

**Cold Springs School**

District: GLOUCESTER CITY

County: CAMDEN

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 071770160

# Annual School Planning 2020-2021

## 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		
Supervisor of Special Services	Eliza Rawley	Yes	Yes	Yes		
Guidance Administrator	Joe DiPatri	Yes	Yes	Yes		
Building Principal	Craig Speechley	Yes	Yes	Yes		
Assistant Principal	Kate Karney	Yes	Yes	Yes		
Instructional Staff	Dee Driscoll	No	Yes	No		
Early Childhood Director	William O'Kane	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	Christa Chando	Yes	No	No		
Instructional Staff	Maryann McNally	Yes	No	No		
Instructional Staff	Michele Barth	Yes	No	No		
Community Member	Linda Locker	Yes	No	No		
Parent	Lauren Rebstock	Yes	No	No		
Instructional Staff	Kristina Vasquez	Yes	No	No		

### ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
10/02/2019	Prior Year Evaluation	Yes	Yes
01/30/2020	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
09/16/2019	Priority Performance Needs and Root Cause Analysis	Yes	Yes
06/01/2020	Smart Goal Development	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)
Academic Remediation (After School Program)	ELA and Math	Grades K-3	Yes	Yes	Yes	Link It! Benchmark ELA Scores increased by 10% from Cycle 1 to Cycle 2 in grade 2. Link It! Benchmark ELA Scores increased by 12% from Cycle 1 to Cycle 2 in grade 3. Link It! Benchmark Math Scores increased by 21% from Cycle 1 to Cycle 2 in grade 2. Link It! Benchmark Math Scores increased by 22% from Cycle 1 to Cycle 2 in grade 3.
Tutoring (A contract with a Staffing company provided paraprofessionals to work help students in need)	ELA and Math	Grades K-3	Yes	Yes	Yes	Students in need are tutored by reading and math teachers during the school day.
My Math	Math	Grades K-3	Yes	Yes	No	Link It! Benchmark Math Scores increased by 21% from Cycle 1 to Cycle 2 in grade 2. Link It! Benchmark Math Scores increased by 22% from Cycle 1 to Cycle 2 in grade 3.

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)
IXL	Math	Grades K-3	Yes	Yes	Yes	Link It! Benchmark Math Scores increased by 21% from Cycle 1 to Cycle 2 in grade 2. Link It! Benchmark Math Scores increased by 22% from Cycle 1 to Cycle 2 in grade 3.
Wilson Reading (Foundations)	ELA	Grades K-3	Yes	Yes	Yes	Link It! Benchmark ELA Scores increased by 10% from Cycle 1 to Cycle 2 in grade 2. Link It! Benchmark ELA Scores increased by 12% from Cycle 1 to Cycle 2 in grade 3.
"Journey's" (Houghton Mifflin)	ELA	Grades K-3	Yes	Yes	Yes	A new reading program is being instituted in the district Link It! Benchmark ELA Scores increased by 10% from Cycle 1 to Cycle 2 in grade 2. Link It! Benchmark ELA Scores increased by 12% from Cycle 1 to Cycle 2 in grade 3.
Lexia Reading	ELA	Grades K-3	Yes	Yes	Yes	Link It! Benchmark ELA Scores increased by 10% from Cycle 1 to Cycle 2 in grade 2. Link It! Benchmark ELA Scores increased by 12% from Cycle 1 to Cycle 2 in grade 3.
Freckle	Cross Curricular	Grades K-3	Yes	Yes	Yes	Freckle

