subscription to On-Course program for aligning curriculum and lesson plans to the NJSLS	7/1/19	6/30/20	Assistant Superintendent and CSS Administration

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
7	2	Acquire needed non-instructional supplies	7/1/19	6/30/20	Assistant Superintendent and CSS Administration
8	2	Communicate with parents and other stakeholders	7/1/19	6/30/20	Assistant Superintendent and CSS Administration

Budget Items

SMART Goal 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Staff Stipends remediation programs	INSTRUCTION - Personnel Services - Salaries / 100-100	\$2,000	Federal Title I (School Allocation)
2	Contract with provider for 1-1 Technology initiative: Devices	INSTRUCTION - Other Purchased Services / 100-500	\$61,667	Federal Title I (School Allocation)
3	Acquire Resources: Instructional Licenses including Freckle, Peardeck	INSTRUCTION - Other Purchased Services / 100-500	\$3,578	Federal Title I (School Allocation)
3	Acquire resources: supplies and materials	INSTRUCTION - Supplies & Materials / 100-600	\$5,556	Federal Title I (School Allocation)
2	Acquire resources and materials to use in class including on-line and resources (Foundations/Wilson/Journeys)	INSTRUCTION - Supplies & Materials / 100-600	\$35,000	Federal Title I (School Allocation)
6	ELA staff stipends for Professional Development (Summer Training - Wilson)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$10,000	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Benefits for staff stipends (Stipend x .0765)	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$459	Federal Title I (School Allocation)
6	Benefits for ELA professional development stipends including Summer Training Wilson (Salaries x .0765)	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$650	Federal Title I (School Allocation)
6	ELA Professional Development: Contracted Services: Engaged Instruction, On-Course	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$5,111	Federal Title I (School Allocation)
6	ELA Professional Development: Purchased Services: Workshops	SUPPORT SERVICES - Other Purchased Services / 200-500	\$889	Federal Title I (School Allocation)
6	Conference, Workshops, postage, misc.	SUPPORT SERVICES - Other Purchased Services / 200-500	\$1,689	Federal Title I (School Allocation)
7	Supplies and Materials	SUPPORT SERVICES - Supplies & Materials / 200-600	\$556	Federal Title I (School Allocation)

SMART Goal 2

By June 30, 2020, there will be a 3% increase in the number of student in grade 3 who demonstrate an understanding of number sense and problem solving as measured by state assessments and LinkIt benchmarks

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 maintained during the summer months

Strategy 1: Provide remediation to address skill gaps.

Strategy 2: Acquire resources: (1) 1-1 Technology Initiative to overcome the Digital Divide (2) Materials to use in class including on-line and consumables (My Math/IXL, Freckle, Peardeck) (3) Mathematics professional development for staff including using the On-Course program for aligning curriculum and lesson plans to the NJSLS.

Strategy 3: Provide mathematics professional development for staff including using the On-Course program for aligning curriculum and lesson plans to the NJSLS.

Target Population: All Populations

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2019, 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, 2020, 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, 2020 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

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 30, 2020, there will be a 3% increase in the number of student in grade 3 who demonstrate an understanding of number sense and problem solving as measured by state assessments and LinkIt benchmarks	State assessments and LinkIt benchmarks

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Provide remediation to address skill gaps: (1) Analyze data to identify targeted students. (2) Plan program and select resources (3) Hire Staff (4) Notify parents (5) Acquire program materials/resources.	7/1/19	6/30/20	Assistant Superintendent and CSS Administration
2	2	Acquire Resources: (1) Contract with provider for 1-1 Laptop initiative (2) Acquire resources (3) Provide training and professional development	7/1/19	6/30/20	Assistant Superintendent and CSS Administration
3	2	Acquire Resources/Materials to use in class including on-line and consumables (My Math, IXL, Freckle)	7/1/19	6/30/20	Assistant Superintendent and CSS Administration
5	2	Assessment: (1) Plan assessment (2) Contract with online providers (3) Provide training (3) Benchmark three times/year using the provider format (4) Survey teachers regarding effectiveness.	7/1/19	6/30/20	Assistant Superintendent and CSS Administration
6	2	Math Professional Development: (1) Plan professional development (2) Contract with providers and/or assign inhouse presenters (3) Acquire subscription to On-Course program for aligning curriculum and lesson plans to the NJSLS	7/1/19	6/30/20	Assistant Superintendent and CSS Administration
7	2	Acquire needed non-instructional supplies	7/1/19	6/30/20	Assistant Superintendent and CSS Administration

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
8	2	Communication with parents and other stakeholders	8/1/19	6/30/20	Assistant Superintendent and CSS Administration'

