

Link Community Charter School

District: Link Community Charter School

County: CHARTERS

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 806099986

Annual School Planning 2023-2024

ASP Development Team Members

| Stakeholder Representative Title | Name | Comprehensive Analysis and Needs | Root Cause Analysis | Smart Goal Development | Signature | Date |
|----------------------------------|-------------------------|----------------------------------|---------------------|------------------------|-----------|------|
| Vice Principal | Hannah-Marie Kennedy | Yes | Yes | Yes | | |
| School Social Worker | Suzanne Dandie-Lashley | Yes | Yes | Yes | | |
| English Teacher | Jasmine Seegers | Yes | Yes | Yes | | |
| Special Education Coordinator | Christine Lynskey | Yes | Yes | Yes | | |
| Community Member | Brenda Daughtry | No | Yes | Yes | | |
| 5th and 6th Grade Teacher | Natasha Valentin | Yes | Yes | Yes | | |
| Chief Operating Officer | Leslie Baynes | Yes | Yes | Yes | | |
| Parent/Guardian | Revelle Clarke-Avignant | No | Yes | Yes | | |

| Stakeholder Representative Title | Name | Comprehensive Analysis and Needs | Root Cause Analysis | Smart Goal Development | Signature | Date |
|----------------------------------|--------------------|----------------------------------|---------------------|------------------------|-----------|------|
| Teacher | Amanda Ryan | Yes | No | No | | |
| Operations Manager | Colleen Kelly | Yes | No | No | | |
| Principal | Kathleen M. Hester | Yes | Yes | Yes | | |

ASP Development Team Meetings

| Date | Topic | Agenda Uploaded | Minutes Uploaded |
|------------|--|-----------------|------------------|
| 02/09/2023 | Prior Year Evaluation | Yes | Yes |
| 03/02/2023 | Comprehensive Data Analysis and Needs Assessment | Yes | Yes |
| 06/27/2023 | Smart Goal Development | Yes | Yes |
| 03/15/2023 | Priority Performance Needs and Root Cause Analysis | Yes | Yes |

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS

| Analysis of Key Interventions | Content Area | Target Populations | Was this key intervention implemented as planned? | Do you plan to continue with this intervention? | Do you have evidence this intervention was effective? | Measurable Outcomes (state the data that supports the continuation of this intervention) |
|--|-----------------------|---|---|---|---|--|
| Literacy Intervention - Pull out support with reading specialist | English language arts | 5th and 6th grade students - Entry level has been 5th | Yes | No | Yes | There were mixed results because we couldn't hire someone at the start of the school year and the person we did hire then left |
| Math Intervention - in class small group | math | 5th and 6th grade students | Yes | No | Yes | NJSLA data shows mild progress in math outcomes |

| STUDENT ACHIEVEMENT | | | | |
|---------------------|---|-------------------|---|--|
| Data Source | Factors to Consider | Prepopulated Data | Your Data (Provide any additional data) | Observations / Trends |
| NJSLA Proficiency* | Consider comparing previous year's and current year's NJSLA results in the noted subject areas. Link to website with access to reports. | | Start Strong Assessment for Fall 2022 Literably comparisons from Fall 22 to Spring 23 | Comparisons of the last two year's of NJSLA testing data (Spring 2022 and Spring 2019) reveal downward turn in math and ELA results. NJSLA Math results continue to be low. |
| Science* | NJSLA Science Homepage, https://measinc-nj-science.com/ | | NJSLA Science test data | Comparisons of the last two year's of NJSLA-Science testing data (Spring 2022 and Spring 2019) reveal an upward trend. |
| SGP* | Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level. | | Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank. | Not Applicable |