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 Instructional Licenses for STEM programs including Adobe, Kami, STEM and instructional supplies and materials to use in class including on-line and paper resources.	Cross Curricular	Grades K-3	Yes	Yes	Yes	Link It! Benchmark ELA Scores increased by 10% from Cycle 1 to Cycle 2 in grade 2. Link It! Benchmark ELA Scores increased by 12% from Cycle 1 to Cycle 2 in grade 3. Link It! Benchmark Math Scores increased by 21% from Cycle 1 to Cycle 2 in grade 2 Link It! Benchmark Math Scores increased by 22% from Cycle 1 (28%) to Cycle 2 (49%) in grade 3.
Acquire devices: 1-1 Technology Initiative to overcome the Digital Divide (Tablets)	Cross Curricular	Grades K-3	Yes	Yes	Yes	Link It! Benchmark ELA Scores increased by 10% from Cycle 1 to Cycle 2 in grade 2. Link It! Benchmark ELA Scores increased by 12% from Cycle 1 to Cycle 2 in grade 3. Link It! Benchmark Math Scores increased by 21% from Cycle 1 to Cycle 2 in grade 2 Link It! Benchmark Math Scores increased by 22% from Cycle 1 (28%) to Cycle 2 (49%) in grade 3.

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)
Professional Development	Cross Curricular	Grades K-3	Yes	Yes	Yes	Link It! Benchmark ELA Scores increased by 10% from Cycle 1 to Cycle 2 in grade 2. Link It! Benchmark ELA Scores increased by 12% from Cycle 1 to Cycle 2 in grade 3. Link It! Benchmark Math Scores increased by 21% from Cycle 1 to Cycle 2 in grade 2 Link It! Benchmark Math Scores increased by 22% from Cycle 1 (28%) to Cycle 2 (49%) in grade 3.
Parent Involvement	Cross Curricular	Grades K-3	Yes	Yes	Yes	Link It! Benchmark ELA Scores increased by 10% from Cycle 1 to Cycle 2 in grade 2. Link It! Benchmark ELA Scores increased by 12% from Cycle 1 to Cycle 2 in grade 3. Link It! Benchmark Math Scores increased by 21% from Cycle 1 to Cycle 2 in grade 2 Link It! Benchmark Math Scores increased by 22% from Cycle 1 (28%) to Cycle 2 (49%) in grade 3.

STUDENT ACHIEVEMENT

Data Source	Factors to Consider	Prepopulated Data						Your Data (Provide any additional data)	Observations / Trends		
NJSLA Proficiency	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. <a 231="" 271"="" 347="" 444="" href="http://www.nj.gov/education/schools/achievement/target='_blank'&gt;Link&lt;/a&gt; to website with access to reports.         &lt;/td&gt; &lt;th data-bbox=">Student Group <th data-bbox="1001 368 1077 432">ELA</th> <th data-bbox="1084 368 1160 432">Math</th> <th data-bbox="1167 368 1243 432">Alg1</th> <th data-bbox="1249 368 1326 432">Alg2</th> <th data-bbox="1332 368 1406 432">Geo</th> <td data-bbox="1413 368 1809 1417" rowspan="15">           Compared to the 2018-2019 LinkIt! Benchmark ELA data, Grade 2 increased by a positive 2% and Grade 3 increased by a positive 3% in the 2019-2020 school year, which would indicate a positive increase in the NJSLA baseline performance if administered.             Link It! Benchmark ELA Scores increased by 10% from Cycle 1 to Cycle 2 in grade 2. Link It! Benchmark ELA Scores increased by 12% from Cycle 1 to Cycle 2 in grade 3.            Link It! Benchmark Math Scores increased by 21% from Cycle 1 to Cycle 2 in grade 2. Link It! Benchmark Math Scores increased by 22% from Cycle 1 to Cycle 2 in grade 3.         </td> <td data-bbox="1816 368 2179 1417" rowspan="15">           Students scored better in Math than ELA for the first time.             Additional supports are needed to raise NJSLA scores in both Mathematics and ELA.             Students will benefit from an after school program and individualized learning plans (Freckle). Instructional licenses will provide programs such as IXL and Lexia.             Students will benefit from 1-1 technology devices         </td> </a>	ELA	Math	Alg1	Alg2	Geo	Compared to the 2018-2019 LinkIt! Benchmark ELA data, Grade 2 increased by a positive 2% and Grade 3 increased by a positive 3% in the 2019-2020 school year, which would indicate a positive increase in the NJSLA baseline performance if administered.  Link It! Benchmark ELA Scores increased by 10% from Cycle 1 to Cycle 2 in grade 2. Link It! Benchmark ELA Scores increased by 12% from Cycle 1 to Cycle 2 in grade 3. Link It! Benchmark Math Scores increased by 21% from Cycle 1 to Cycle 2 in grade 2. Link It! Benchmark Math Scores increased by 22% from Cycle 1 to Cycle 2 in grade 3.	Students scored better in Math than ELA for the first time.  Additional supports are needed to raise NJSLA scores in both Mathematics and ELA.  Students will benefit from an after school program and individualized learning plans (Freckle). Instructional licenses will provide programs such as IXL and Lexia.  Students will benefit from 1-1 technology devices			
		Schoolwide	51.1 %	57%							
		White	52.9 %	56.3%							
		Hispanic	36.8 %	52.6%							
		Black or African American	47.1 %	47.1%							
		Asian, Native Hawaiian, or Pacific Islander	*	*							
		American Indian or Alaska Native									
		Two or More Races	*	*							
		Female	59.2 %	56.3%							
		Male	42.2 %	57.8%							
		Economically Disadvantaged Students	48.8 %	48.8%							
		Non-Economically Disadvantaged Students	54.7 %	69.8%							
		Students with Disabilities	14.8 %	29.6%							
		Students without Disabilities	60.2 %	63.9%							
		English Learners	*	*							
Non-English Learners	*	*									
Homeless Students	*	*									
Students in Foster Care	*	*									



Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math	Alg1	Alg2	Geo	
		Military-Connected Students						
		Migrant Students						

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
Science	NJSLA Science Homepage, <a href="https://measinc-nj-science.com/">https://measinc-nj-science.com/</a>	NJSLA-S				NA	NA
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide					
		White					
		Hispanic					
		Black or African					
		Asian, Native					
		American Indian or					
		Two or More Races					
		Female					
		Male					
		Economical ly					
		Non-Economical					
		Students with					

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
		Student Group	Grade 5	Grade 8	Grade 11		
		Students without					
		English Learners					
		Non-English					
		Homeless Students					
		Students in Foster Care					
		Military-Connected					
		Migrant Students					

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
SGP	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.	Student Group	ELA	Math	NA	Student growth results for Cold Springs School are available through the LInkit! results which are listed in another section of this report (Benchmark A - Benchmark B). Cold Springs School does not have any teachers with SGP scores.
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific				
		American Indian or Alaska Native				
		Two or More Races				
		Female				
		Male				
		Economically Disadvantaged				
		Non-Economically Disadvantaged				
		Students with Disabilities				
Students without Disabilities						

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

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
<p>Benchmark Assessment Participation</p>	<p>Please list any cycles where the 95% participation rate was not met. Please provide explanation. *Identify patterns by subgroup *Identify patterns by grade</p>	ELA					<p>The 95% cycle was met for Benchmarks A and B even though due to the Pandemic Corona Virus school closings in mid-March 2020.</p> <p>Link It! Benchmark ELA Scores increased by 10% from Cycle 1 (31%) to Cycle 2 (41%) in grade 2. Link It! Benchmark ELA Scores increased by 12% from Cycle 1 (34%) to Cycle 2 (46%) in grade 3.</p>	<p>The introduction of "Foundations" as a literacy program at Cold Springs School has had a positive impact on phonics and student skill acquisition.</p> <p>There is a need for "Wilson Reading" instruction.</p> <p>There is a continued need for the Houghton Mifflin Harcourt "Journey's" program.</p>
		Grade	Cycle 1	Cyclle 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%		
		10	0%	0%	0%	0%		
11	0%	0%	0%	0%				

