

Cold Springs School

District: GLOUCESTER CITY

County: CAMDEN

Team: NA

Level of Support: Level I

Targeted Subgroup

CDS: 071770160

Annual School Planning 2018-2019

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
District Office/BOE	Dennis Vespe, Ed.D.	Yes	Yes	Yes		
Curriculum Department	Elizabeth Curry, Ed.D.	Yes	Yes	Yes		
Special Services / ELL Department	Amy Francis	Yes	Yes	Yes		
Technology Department	Michelle Barth	Yes	No	No		
School Principal	Karen Kessler	Yes	Yes	Yes		
Parent	Mike Hopkins	No	No	Yes		
Support Staff	Carol Rucci	Yes	No	No		
Instructional Staff	Dee Driscoll	No	Yes	No		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Instructional Staff	Debbie Harris	Yes	No	No		
Community Member	Linda Locker	No	Yes	No		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
09/25/2017	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
11/20/2017	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
01/22/2018	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
02/20/2018	Root Cause Analysis	Yes	Yes
05/08/2018	Smart Goal Development	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)
Journey's	ELA	Yes	Grade 1 ELA Cycle 1 = 47% increased to 94% in Cycle 3. Grade 2 ELA Cycle 1 = 40% increased to 45% in Cycle 3. Grade 3 ELA Cycle 1 = 38% increased to 53% in Cycle 3.	Journey http://www.doe.in.gov/sites/default/files/curriculum/r_eSearch-based-approach.pdf Journeys Reading Comprehension, A Practice Guide http://ies.ed.gov/ncee/wwc/pdf/practice_guides/readi ngcomp_pg_092810.pdf#page=16 Improving
Lexia Reading	ELA	Yes	Grade 1 ELA Cycle 1 = 47% increased to 94% in Cycle 3. Grade 2 ELA Cycle 1 = 40% increased to 45% in Cycle 3. Grade 3 ELA Cycle 1 = 38% increased to 53% in Cycle 3.	LEXIA http://lexialearning.com/uploads/pagebody/MKRES12_Lexia_ResearchBrochure_FIN AL.pdf
Horizon's Reading Program	ELA	Yes	Grade 1 ELA Cycle 1 = 47% increased to 94% in Cycle 3. Grade 2 ELA Cycle 1 = 40% increased to 45% in Cycle 3. Grade 3 ELA Cycle 1 = 38% increased to 53% in Cycle 3.	https://www.readinghorizons.com/documents/research/dip-research-packet2014.pdf Reading Comprehension, A Practice Guide http://ies.ed.gov/ncee/wwc/pdf/practice_guides/readi ngcomp_pg_092810.pdf#page=16 Improving

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 2 Math Cycle 1 = 58% increased to 73% in Cycle 3. Grade 2 Math Cycle 1 = 37% increased to 70.5% in Cycle 3. Grade 3 Math Cycle 1 = 30 increased to 53% in Cycle 3.	My Math https://www.mheducation.com/prek-12/program/microsites/MKTSP-ACJ04M0/product.html Assisting Struggling Students with Math https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf
IXL	Math	Yes	Grade 2 Math Cycle 1 = 58% increased to 73% in Cycle 3. Grade 2 Math Cycle 1 = 37% increased to 70.5% in Cycle 3. Grade 3 Math Cycle 1 = 30 increased to 53% in Cycle 3.	IXL http://eu.ixl.com/membership/school/researchfoundations
Tutoring	ELA and Math	Yes	Link It! Math Scores increased at least 15 % from Cycle 1 to Cycle 3 in grades 1 to 3. Link It! ELA Scores increased from Cycle 1 to Cycle 3 in grades 1 to 3.	https://www.brighthubeducation.com/special-ed-learning-disorders/42620-reading-support-through-the-title-1-program/
Homework Help	Cross Curricular	No	Link It! Math Scores increased at least 15 % from Cycle 1 to Cycle 3 in grades 1 to 3. Link It! ELA Scores increased from Cycle 1 to Cycle 3 in grades 1 to 3.	Structuring Out of School Time to Improve Academic Achievement, A Practice Guide: //ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10