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Staff Stipends remediation programs	INSTRUCTION - Personnel Services - Salaries / 100-100	\$2,000	Federal Title I (School Allocation)
2	Contract with provider for 1-1 Technology initiative: Devices	INSTRUCTION - Other Purchased Services / 100-500	\$61,667	Federal Title I (School Allocation)
3	Acquire Resources including IXL, Freckle, Peardeck	INSTRUCTION - Other Purchased Services / 100-500	\$3,578	Federal Title I (School Allocation)
3	Acquire resources: supplies and materials	INSTRUCTION - Supplies & Materials / 100-600	\$5,556	Federal Title I (School Allocation)
2	Acquire resources and materials to use in class including on-line and consumables (My Math)	INSTRUCTION - Supplies & Materials / 100-600	\$10,000	Federal Title I (School Allocation)
1	Benefits for staff stipends (Stipend x .0765)	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$459	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
6	Math Professional Development- Contracted Services: Engaged Instruction, On-Course	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$5,111	Federal Title I (School Allocation)
6	Conferences Workshops, Postage	SUPPORT SERVICES - Other Purchased Services / 200-500	\$1,690	Federal Title I (School Allocation)
6	Math Professional Development: Purchased Services Workshops	SUPPORT SERVICES - Other Purchased Services / 200-500	\$1,689	Federal Title I (School Allocation)
6	Math Professional Development: Workshops	SUPPORT SERVICES - Other Purchased Services / 200-500	\$889	Federal Title I (School Allocation)
7	Supplies and Materials	SUPPORT SERVICES - Supplies & Materials / 200-600	\$556	Federal Title I (School Allocation)

SMART Goal 3

By June 30, 2020, 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.

Performance Student achievement across the curriculum is below grade level for some students due to skill gaps. There is a need for professional development in differentiated instruction, increased student engagement and formative assessments. This is evidenced by student data from SGOs, state assessments, pre and post benchmarks and teacher request for training.

Strategy 1: Provide remediation to address skill gaps.

Strategy 2: Acquire resources: (1) 1-1 Technology Initiative to overcome the Digital Divide (2) Materials to use in class including on-line and consumables(Fundations/Wilson,Journey's, Freckle,Peardeck)

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.

Target Population: All Populations

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2019, 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	In-house designed assessments and LinkIt benchmarks

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	By February 15, 2020 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	In-house designed assessments and LinkIt benchmarks
Apr 15	By April 15, 2020, 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	In-house designed assessments and LinkIt benchmarks
Jul 1	By June 30, 2020, 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.	Performance on state and in-house designed assessments and LinkIt benchmarks

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Provide remediation to address skill gaps: (1) Analyze data to identify targeted students. (2) Plan program and select resources (3) Hire Staff (4) Notify parents (5) Acquire program materials/resources	7/1/19	6/30/20	Assistant Superintendent and CSS Administration
2	2	Acquire Resources: (1) Contract with provider for 1-1 Technology initiative: Devices (2) Acquire resources (3) Provide training and professional developmen	7/1/19	6/30/20	Assistant Superintendent and CSS Administration
4	2	Acquire Resources/Materials to use in class including on-line and consumables.	7/1/19	6/30/20	Assistant Superintendent and CSS Administration

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
5	3	Professional Development: (1) Plan professional development (2) Contract with providers and/or assign inhouse presenters (3) Acquire subscription to On-Course program for aligning curriculum and lesson plans to the NJSLS	7/1/19	6/30/20	Assistant Superintendent and CSS Administration
6	2	Acquire needed non-instructional supplies	7/1/19	6/30/20	Assistant Superintendent and CSS Administration
7	2	Communication with parents and other stakeholders	8/1/19	6/30/20	Assistant Superintendent and CSS Administration

Budget Items

SMART Goal 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Staff Stipends including for Remediation/Enrichment programs	INSTRUCTION - Personnel Services - Salaries / 100-100	\$1,000	Federal Title I (School Allocation)
5	Professional Development Contracted Services: Engaged Instruction, On-Course	INSTRUCTION - Personnel Services - Salaries / 100-100	\$889	Federal Title I (School Allocation)
2	Acquire resources and instructional licenses including those needed for the STEAM programs	INSTRUCTION - Other Purchased Services / 100-500	\$3,578	Federal Title I (School Allocation)
4	Contract with provider for 1-1 Technology initiative: Devices	INSTRUCTION - Other Purchased Services / 100-500	\$61,667	Federal Title I (School Allocation)
4	Acquire resources to be used in class including on-line and other resources	INSTRUCTION - Supplies & Materials / 100-600	\$5,000	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	Acquire Instructional supplies and materials (District)	INSTRUCTION - Supplies & Materials / 100-600	\$5,555	Federal Title I (School Allocation)
5	Professional Development Stipends including Summer Training and On Course	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$6,000	Federal Title I (School Allocation)
1	Benefits for stipends	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$1	Federal Title I (School Allocation)
5	Professional Development: Workshops	SUPPORT SERVICES - Other Purchased Services / 200-500	\$889	Federal Title I (School Allocation)
5	Conference, Workshops, postage, misc.	SUPPORT SERVICES - Other Purchased Services / 200-500	\$1,688	Federal Title I (School Allocation)
6	Non-Instructional Supplies	SUPPORT SERVICES - Supplies & Materials / 200-600	\$555	Federal Title I (School Allocation)

SMART Goal 4

By June 30, 2020, 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.