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



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	Link It! Benchmark ELA Scores increased by 10% from Cycle 1 (31%) to Cycle 2 (41%) in grade 2. Link It! Benchmark ELA Scores increased by 12% from Cycle 1 (34%) to Cycle 2 (46%) in grade 3.	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.
		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
Benchmark Assessment (Proficiency) Math Rates	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Link It! Benchmark Math Scores increased by 21% from Cycle 1(36%) to Cycle 2 (57%) in grade 2. Link It! Benchmark Math Scores increased by 22% from Cycle 1 (28%) to Cycle 2 (49%) in grade 3.	Students will benefit from programs such as IXL, My Math, and Classworks. <a href="http://s2.onmycalendar.com/Files/FL/A4R36Q7Q73E_ClassworksHowTo.pdf">http://s2.onmycalendar.com/Files/FL/A4R36Q7Q73E_ClassworksHowTo.pdf</a>
		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
English Language Proficiency (ELP)	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	40%	<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 31 students after the ACCESS Test administration.</p> <p>Spring 2019 ACCESS Test has the following information Grade K: Total 9 at Cluster K students: 8 students scored at the Entering Level, and 1 student at the second level which is Emerging, 1. Grade 1, Total 9 Students. Cluster 1: 3 Total students are at Emerging in the 2nd level, 4 students at the third level which is developing, and 2 students at the Expanding level which is level 4. Grade 2 Cluster 2-3 has a total of 6 students. 2 students are at level 2 Emerging and 4 students</p>	<p>The 2018-2019 School Performance Summary Report indicates that the percentage of English Language Learners at the school remained relatively consistent at 3.6% during the 2015-16, 2016-17 and 2017-18 school years. The report indicates the following percentage home languages: English 90.8%, Spanish 5.2%, Bengali 1% and Other 3%</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>are at level 3 Developing. Grade 3 there were 5 total students. Grade 3 Cluster 2-3 has 1 student at level 2 Emerging, 1 student at level 3 Developing, and 3 students at level 4 Expanding.</p> <p>Also in Grade 2 there are 2 students tested with Significant Cognitive Disabilities: 1 student has an overall rating of P1 and the other student was able to test in 3 domains and has not been issued a summative rating.</p>	

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	0	The current enrollment on May 28, 2020 was 639. The current enrollment of Economically Disadvantaged students is 447 (May 2020). The current enrollment of Students with Disabilities was 101 (May 2020).	Four the last four years, enrollment of Economically Disadvantaged students has been about 70% of the student population.  About 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		
		Subgroup 2 YTD Student Enrollment Average	0	There are 15 students in Cold Springs School who are homeless and 3 more homeless students enrolled in the Pre-K Program.	
				There are 55 students in Resource Programs, 44 Students in Self-Contained Programs, 32 students who are in Speech only programs, 1 student out on Home-bound Instruction, and 1 student on Out of District Placement.	

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Attendance Rate (Students)	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	0.00%	The attendance rate for grades K, 1, 2 and 3 on May 28, 2020. Current Enrollment: 639 Percent Attendance: 97% on May 28, 2020	District wide there are 33 students with 504 plans, 45 total students who are homeless, and 43 LEP students.
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%	The attendance rate for students with disabilities in grades K,1, 2, 3 on May 28, 2020 was 95%.	
				The attendance rate for economically disadvantaged students in grades K,1, 2, 3 on May 28, 2020 was 96%	
				The current enrollment of Economically Disadvantaged students is 447 (May 2020) which is 70% of the Cold Springs School population.	
				Average Daily Attendance for Cold Springs School grades PreK-3rd is 873 Average Daily Attendance for Cold Springs School Grades 1-3 is 619 Average Daily Membership: 649	

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
				Current Enrollment: 101	
Chronic Absenteeism (Students)	<p>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</p> <ul style="list-style-type: none"> <li>*Identify patterns by grade</li> <li>*Identify patterns by teacher</li> <li>*Identify interventions</li> </ul>	Overall YTD Chronic Absenteeism	0.00%	<p>Chronic absenteeism for Cold Springs Students in Grades 1, 2, and 3 was 2.7% in the 2019-2020 school year.</p> <p>Chronic absenteeism for Cold Springs Students who are special education population in Grades 1, 2, and 3 was 3% for the 2019-2020 school year.</p> <p>Chronic absenteeism for Cold Springs Students who are economically disadvantaged population in Grades 1, 2, 3 was 2.5 % for the 2019-2020 school year.</p>	School officials take pains to reinforce to parents how important it is to ensure that their students attend school daily.
Attendance Rate (Staff)	<p>The average daily attendance for staff</p> <ul style="list-style-type: none"> <li>*Identify patterns by grade</li> <li>*Identify chronic absenteeism</li> <li>*Identify reasons for absenteeism</li> </ul>	Staff Attendance YTD	0.00%	The average daily attendance for the staff of Cold Springs School is 94%.	