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)
Extended Year Summer Program	ELA and Math	Yes	Link It! Math Scores increased at least 15 % from Cycle 1 to Cycle 3 in grades 1 to 3. Link It! ELA Scores increased from Cycle 1 to Cycle 3 in grades 1 to 3.	Structuring Out of School Time to Improve Academic Achievement, A Practice Guide: //ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10
Professional Development	Cross Curriculum	Yes	Link It! Math Scores increased at least 15 % from Cycle 1 to Cycle 3 in grades 1 to 3. Link It! ELA Scores increased from Cycle 1 to Cycle 3 in grades 1 to 3.	http://www.state.nj.us/education/title1/leg/policy/pd.pdf

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 a reduction of the instructional staff to student ratio.</p> <p>Students will benefit from an extended school year (summer enrichment/remedial program).</p>		
		Schoolwide	48.8 %	44.7%							
		White	53.9 %	44.4%							
		Hispanic	32%	48%							
		Black or African American	40%	33.3%							
		Asian, Native Hawaiian, or Pacific Islander	*	*							
		American Indian or Alaska Native	*	*							
		Two or More Races	*	*							
		Female	58.5 %	47.7%							
		Male	42.2 %	42.9%							
		Economically Disadvantaged Students	40.5 %	35.8%							
		Non-Economically Disadvantaged Students	66.7 %	64.7%							
		Students with Disabilities	19.7 %	23%							
		Students without Disabilities	55.3 %	49.7%							
		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
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 (Bench A -Bench C).
		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			

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 = 47%. Cycle 3 benchmarks = 94% This is a 47% 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%			Grade 2 ELA Cycle 1 benchmarks = 49%. Cycle 3 benchmarks = 45% This is a 5% point gain.
		2	0%	0%	0%	0%			
		3	0%	0%	0%	0%	Grade 3 ELA Cycle 1 benchmarks = 38%. Cycle 3 benchmarks = 53% This is a 15% point gain.		
		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 3 benchmarks = 73%	
		1	0%	0%	0%	0%	Grade 2 Math Cycle 1 benchmarks = 37%. Cycle 3 benchmarks = 70.5% This is a 33.5% point gain.	
		2	0%	0%	0%	0%	Grade 3 Math Cycle 1 benchmarks = 30%. Cycle 3 benchmarks = 53% This is a 23% point gain.	
		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>The small percentage of 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 16 students after the Fall 2017 ACCESS Test administration.</p> <p>Spring 2017 ACCESS Test has the following information</p> <p>Grade K: Total 6 students = 4 students scored at the Entering Level and 2 at the second level which is Emerging.</p> <p>Grade 1: 1 ELL Special Education student scored at Entering Level on the Alternative Assessment</p> <p>Grade 1: 3 students scored at Level 2 (Emerging) and 1 at Level 3 (Developing)</p> <p>Grade 2: 1 student scored at Level 3 (Developing)</p> <p>Grade 3: 3 student scored at Level 3 (Developing) and 1 scored at Level 2</p>	<p>The 2016-2017 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%, Mandar 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
			(Emerging)	

CLIMATE & CULTURE					
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 total enrollment was 880 on June 7, 2018.	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		
		Subgroup 2 YTD Student Enrollment Average	0	The enrollment of Students with Disabilities 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 the total population was 93.81%. Current Enrollment: 880 Average Daily Attendance: 799.3056 Average Daily Membership: 852.0038 Percent Attendance: 93.81% The attendance rate for economically disadvantaged students was 93.12%. Current Enrollment: 614 Average Daily Attendance: 572.4015 Average Daily Membership: 614.8266 Percent Attendance: 93.12% The attendance rate for students with disabilities was 94.15%. Current Enrollment: 89 Number of Sessions: 198 Average Daily Attendance: 78.9249 Average Daily Membership: 83.8324 Percent Attendance: 94.15%	
		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%	The Overall Chronic Absenteeism rate was 3.9%. This 35 students out of 880 with at least 16 days absent as of May 16, 2018. The Chronic Absenteeism rate for economically disadvantaged students was 4.6%. This is 28 students with at least 16 days absent as of May 16, 2018. The Chronic Absenteeism rate for students with disabilities was 1%. This is 8 students with at least 16 days absent as May 16, 2018.	35 students were absent at least 16 days during the school year. The percentage of students were chronically absent is higher for the Economically Disadvantaged students. These students sometimes have a high mobility rate.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		
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 98.4% from Sept. 1, 2017 to May 2018. Staff Attendance Data: CSS Total Possible Days = 23994 Total Days Out = 737 Total % Out = 1.59%	