| Data Source | Factors to Consider | Prepopulated Data | | | | | Your Data (Provide any additional data) | Observations / Trends |
|-------------------------------------|---|-------------------|---------|----------|---------|---------|--|--|
| Benchmark Assessment Participation* | Please list any cycles where the 95% participation rate was not met. Please provide explanation. *Identify patterns by subgroup *Identify patterns by grade | ELA | | | | | In-house benchmark assessments were not utilized in a consistent manner across all grade levels and content areas. | We need a storage area for all assessment tools. |
| | | 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% | | |
| | | Math | | | | | | |
| | | Grade | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 | | |
| | | K | 0% | 0% | 0% | 0% | | |
| | | 1 | 0% | 0% | 0% | 0% | | |
| | | 2 | 0% | 0% | 0% | 0% | | |
| | | 3 | 0% | 0% | 0% | 0% | | |
| | | 4 | 0% | 0% | 0% | 0% | | |
| | | 5 | 0% | 0% | 0% | 0% | | |
| | | 6 | 0% | 0% | 0% | 0% | | |
| | | 7 | 0% | 0% | 0% | 0% | | |
| | | 8 | 0% | 0% | 0% | 0% | | |
| | | 9 | 0% | 0% | 0% | 0% | | |

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

| 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 | In-house benchmark assessments were not utilized in a consistent manner across all grade levels and content areas. | We need a storage area for all assessment tools. |
| | | 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 | In-house benchmark assessments were not utilized in a consistent manner across all grade levels and content areas. | We need a storage area for all assessment tools. |
| | | 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 |
|------------------|---|---|-----|---|------------------------------------|
| ACCESS for ELL's | Student progress to English Language Proficiency (Grades K-12). | Percent of English Learners Making Expected Growth to | -2% | Small group size doesn't provide basis for strong evaluation. Nevertheless, we anticipate increase in ELL population. | Expecting to see growth in 2024-25 |

| 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 | In April, 338 students enrolled in 2022-23 K - 37 1 - 37 5 - 49 6 - 53 7 - 84 8 - 78 43 students with disabilities 3 students identified as ELL | LCCS continues to grow and add students through the addition of elementary school grade We have not reached capacity in our new grades but are working hard to ensure the community knows we now have an elementary school. |
| | | Subgroup 1 YTD Student Enrollment Average | 0 | | |
| | | Subgroup 2 YTD Student Enrollment Average | 0 | | |
| 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% | 2022-23 student attendance 93.8% K-5, 93.28% 6-8, 95.06% | LCCS continues to see strong student attendance |
| | | Subgroup 1 YTD Student | 0.00% | | |
| | | Subgroup 2 YTD Student Attendance Average | 0.00% | | |

| Data Source | Factors to Consider | Prepopulated Data | | Your Data (Provide any additional data) | Observations / Trends |
|---------------------------------|---|------------------------------------|-------|---|---|
| Chronic Absenteeism (Students)* | Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions | Overall YTD Chronic Absenteeism | 0.00% | In 2021-22, 50 students were chronically absent, representing nearly 16% of the student enrollment. | We are expecting to see an increase in chronic absenteeism. We will incorporate family workshops and increased communications. |
| | | 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% | 2022-23 Staff Attendance Rate 93.29% | Staff Attendance remains strong but we are seeing an increase in staff taking sick time and an increase in actual illnesses, post pandemic. |
| | | | | | |

| 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% | 2022-23 Out of School Suspensions K - 1 1 - 0 5 - 12 6 - 6 7 - 16 8 - 13 | We have been bringing suspensions down but are worried about students' ongoing struggles with peer relationships. In 2022-23, we |
| | | 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 | | 2022-23 Survey Participation Rate parents - 20% staff - 68% | Completion for surveys was lower than in previous years, we need for reminders and opportunities for completion. |

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

| Data Source | Factors to Consider | Prepopulated Data | | Your Data (Provide any additional data) | Observations / Trends |
|-------------|--|---|---|---|-----------------------|
| Algebra | Previous year's data provided. Please provide current year's data if possible. | # of 8th grade students enrolled in Algebra 1 | 0 | | |
| | | % of students with a C or better | | | |
| | | Count of students who took the Algebra section of PARCC | * | | |
| | | % of students who scored 4 or 5 on the PARCC assessment | * | | |