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Discipline	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders	Student Suspension YTD Average - In School	0.00%	There were no In School Suspensions in Cold Springs School in the 2019-2020 school year in any of the populations.  There were 5 Out of School suspensions for Cold Spring School, from the Economically Disadvantaged population during the 2019-2020 school year for less than 1% of the total population.	
		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	0.00%		



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		<p>A school climate survey was distributed to the staff in April 2020. A review of the responses of all staff members shows that their greatest success is interaction with the students at 47%, with Use of Technology and 21st Century Skills at 28%, followed by teaching subject expertise at 15%.</p> <p>98% 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. 93% percent indicated that they were comfortable with the support that they received from peers and supervisors. Remote teaching during the corona virus pandemic had a 89% approval rating among staff members.</p>	<p>Staff members feel empowered to do their jobs. Interaction with students and using technology competently are the two greatest strengths that the faculty claimed on the climate survey. The staff are overwhelmingly committed to their jobs because of the high approval rating that the staff give to peers and supervisors. Remote teaching during the pandemic had an approval rating of 89% among staff members..</p>

COLLEGE & CAREER READINESS				
Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
Graduation Cohort (HS ONLY)	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)	Student Group	5 Year Rate	4 Year Rate	NA	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	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.		NA	NA
College Readiness Test Participation	Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT		NA	NA
Algebra	Previous year's data provided. Please provide current year's data if possible.		NA	NA

EVALUATION INFORMATION

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"> <li>*Identify % of teachers on CAP in the previous school year</li> <li>*Identify instructional trends</li> <li>*Identify professional development needs</li> </ul>		<p>There were no teachers at Cold Springs School on a CAP for the 2019-2020 school year.</p> <p>Due to the Pandemic of 2020, Covid-19, five non-tenured teachers were given final evaluations.</p> <p>2 Teachers were rated in the Effective Category and 3 Teachers were rated in the Highly Effective Category.</p>	<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"> <li>-On-going training for both teachers and administrators in the McREL Teacher Evaluation System took place and there was increased teacher-administrator dialogue.</li> <li>-On-going training for both teachers and administrators focusing upon how to implement, assess, and recognize quality instruction took place.</li> <li>-Building and district-wide</li> </ul>

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends
				<p>data committees met. Benchmark assessments for all content areas were 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>

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< Other Indicators - NO DATA >

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## 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	4-Sustaining	
	2	A	4-Sustaining	
	3	A	4-Sustaining	
	4	A	3-Developing	
	5	A	3-Developing	
	Average		3.60	
Assessment	1	A	3-Developing	
	2	A	3-Developing	
	3	A	3-Developing	
	Average		3.00	
Professional Learning Community (PLC)	1	A	3-Developing	
	2	A	4-Sustaining	
	3	A	2-Emerging	
	4	A	4-Sustaining	
	Average		3.25	



Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary	
Culture	1	A	4-Sustaining		
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	4-Sustaining		
	5	A	4-Sustaining		
	6	A	4-Sustaining		
	7	A	3-Developing		
	8	A	3-Developing		
	9	A	4-Sustaining		
	10	A	4-Sustaining		
	11	A	3-Developing		
	12	A	4-Sustaining		
	13	A	3-Developing		
	14	A	2-Emerging		
Average		3.43			
Teacher and Principal Effectiveness	1	A	4-Sustaining		
	Average		4.00		



## Priority Performance Needs and Root Cause Analysis

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< NO DATA >

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## SMART Goal 1

By June 30, 2021, 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

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.

Strategy 1: Provide remediation to address skill gaps. Additionally, teachers will meet with students, one hour per week, 8 weeks in summer, to maintain and improve student learning thereby decreasing the achievement gap.