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%	Zero percent of the students at Cold Springs school were suspended during the 2017-2018 school year. This is a PreKindergarten to Third Grade School. This includes both in-school suspensions and out-of-school suspensions.	
		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	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			

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.</p> <p>The percentages of teacher rankings at Cold Springs School as of May 1, 2018 on the McREL Teacher Evaluation System was as follows :</p> <ul style="list-style-type: none"> Developing .2%% Proficient 7% Accomplished 80% Distinguished 13% 	<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> <p>-On-going training for both teachers and administrators in the McREL Teacher Evaluation System took place and there was increased teacher-administrator dialogue.</p> <p>-On-going training for both teachers and administrators focusing upon how to implement, assess, and recognize quality instruction took place.</p> <p>-Building and district-wide data committees met. Benchmark assessments</p>

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

< NO DATA >

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) 10% of the students are classified as homeless. 3) 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.	All populations	1	Provide Summer 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 paper resources (Foundations/Wilson/Journey's) (3) ELA professional development for staff including using the On-Course program for aligning curriculum and lesson plans to the NJSLs.
				3	Reduce the instructional staff to student ratio (Class Size Reduction) by providing instructional paraprofessionals to work with students as needed.

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) 10% of the students are classified as homeless. 3) 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.	All populations	1	Provide Summer 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 paper resources (My Math/IXL) (3) Mathematics professional development for staff including using the On-Course program for aligning curriculum and lesson plans to the NJSLS.
				3	Reduce the Instructional staff to student ratio (Class Size Reduction) by providing instructional paraprofessionals to work with students as needed.

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) 10% of the students are classified as homeless. 3) 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.	All populations	1	Provide Summer 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 paper resources.
				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.Reduce the Instructional staff to student ratio (Class Size Reduction) by providing instructional paraprofessionals to work with students as needed.



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?)	
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) 10% of the students are classified as homeless. 3) 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.	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, 2019, 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.

Target Population: All populations

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2018 (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.	Fundations, Wilson Reading, Linkit Benchmarking
Feb 15	By February 15, 2019 (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.	Fundations, Wilson Reading, Linkit Benchmarking
Apr 15:	By April 15, 2019 (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.	Fundations, Wilson Reading, Linkit Benchmarking
Jul 1	By June 30, 2019, 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.	Fundations, Wilson Reading, 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 summer 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	7/3/18	8/1/18	Director of Curriculum and Cold Springs School Administration
2	2	Acquire Resources: (1) Contract with provider for 1-1 Technology initiative (Tablets) (2) Acquire resources (3) Provide training and professional development.	7/3/18	6/28/19	Director of Curriculum, Director of Technology Cold Springs School Administration
3	2	Acquire Resources/Materials to use in class including on-line and paper resources (Foundations/Wilson/Journey's)	7/3/18	9/7/18	Director of Curriculum and Cold Springs School Administration
4	3	Instructional paraprofessional: (1) Contract with provider for high qualified paraprofessional. (2) Review enrollment and student needs (3) Schedule staff and provide training.	7/3/18	6/28/19	Cold Springs School 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.	7/3/18	6/28/19	Director of Curriculum, Cold Springs School 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	7/3/18	6/28/19	Director of Curriculum and Colds Spring School Administration

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Staff Stipends including Summer Enrichment/Remediation	INSTRUCTION - Personnel Services - Salaries / 100-100	\$6,000	Federal Title I (School Allocation)
4	Contract for Highly Qualified Paraprofessionals	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$30,000	Federal Title I (School Allocation)
2	Contract with provider for 1-1 Technology initiative: tablets	INSTRUCTION - Other Purchased Services / 100-500	\$70,000	Federal Title I (School Allocation)
3	Acquire Resources: CDW	INSTRUCTION - Other Purchased Services / 100-500	\$3,000	Federal Title I (School Allocation)
3	Acquire resources: supplies and materials	INSTRUCTION - Supplies & Materials / 100-600	\$3,000	Federal Title I (School Allocation)
2	Acquire resources and materials to use in class including on-line and paper resources (Foundations/Wilson/Journeys)	INSTRUCTION - Supplies & Materials / 100-600	\$35,000	Federal Title I (School Allocation)
6	ELA staff stipends including summer enrichment/remediation	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$8,500	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)
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)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
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, Class Link	SUPPORT SERVICES - Other Purchased Services / 200-500	\$1,616	Federal Title I (School Allocation)

SMART Goal 2

By June 30, 2019, 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.