| EVALUATION INFORMATION | | | | |
|--|--|---|---|--|
| Data Source | Factors to Consider | Your Data (Prepopulated where Possible) | Your Data (Provide only additional data) | Observations / Trends |
| Learning Walks / Informal Classroom Observations | <ul style="list-style-type: none"> *Identify # teachers to evaluate *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs | | <p>The evaluation framework used is the Stronge Evaluation System.</p> <p>_31_ teachers will be evaluated in SY2023-2024</p> <p>_0_ teachers were placed on a CAP</p> <p>Informal classroom observations were conducted throughout the year by the evaluation team.</p> | <p>Staffing trends:</p> <ul style="list-style-type: none"> * higher teacher turnover will lead to more need for instructional coaching <p>Instructional trends:</p> <ul style="list-style-type: none"> * too much teacher talk <p>Professional development needs:</p> <ul style="list-style-type: none"> * differentiation * meeting the needs of gifted learners * classroom management * math instruction * use of data |

< Other Indicators - NO DATA >

Process Questions and Growth and Reflection Tool

1. Describe how the school planning team will disseminate the results of the comprehensive needs assessment and ensure all relevant stakeholders, including stakeholders outside of the ASP school planning team, receive this information in a timely and understandable manner?

LCCS will distribute information to families at Grade Level Back to School Nights and at Virtual Grade Level Town Hall Meetings, to be scheduled and announced to families through Link to Home, the district's family newsletter, and via website and automated messaging.

2. How will the school's parent and family engagement program help to address the priority needs identified in the comprehensive needs assessment?

We hope to increase parent and family awareness of the gaps that developed during the pandemic, the importance of ongoing academic growth, and how parents can support students from growth. Link Family Nights are a great way to engage families in core content learning as parents work alongside their children on tasks. Finally, we will be increasing opportunities for families to come into the school building to celebrate growth and see student performances.

| Component | Indicator Descriptor Level | | | Overall Strengths Summary | Areas of Focus Summary |
|--|----------------------------|---|-----------------|---|--|
| Standards, Student Learning Objectives (SLOs), and Effective Instruction | 1 | A | 3-Developing | We are focusing on student learning. | We will intentionally address career readiness. |
| | 2 | A | 3-Developing | | |
| | 3 | A | 2-Emerging | | |
| | 4 | A | 3-Developing | | |
| | 5 | A | 1-Not Addressed | | |
| Assessment | 1 | A | 3-Developing | Data is being gathered and used. | We will develop common pre-assessments. |
| | 2 | A | 2-Emerging | | |
| | 3 | A | 3-Developing | | |
| Professional Learning Community (PLC) | 1 | A | 3-Developing | We provide and value independent and collaborative planning/preparation time for our staff. | When conflict does areas in collaborative/Professional development/staff settings, we do not have an explicit process for addressing conflict. |
| | 2 | A | 4-Sustaining | | |
| | 3 | A | 3-Developing | | |
| | 4 | A | 1-Not Addressed | | |

| Component | Indicator Descriptor Level | | Overall Strengths Summary | Areas of Focus Summary |
|-------------------------------------|----------------------------|----------------|--|--|
| Culture | 1 | A 2-Emerging | Expectations are high and they are communicated regularly. | Consistency is the biggest challenge as adults interpret and prioritize differently. We will be working on improving our response to violations of our expectations. |
| | 2 | A 3-Developing | | |
| | 3 | A 3-Developing | | |
| | 4 | A 3-Developing | | |
| | 5 | A 2-Emerging | | |
| | 6 | A 3-Developing | | |
| | 7 | A 3-Developing | | |
| | 8 | A 4-Sustaining | | |
| | 9 | A 3-Developing | | |
| | 10 | A 3-Developing | | |
| | 11 | A 3-Developing | | |
| | 12 | A 3-Developing | | |
| | 13 | A 3-Developing | | |
| | 14 | A 3-Developing | | |
| Teacher and Principal Effectiveness | 1 | A 3-Developing | The principal is highly engaged moving forward student learning. | The principal will work on strengthening training for all evaluators and teachers on use of evaluations and on student growth |