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, Classworks,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, 2020(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 (Foundations) , Linkit Benchmarking
Feb 15	By February 15, 2021 (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 (Foundations), Linkit Benchmarking
Apr 15	By April 15, 2021 (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, 2021, 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

## Action Steps

### SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Provide remediation/enrichment 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	7/1/20	6/30/21	Assistant Superintendent and CSS Administration

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	2	Acquire Resources: (1) Contract with provider for 1-1 Technology initiative: Devices (2) Acquire resources (3) Provide training and professional development.	7/1/20	6/30/21	Assistant Superintendent and CSS Administration
3	2	Assistant Acquire Resources/Materials to use in class including on-line and consumables (Foundations/Wilson/Journey's, Classworks, Peardeck)	7/1/20	6/30/21	Assistant Superintendent and CSS Administration
4	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.	7/1/20	6/30/21	Assistant Superintendent and CSS Administration
5	3	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	7/1/20	6/30/21	Assistant Superintendent and CSS Administration
6	2	Acquire needed non-instructional supplies	7/1/20	6/30/21	Assistant Superintendent and CSS Administration
7	2	Communicate with parents and other stakeholders	7/1/20	6/30/21	Assistant Superintendent and CSS Administration

## Budget Items

### SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Staff Stipends enrichment/ remediation programs/summer	INSTRUCTION - Personnel Services - Salaries / 100-100	\$6,000	Federal Title I (School Allocation)
1	Para Stipends	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$10,833	Federal Title I (School Allocation)
2	Contract with provider for 1-1 Technology initiative: Devices	INSTRUCTION - Other Purchased Services / 100-500	\$53,333	Federal Title I (School Allocation)
3	Acquire Resources: Instructional Licenses including Classworks, Peardec, Freckle	INSTRUCTION - Other Purchased Services / 100-500	\$6,006	Federal Title I (School Allocation)
3	Acquire resources: supplies and materials	INSTRUCTION - Supplies & Materials / 100-600	\$13,750	Federal Title I (School Allocation)
3	Acquire resources: supplies and materials, chrome books, etc	INSTRUCTION - Supplies & Materials / 100-600	\$100	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	\$18,333	Federal Title I (School Allocation)
6	ELA staff stipends for Professional Development (Summer Training - Wilson)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$5,000	Federal Title I (School Allocation)
6	Benefits for ELA professional development stipends including Summer Training Wilson	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$276	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Benefits for staff stipends	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$1,089	Federal Title I (School Allocation)
6	ELA Professional Development: Contracted Services: Wilson, Engaged Instruction, ELA Professional Development, Workshops, etc	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$14,221	Federal Title I (School Allocation)
6	Conference, Workshops, postage, misc.	SUPPORT SERVICES - Other Purchased Services / 200-500	\$1,910	Federal Title I (School Allocation)
6	Other Services Purchased School Messenger	SUPPORT SERVICES - Other Purchased Services / 200-500	\$333	Federal Title I (School Allocation)
7	Non instructional Supplies and Materials	SUPPORT SERVICES - Supplies & Materials / 200-600	\$555	Federal Title I (School Allocation)
7	Other Objects, Dues	SUPPORT SERVICES - Supplies & Materials / 200-600	\$16	Federal Title I (School Allocation)

## SMART Goal 2

By June 30, 2021, 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

### Priority Performance

#### 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

Strategy 1: Provide remediation to address skill gaps. Additionally, teachers will meet with students, one hour per week, 8 weeks in summer, to maintain and improve student learning thereby decreasing the achievement gap.