Target Population: All populations

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2018, 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, 2019, 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, 2019 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, 2019, 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 summer 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.	7/3/18	6/28/19	Director of Curriculum 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.	7/3/18	6/28/19	Director of Curriculum, Director of Technology and CSS Administration
3	2	Acquire Resources/Materials to use in class including on-line and paper resources (My Math and IXL)	7/3/18	6/28/19	Director of Curriculum and CCS Administration
4	3	Instructional paraprofessional: (1) Contract with provider for high qualified paraprofessional. (2) Review enrollment and student needs (3) Schedule staff and provide training.	7/3/18	6/28/19	Director of Curriculum and CCS 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.	7/3/18	6/28/19	Director of Curriculum and CCS 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	7/3/18	6/28/19	Director of Curriculum and Cold Springs School Administration

Budget Items

SMART Goal 2

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
1	Staff Stipends including the Summer Enrichment/Remediation program	INSTRUCTION - Personnel Services - Salaries / 100-100	\$6,000	Federal Title I (School Allocation)
4	Contract for Highly Qualified Paraprofessionals	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$30,000	Federal Title I (School Allocation)
2	Contract with provider for 1-1 Technology initiative - tablets	INSTRUCTION - Other Purchased Services / 100-500	\$70,000	Federal Title I (School Allocation)
3	Acquire Resources: IXL	INSTRUCTION - Other Purchased Services / 100-500	\$3,000	Federal Title I (School Allocation)
3	Acquire resources:supplies and materials	INSTRUCTION - Supplies & Materials / 100-600	\$3,000	Federal Title I (School Allocation)
2	Acquire resources and materials to use in class including on-line and paper resources (My Math)	INSTRUCTION - Supplies & Materials / 100-600	\$10,000	Federal Title I (School Allocation)
6	Stipends for Math Professional Development including Summer Training	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$500	Federal Title I (School Allocation)
1	Benefits for Staff Stipends including for the Summer Remediation/Enrichment Program (Stipend x .0765)	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$459	Federal Title I (School Allocation)
6	Benefits for Math Professional Development including Summer Training (Salaries x .0765)	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$38	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	Math Professional Development: Purchased Services - Workshops, Class Link	SUPPORT SERVICES - Other Purchased Services / 200-500	\$1,616	Federal Title I (School Allocation)

SMART Goal 3

By June 30, 2019, 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.

Target Population: All populations

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2018, 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, 2019 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

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	By April 15, 2019, 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, 2019, 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 Summer 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	7/3/18	6/28/19	Director of Curriculum and CSS Administration
2	2	Acquire Resources: (1) Contract with provider for 1-1 Technology initiative - tablets (2) Acquire resources (3) Provide training and professional development.	9/4/18	6/28/19	Director of Curriculum and CSS Administration
3	3	Reduce the Instructional staff to student ratio (Class Size Reduction) by providing instructional paraprofessionals to work with students as needed.	9/4/18	6/28/19	
4	2	Acquire Resources/Materials to use in class including on-line and paper resources	9/4/18	6/28/19	Director of Curriculum 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	9/4/18	6/28/19	Director of Curriculum 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 the Summer Remediation/Enrichment program	INSTRUCTION - Personnel Services - Salaries / 100-100	\$4,200	Federal Title I (School Allocation)
3	Reduce the Instructional staff to student ratio (Class Size Reduction) by providing instructional paraprofessionals to work with students as needed.	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$5,000	Federal Title I (School Allocation)
2	Contract with provider for 1-1 Technology initiative - tablets	INSTRUCTION - Other Purchased Services / 100-500	\$20,000	Federal Title I (School Allocation)
4	Acquire resources : CDW	INSTRUCTION - Other Purchased Services / 100-500	\$2,000	Federal Title I (School Allocation)
4	Acquire resources to be used in class including on-line and paper resources	INSTRUCTION - Supplies & Materials / 100-600	\$5,500	Federal Title I (School Allocation)
5	Professional Development Stipends including Summer Training	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$6,000	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
5	Benefits for Professional Development: Summer Training (Stipends x .0765)	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$459	Federal Title I (School Allocation)
1	Benefits for Summer Remediation/Enrichment Staff and other district stipends (Stipend x .0765)	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$321	Federal Title I (School Allocation)
5	Professional Development: Contract with providers: Engaged Instruction, On-Course	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$6,778	Federal Title I (School Allocation)
5	Professional Development: Purchased Services Conferences, Workshops, Class Link	SUPPORT SERVICES - Other Purchased Services / 200-500	\$1,611	Federal Title I (School Allocation)