Priority Performance Needs and Root Cause Analysis

| Area of Focus for SMART Goals | Priority Performance Need | Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this) | Targeted Subgroup (s) | Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?) | |
|-------------------------------|--|--|--|--|--|
| Effective Instruction | <p>NJSLA Performance Data demonstrates poor performance in math across grades 5 to 8 and in ELA in 7th grade.</p> <p>1. 32.69% of 6th graders scored proficient on Spring 2023 NJSLA ELA Assessment</p> <p>2. 20.83% of 5th grade, 7.54% of 6th grade, 13.09% of 7th grade, 20.51% of 8th grade scored proficient on Spring 2023 NJSLA Math Assessment</p> | <p>Students arrive in grade 5 with gaps in achievement and opportunities</p> <p>Students need stronger foundation skills in reading, writing, and math.</p> <p>Students need more time for independent practice.</p> <p>LCCS struggled with securing highly effective/qualified teachers in multiples grade levels and content areas, thus necessitating long-term subs.</p> | <ul style="list-style-type: none"> * General Education Students * Black and Latino students * Students with Disabilities * ELL students * Economically Disadvantaged Students | 1 | Teachers will evaluate student data and create tiered intervention groups with limited number of students to maximize teacher to student ratio. |
| | | | | 2 | Interventionists and paraprofessionals in math and ELA will utilize small group instruction and dedicated curriculum to support individual student growth. |
| | | | | 3 | The school will provide incentives and recognition to regularly motivate student effort and results. |
| Effective Instruction | Stronger Data | Lack of data tracking system and assessment that is aligned to NJSLA | <ul style="list-style-type: none"> * General Education Students * Black and Latino students * Students with Disabilities * ELL students * Economically Disadvantaged Students | 1 | The school will incorporate Linkit! data tracking and assessments to progress monitor throughout the school year. |
| | | | | 2 | |
| | | | | 3 | |
| | | | | | |

| Area of Focus for SMART Goals | Priority Performance Need | Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this) | Targeted Subgroup (s) | Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?) | |
|--|---------------------------|---|--|--|------------------------------|
| Effective Instruction | Ongoing teacher coaching | NJSLA Spring 2022 and 2023 scores demonstrate a decline from pre-pandemic student outcomes for both ELA and math | <ul style="list-style-type: none"> * General Education Students * Black and Latino students * Students with Disabilities * ELL students * Economically Disadvantaged Students | 1 | Literacy Instructional Coach |
| | | | | 2 | Math Instructional Coach |
| | | | | 3 | |
| | | | | | |
| No option for the fourth SMART Goal was selected on the Root Cause page. | | | | 1 | |
| | | | | 2 | |
| | | | | 3 | |

SMART Goal 1

By June 30, 2024, LCCS students in need of intervention will have been identified for and included in tiered intervention of supports.

Priority Performance NJSLA Performance Data demonstrates poor performance in math across grades 5 to 8 and in ELA in 7th grade.
 1. 32.69% of 6th graders scored proficient on Spring 2023 NJSLA ELA Assessment
 2. 20.83% of 5th grade, 7.54% of 6th grade, 13.09% of 7th grade, 20.51% of 8th grade scored proficient on Spring 2023 NJSLA Math Assessment

Strategy 1: Teachers will evaluate student data and create tiered intervention groups with limited number of students to maximize teacher to student ratio.

Strategy 2: Interventionists and paraprofessionals in math and ELA will utilize small group instruction and dedicated curriculum to support individual student growth.

Strategy 3: The school will provide incentives and recognition to regularly motivate student effort and results.