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, Classworks, 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, 2020, 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, 2021, 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, 2021 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, 2021, 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	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.	7/1/20	6/30/21	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	7/1/20	6/30/21	Assistant Superintendent and CSS Administration

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
3	2	Acquire Resources/Materials to use in class including on-line and consumables (My Math, IXL, Classworks)	7/1/20	6/30/21	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.	7/1/20	6/30/21	Assistant Superintendent and CSS Administration
6	3	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	7/1/20	6/30/21	Assistant Superintendent and CSS Administration
7	2	Acquire needed non-instructional supplies	7/1/20	6/30/21	Assistant Superintendent and CSS Administration
8	2	Communication with parents and other stakeholders	7/1/20	6/30/21	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	\$6,000	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Para Stipends	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$10,833	Federal Title I (School Allocation)
2	Contract with provider for 1-1 Technology initiative: Devices	INSTRUCTION - Other Purchased Services / 100-500	\$53,333	Federal Title I (School Allocation)
3	Acquire Resources including IXL, Classworks, Peardeck	INSTRUCTION - Other Purchased Services / 100-500	\$6,007	Federal Title I (School Allocation)
3	Acquire resources: supplies and materials, chrome books, etc	INSTRUCTION - Supplies & Materials / 100-600	\$100	Federal Title I (School Allocation)
3	Acquire resources: supplies and materials	INSTRUCTION - Supplies & Materials / 100-600	\$13,750	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	\$18,333	Federal Title I (School Allocation)
1	Benefits for staff stipends	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$276	Federal Title I (School Allocation)
1	Benefits for staff stipends	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$1,089	Federal Title I (School Allocation)
6	Math Professional Development- Contracted Services: Engaged Instruction, On-Course, Educational Consultants	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$4,223	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
6	Conferences Workshops, Postage	SUPPORT SERVICES - Other Purchased Services / 200-500	\$1,911	Federal Title I (School Allocation)
6	Purchased Services, School Messenger	SUPPORT SERVICES - Other Purchased Services / 200-500	\$333	Federal Title I (School Allocation)
6	Math Professional Development: Workshops	SUPPORT SERVICES - Other Purchased Services / 200-500	\$100	Federal Title I (School Allocation)
7	Supplies and Materials	SUPPORT SERVICES - Supplies & Materials / 200-600	\$555	Federal Title I (School Allocation)
7	Other Objects, Dues	SUPPORT SERVICES - Supplies & Materials / 200-600	\$17	Federal Title I (School Allocation)

## SMART Goal 3

By June 30, 2021, 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	<p>Instruction &amp; Program General</p> <p>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.</p>
Strategy 1:	<p>Provide remediation to address skill gaps. Additionally, teachers will meet with students, one hour per week, 8 weeks in summer, to maintain and improve student learning thereby decreasing the achievement gap.</p>
Strategy 2:	<p>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, Classworks,Peardeck)</p>
Strategy 3:	<p>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.</p>
Target Population:	<p>All Populations</p>

## Interim Goals

### SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2020, 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
Feb 15	By February 15, 2021 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, 2021, 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, 2021, 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	7/1/20	6/30/21	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	7/1/20	6/30/21	Assistant Superintendent and CSS Administration
3	2	Acquire Resources/Materials to use in class including on-line and consumables.	7/1/20	6/30/21	Assistant Superintendent and CSS Administration
4	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	7/1/20	6/30/21	Assistant Superintendent and CSS Administration
5	2	Acquire needed non-instructional supplies	7/1/20	6/30/21	Assistant Superintendent and CSS Administration
6	2	Communication with parents and other stakeholders	7/1/20	6/30/21	Assistant Superintendent and CSS Administration

## Budget Items

### SMART Goal 3

Corresponding 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	\$6,000	Federal Title I (School Allocation)
1	Para Stipends	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$10,833	Federal Title I (School Allocation)
2	Acquire resources and instructional licenses including those needed for the STEAM programs	INSTRUCTION - Other Purchased Services / 100-500	\$6,006	Federal Title I (School Allocation)
4	Contract with provider for 1-1 Technology initiative: Devices	INSTRUCTION - Other Purchased Services / 100-500	\$53,333	Federal Title I (School Allocation)
3	Acquire resources: supplies and materials, chrome books, etc	INSTRUCTION - Supplies & Materials / 100-600	\$100	Federal Title I (School Allocation)
4	Acquire resources to be used in class including on-line and other resources	INSTRUCTION - Supplies & Materials / 100-600	\$18,333	Federal Title I (School Allocation)
4	Supplies and Materials for instruction	INSTRUCTION - Supplies & Materials / 100-600	\$13,750	Federal Title I (School Allocation)
1	Benefits for stipends	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$276	Federal Title I (School Allocation)
1	Benefits for stipends	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$1,089	Federal Title I (School Allocation)



Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
5	Professional Development including Summer Training, Wilson, Educational Consultants, other	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$14,221	Federal Title I (School Allocation)
5	Support Services , School Messenger	SUPPORT SERVICES - Other Purchased Services / 200-500	\$333	Federal Title I (School Allocation)
5	Conference, Workshops, postage, misc.	SUPPORT SERVICES - Travel / 200-580	\$1,910	Federal Title I (School Allocation)
6	Non-Instructional Supplies	SUPPORT SERVICES - Supplies & Materials / 200-600	\$555	Federal Title I (School Allocation)
7	Other Objects, Dues	SUPPORT SERVICES - Other Objects / 200-800	\$16	Federal Title I (School Allocation)

## SMART Goal 4

By June 30, 2021, 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.

**Priority Performance** Student learning is closely related to positive school environment with appropriate Social and Emotional learning infused throughout areas of study.. 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 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, 2020, 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

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	By February 15, 2021, 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, 2021, 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
Jul 1	By June 30, 2021, 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) Contact parents using technology (2) Use of the Parent Portal (SIS -local funded) (3) Use of Social Media to communicate: Website, Twitter, Facebook, etc.	7/1/20	6/30/21	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	7/1/20	6/30/21	Assistant Superintendent and CSS Administration
3	2	Hold meetings and parent conferences	7/1/20	6/30/21	Assistant Superintendent and CSS Administration

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
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.	7/1/20	6/30/21	Assistant Superintendent and CSS Administration

## Budget Items

### SMART Goal 4

Correspondin g 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	Benefits for stipends	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$333	Federal Title I (School Allocation)
2	Benefits for in-house parent presenters	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$31	Federal Title I (School Allocation)
2	Purchase professional services for Parents	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$1,334	Federal Title I (School Allocation)
4	Supplies/materials for parent involvement activities	SUPPORT SERVICES - Supplies & Materials / 200-600	\$2,213	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	\$18,000	\$0	\$0	\$0	\$0	\$0	\$18,000
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$0	\$32,499	\$0	\$0	\$0	\$0	\$0	\$32,499
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$178,018	\$0	\$0	\$0	\$0	\$0	\$178,018
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$97,049	\$0	\$0	\$0	\$0	\$0	\$97,049
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$325,566	\$0	\$0	\$0	\$0	\$0	\$325,566
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$6,161	\$0	\$0	\$0	\$0	\$0	\$6,161
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$3,298	\$0	\$0	\$0	\$0	\$0	\$3,298
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$27,999	\$0	\$0	\$0	\$0	\$0	\$27,999
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	\$4,920	\$0	\$0	\$0	\$0	\$0	\$4,920
SUPPORT SERVICES	Travel	200-580	\$0	\$0	\$1,910	\$0	\$0	\$0	\$0	\$0	\$1,910
SUPPORT SERVICES	Supplies & Materials	200-600	\$0	\$0	\$3,911	\$0	\$0	\$0	\$0	\$0	\$3,911
SUPPORT SERVICES	Other Objects	200-800	\$0	\$0	\$16	\$0	\$0	\$0	\$0	\$0	\$16
SUPPORT SERVICES	Indirect Costs	200-860	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Sub-total		\$0	\$0	\$48,215	\$0	\$0	\$0	\$0	\$0	\$48,215
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	\$373,781	\$0	\$0	\$0	\$0	\$0	\$373,781



## 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	\$373,781	\$0	\$373,781
Other Title 1 Expenditures	\$0	\$0	\$0	\$0
Total	\$0	\$373,781	\$0	\$373,781

## School Level Certification Page

< NO DATA >

## District Business Administrator or District Federal Programs Administrator Certification

< NO DATA >

## ASP District CSA Certification and Approval Page

< NO DATA >