SMART Goal 4

By June 30, 2019, 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.

Target Population: All populations

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2018, 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, 2019, 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, 2019, 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, 2019, 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 Number	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.	7/1/18	6/28/19	Director of Curriculum and Cold Springs School 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	7/3/18	6/28/19	Cold Springs School Administration
3	2	Hold meetings and parent conferences	9/4/18	6/28/19	Cold Springs School 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.	7/3/18	6/28/19	Director of Curriculum Cold Springs School Administration

Budget Items

SMART Goal 4

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)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
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 Intervention)	Federal Title I (School Allocation)	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	0	0	16200	0	0	16200
INSTRUCTION	Purchased Professional & Technical Services	100-300	0	0	65000	0	0	65000
INSTRUCTION	Other Purchased Services	100-500	0	0	168000	0	0	168000
INSTRUCTION	Supplies & Materials	100-600	0	0	57000	0	0	57000
INSTRUCTION	Other Objects	100-800	0	0	0	0	0	0
INSTRUCTION	Sub-total		0	0	306200	0	0	306200
SUPPORT SERVICES	Personnel Services - Salaries	200-100	0	0	15400	0	0	15400
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	0	0	2417	0	0	2417
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	0	0	23334	0	0	23334
SUPPORT SERVICES	Purchased Property Services	200-400	0	0	0	0	0	0
SUPPORT SERVICES	Other Purchased Services	200-500	0	0	5843	0	0	5843
SUPPORT SERVICES	Travel	200-580	0	0	0	0	0	0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority/Focus Intervention)	Federal Title I (School Allocation)	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	TOTAL
SUPPORT SERVICES	Supplies & Materials	200-600	0	0	3268	0	0	3268
SUPPORT SERVICES	Other Objects	200-800	0	0	0	0	0	0
SUPPORT SERVICES	Indirect Costs	200-860	0	0	0	0	0	0
SUPPORT SERVICES	Sub-total		0	0	50262	0	0	50262
FACILITIES	Buildings	400-720	0	0	0	0	0	0
FACILITIES	Instructional Equipment	400-731	0	0	0	0	0	0
FACILITIES	Noninstructional Equipment	400-732	0	0	0	0	0	0
FACILITIES	Sub-total		0	0	0	0	0	0
Total Cost			0	0	356462	0	0	356462

Overview of Total Title 1 Expenditures

	Federal Title 1 (Priority/Focus Interventions Reserve)	Federal Title 1 (School allocation) Total	TOTAL
Included in SMART Goal Pages	0	356462	356462
Other Title 1 Expenditures	0	0	0
Total	0	356462	356462

Confirmation Page

x	The results of the Comprehensive Data Analysis and Needs Assessment are included in the designated tabs. For Level II and III schools, the Comprehensive Data Analysis and Needs Assessment process should be completed in collaboration and with the concurrence of your Comprehensive Support and Improvement (CSI) Team.	
x	The Annual School Plan includes no more than four (4), SMART goals. For Level III schools, a SMART goal must be developed for ELA, Math and two options of highest school need.	
x		Instruction & Program ELA
x		Instruction & Program Math
x		Instruction & Program General
		Operations - Climate & Culture
	For Level II and III schools, the Annual School Plan includes interventions that address the performance of the targeted lowest-	
x	The Budget Summary includes all planned expenditures, as identified within the 'Budget Items' section of the SMART goal pages.	
x	This plan has been reviewed by the District Superintendent and all purchases and uses of funds (all Title I, other federal, SIA and state/local) have been reviewed and approved by the District Business Administrator, Title I Coordinator or other designated	

Completed By:

Date:

Certification Page

< NO DATA >