Target Population: * General Education Students
 * Black and Latino students
 * Students with Disabilities
 * ELL students
 * Economically Disadvantaged Students

Interim Goals

SMART Goal 1

| End of Cycle | Interim Goal | Source(s) of Evidence |
|--------------|--------------|-----------------------|
|--------------|--------------|-----------------------|

| End of Cycle | Interim Goal | Source(s) of Evidence |
|--------------|---|--|
| Nov 15 | <p>At least 70% of students identified in need of intervention attend regular and ongoing tiered intervention groups, multiple times per week</p> <p>At least 90% of math students will be administered the benchmark assessment.</p> | <p>NJSLA Spring 2023 Test Results Fall MAP, IXL, and Literably test results Instructional Walkthroughs Department Meetings Analysis of formative and summative classroom assessments</p> |
| Feb 15 | <p>At least 85% of students identified in need of intervention attend regular and ongoing tiered intervention groups, multiple times per week</p> | <p>Winter MAP and Linkit! results Analysis of Linkit! data Instructional Walkthroughs Department Meetings Analysis of formative and summative classroom assessments</p> |
| Apr 15: | <p>70% of students receiving tiered intervention demonstrate growth</p> | <p>Spring MAP and Linkit! results Analysis of Linkit! data Instructional Walkthroughs Department Meetings Analysis of formative and summative classroom assessments</p> |
| Jul 1 | <p>By June 30, 2024, LCCS students in need of intervention will have been identified for and included in tiered intervention of supports.</p> | <p>Analysis of Linkit! data Instructional Walkthroughs Department Meetings End of Year Surveys of students, staff, and parents Analysis of formative and summative classroom assessments</p> |

Action Steps

SMART Goal 1

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|------------|----------|---|------------|----------|-------------|
| 1 | 1 | Gather and analyze student data to determine tiered intervention groups | 8/29/23 | 9/22/23 | |
| 1 | 2 | Interventionists and paraprofessionals will be trained in intervention strategies and systems | 9/12/23 | 6/7/24 | |
| 1 | 3 | The school will survey teachers and students regarding incentives/motivation strategies | 9/19/23 | 1/31/24 | |
| 2 | 3 | The school will purchase incentives and rewards to support motivational activities | 9/5/23 | 6/21/24 | |
| 2 | 2 | Interventionists and instructional coaches will progress monitor intervention systems | 11/17/23 | 6/21/24 | |
| 2 | 1 | Model intervention strategies | 9/5/23 | 5/31/24 | |
| 3 | 1 | Progress monitor | 10/16/23 | 6/21/24 | |
| 4 | 1 | Contract paraprofessionals | 9/5/23 | 6/21/24 | |

Budget Items

SMART Goal 1

| Correspondin g Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|----------------------------|--|---|-------------------|-------------------------------------|
| 4 | LCCS will utilize Delta T, The Good Kind, and/or Scoot Education to contract paraprofessionals to support small group instruction, intervention strategies, tiered intervention. | INSTRUCTION - Purchased Professional & Technical Services / 100-300 | \$145,000 | Federal Title I (School Allocation) |

| Corresponding Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|---------------------------|---|--|-------------------|-------------------------------------|
| 1 | Supplies and materials, including curriculum and classroom materials, will be utilized by the instructional team. | INSTRUCTION - Supplies & Materials / 100-600 | \$10,596 | Federal Title I (Reallocated Funds) |
| 1 | Supplies and materials, including curriculum and classroom materials, will be utilized by the instructional team. | INSTRUCTION - Supplies & Materials / 100-600 | \$61,047 | Federal Title I (School Allocation) |
| 2 | Purchased incentives and rewards for students | INSTRUCTION - Other Objects / 100-800 | \$3,000 | Federal Title I (Reallocated Funds) |

SMART Goal 2

By October 1st, LCCS will have onboarded with Linkit! data collection and assessments.

Priority Performance

Stronger Data

Strategy 1: The school will incorporate Linkit! data tracking and assessments to progress monitor throughout the school year.

Strategy 2:

Strategy 3:

Target Population:

- * General Education Students
- * Black and Latino students
- * Students with Disabilities
- * ELL students
- * Economically Disadvantaged Students