Performance Student learning is closely related to positive school environment. There must be a support system in the school building and home-school collaboration. There is a need to provide resources for parents to assist in student achievement.

Strategy 1: Parent involvement activities including workshops.

Strategy 2: Use technology to communicate with parents (School Messenger), on-line programs and websites.

Strategy 3: Extra supports for students (homeless students, English Language Learners, students with disabilities and economically disadvantaged students) will be provided as individual needs are known.

Target Population: All Populations

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2019, 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	Sign in sheets and attendance records
Feb 15	By February 15, 2020, 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	Sign in sheets and attendance records
Apr 15	By April 15, 2020, 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.	Sign in sheets and attendance records

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 30, 2020, 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.	Sign in sheets and attendance records

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	(1) Contract with School Messenger (2) Use School messenger to communicate with parents (2) Use of the Parent Portal (Power School -local funded) (3) Use of Social Media to communicate: Website, Twitter, Facebook, etc.	7/1/19	6/30/20	Assistant Superintendent and CSS Administration
2	1	(1) Plan parent meetings (2) Hire in-house staff or contract with outside speakers (3) Acquire resources, materials, supplies (4) Notify parents	7/1/19	6/30/20	CSS Administration
3	2	Hold meetings and parent conferences	7/1/19	6/30/20	CSS Administration
4	3	(1) Assess the needs of special student populations including homeless students, English Language Learners, students with disabilities and economically disadvantaged students (2) Acquire need supports (3) Provide extra supports as needed.	7/1/19	6/30/20	Assistant Superintendent and CSS Administration

Budget Items

SMART Goal 4

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
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Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	Supplies and materials for special student populations	INSTRUCTION - Supplies & Materials / 100-600	\$500	Federal Title I (School Allocation)
2	In house parent presenters	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$400	Federal Title I (School Allocation)
2	Benefits for in-house parent presenters (Stipend x .0765)	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$31	Federal Title I (School Allocation)
1	Contract with Parent/School Messenger	SUPPORT SERVICES - Other Purchased Services / 200-500	\$1,000	Federal Title I (School Allocation)
2	Purchase professional services for Parents	SUPPORT SERVICES - Supplies & Materials / 200-600	\$334	Federal Title I (School Allocation)
2	Supplies/materials for parent involvement activities	SUPPORT SERVICES - Supplies & Materials / 200-600	\$2,572	Federal Title I (School Allocation)

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventio	Federal Title I (School Allocation)	Federal Title I (Reallocate d Funds)	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	\$0	\$0	\$12,200	\$0	\$0	\$0	\$12,200
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$0	\$12,000	\$0	\$0	\$0	\$12,000
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$160,245	\$0	\$0	\$0	\$160,245
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$59,556	\$0	\$0	\$0	\$59,556
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$244,001	\$0	\$0	\$0	\$244,001
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$16,900	\$0	\$0	\$0	\$16,900
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$1,638	\$0	\$0	\$0	\$1,638
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$10,222	\$0	\$0	\$0	\$10,222
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Other Purchased Services	200-500	\$0	\$0	\$6,194	\$0	\$0	\$0	\$6,194
SUPPORT SERVICES	Travel	200-580	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventio	Federal Title I (School Allocation)	Federal Title I (Reallocate d Funds)	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	TOTAL
SUPPORT SERVICES	Supplies & Materials	200-600	\$0	\$0	\$3,462	\$0	\$0	\$0	\$3,462
SUPPORT SERVICES	Other Objects	200-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Indirect Costs	200-860	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Sub-total		\$0	\$0	\$38,416	\$0	\$0	\$0	\$38,416
FACILITIES	Buildings	400-720	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Instructional Equipment	400-731	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Noninstructional Equipment	400-732	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Schoolwide Blended	520-930	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Cost			\$0	\$0	\$282,417	\$0	\$0	\$0	\$282,417

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	\$282,417	\$0	\$282,417
Other Title 1 Expenditures	\$0	\$0	\$0	\$0
Total	\$0	\$282,417	\$0	\$282,417

Confirmation Page

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Certification Page

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