Interim Goals

SMART Goal 2

| End of Cycle | Interim Goal | Source(s) of Evidence |
|--------------|---|---|
| Nov 15 | At least 75% of leadership members receive onboarding/training | Linkit! onboarding/training |
| Feb 15 | 90% of middle school ELA and math teachers utilize Linkit! Assessments for Interim standard proficiency progress monitoring | Linkit! Data collection and assessment usage by teachers and leadership in planning and implementation of programming |

| End of Cycle | Interim Goal | Source(s) of Evidence |
|--------------|--|---|
| Apr 15: | 100% of middle school ELA and math teachers utilize Linkit! Assessments for Interim standard proficiency progress monitoring | Linkit! Data collection and assessment usage by teachers and leadership in planning and implementation of programming |
| Jul 1 | By October 1st, LCCS will have onboarded with Linkit! data collection and assessments. | Linkit! Data collection and assessment usage by teachers and leadership in planning and implementation of programming |

Action Steps

SMART Goal 2

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|------------|----------|--------------------------------|------------|----------|-------------|
| 1 | 1 | Purchase Linkit! | 8/14/23 | 9/29/23 | |
| 2 | 1 | Schedule and complete training | 8/21/23 | 10/31/23 | |

Budget Items

SMART Goal 2

| Correspondin g Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|----------------------------|---|--|-------------------|-------------------------------------|
| 1 | Linkit! assessment tools and data collection portal | INSTRUCTION - Supplies & Materials / 100-600 | \$15,000 | Federal Title I (School Allocation) |

SMART Goal 3

By June 30, 2024, 100% of LCCS teachers will implement standards aligned robust student centered instruction in ELA and math.

Priority Performance Ongoing teacher coaching

Strategy 1: Literacy Instructional Coach

Strategy 2: Math Instructional Coach

Strategy 3:

Target Population: * General Education Students
 * Black and Latino students
 * Students with Disabilities
 * ELL students
 * Economically Disadvantaged Students

Interim Goals

SMART Goal 3

| End of Cycle | Interim Goal | Source(s) of Evidence |
|--------------|---|---|
| Nov 15 | At least 60% of math/ELA teachers will regularly implement strategies and practices coached by LCCS' instructional coaches. | Instructional Walkthroughs Linkit! Data Teacher Evaluation documentation/artifacts Instructional Coach updates |
| Feb 15 | At least 70% of math/ELA teachers will regularly implement strategies and practices coached by LCCS' instructional coaches. | Instructional Walkthroughs Linkit! Data Teacher Evaluation documentation/artifacts Instructional Coach updates |

| End of Cycle | Interim Goal | Source(s) of Evidence |
|--------------|---|---|
| Apr 15: | At least 80% of math/ELA teachers will regularly implement strategies and practices coached by LCCS' instructional coaches. | Instructional Walkthroughs Linkit! Data Teacher Evaluation documentation/artifacts Instructional Coach updates |
| Jul 1 | By June 30, 2024, 100% of LCCS teachers will implement standards aligned robust student centered instruction in ELA and math. | Instructional Walkthroughs Linkit! Data Teacher Evaluation documentation/artifacts Instructional Coach updates |

Action Steps

SMART Goal 3

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|------------|----------|--|------------|----------|-------------|
| 1 | 2 | Schedule Imbeded PD Days and Dedicated PD Days for math coaching | 8/21/23 | 6/21/24 | |
| 1 | 1 | Schedule ELA instructional coaching | 1/3/24 | 6/21/24 | |

Budget Items

SMART Goal 3

| Correspondin g Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|----------------------------|--|---|-------------------|-------------------------------------|
| 1 | math coaching through Management and Evaluation Associates | INSTRUCTION - Purchased Professional & Technical Services / 100-300 | \$40,000 | Federal Title I (School Allocation) |

| Corresponding Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|---------------------------|---|---|-------------------|-------------------------------------|
| 1 | Contracted Coach through For the Love of Literacy | INSTRUCTION - Purchased Professional & Technical Services / 100-300 | \$15,000 | Federal Title I (School Allocation) |

SMART Goal 4

Priority Performance

Strategy 1:

Strategy 2:

Strategy 3:

Target Population:

Interim Goals

SMART Goal 4

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

< SMART Goal 4 - Action Steps: NO DATA >

< SMART Goal 4 - Budget Items: NO DATA >

Budget Summary

| Budget Category | Sub Category | Function & Object Code | State/Local Budget for School | Federal Title I (School Allocation) | Federal Title I (Intervention Reserve) | Title II | Title III/ III Immigrant | Other Fed Funds- Example- Title IV | SIA | SIA Carryover | TOTAL |
|------------------|---|------------------------|-------------------------------|-------------------------------------|--|----------|--------------------------|------------------------------------|-----|---------------|-----------|
| INSTRUCTION | Personnel Services - Salaries | 100-100 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| INSTRUCTION | Purchased Professional & Technical Services | 100-300 | \$0 | \$200,000 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$200,000 |
| INSTRUCTION | Other Purchased Services | 100-500 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| INSTRUCTION | Supplies & Materials | 100-600 | \$0 | \$76,047 | \$0 | \$10,596 | \$0 | \$0 | \$0 | \$0 | \$86,643 |
| INSTRUCTION | Other Objects | 100-800 | \$0 | \$0 | \$0 | \$3,000 | \$0 | \$0 | \$0 | \$0 | \$3,000 |
| INSTRUCTION | Sub-total | | \$0 | \$276,047 | \$0 | \$13,596 | \$0 | \$0 | \$0 | \$0 | \$289,643 |
| SUPPORT SERVICES | Personnel Services - Salaries | 200-100 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| SUPPORT SERVICES | Personnel Services - Employee Benefits | 200-200 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| SUPPORT SERVICES | Purchased Professional & Technical Services | 200-300 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| SUPPORT SERVICES | Purchased Property Services | 200-400 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |

| Budget Category | Sub Category | Function & Object Code | State/Local Budget for School | Federal Title I (School Allocation) | Federal Title I (Intervention Reserve) | Title II | Title III/ III Immigrant | Other Fed Funds- Example- Title IV | SIA | SIA Carryover | TOTAL |
|------------------|----------------------------|------------------------|-------------------------------|-------------------------------------|--|----------|--------------------------|------------------------------------|-----|---------------|-------|
| SUPPORT SERVICES | Other Purchased Services | 200-500 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| SUPPORT SERVICES | Travel | 200-580 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| SUPPORT SERVICES | Supplies & Materials | 200-600 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| SUPPORT SERVICES | Other Objects | 200-800 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| SUPPORT SERVICES | Indirect Costs | 200-860 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| SUPPORT SERVICES | Sub-total | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 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 (School Allocation) | Federal Title I (Intervention Reserve) | Title II | Title III/III Immigrant | Other Fed Funds-Example-Title IV | SIA | SIA Carryover | TOTAL |
|-----------------|--------------|------------------------|-------------------------------|-------------------------------------|--|----------|-------------------------|----------------------------------|-----|---------------|-----------|
| Total Cost | | | \$0 | \$276,047 | \$0 | \$13,596 | \$0 | \$0 | \$0 | \$0 | \$289,643 |

Overview of Total Title 1 Expenditures

| | Federal Title 1 (School Allocation) Total | Federal Title 1 (Priority/Focus | Federal Title 1 (Reallocated Funds) | TOTAL |
|------------------------------|---|---------------------------------|-------------------------------------|-----------|
| Included in SMART Goal Pages | \$276,047 | \$0 | \$13,596 | \$276,047 |
| Other Title 1 Expenditures | \$0 | \$0 | \$0 | \$0 |
| Total | \$276,047 | \$0 | \$13,596 | \$276,047 |

School Level Certification Page

| | | |
|---|--|--|
| x | The results of the Comprehensive Needs Assessment are included in the designated tabs. If applicable, the Comprehensive Data Analysis and Needs Assessment process was completed in collaboration, and with the concurrence of the assigned Regional Support Team (RST) member from the Office of Comprehensive Support. (Note: RSTs are assigned to LEAs with CII, CSI, or have at least three ATSI or TSI schools) | |
| x | The Annual School Plan includes at least three SMART goals with at least one area of focus being Effective Instruction. If my school was designated as CII, CSI, ATSI or TSI, the plan includes a fourth goal. All goals address the areas of priority performance needs identified during Comprehensive Needs Assessment process. The following SMART Goal areas, denoted by a checkmark, are included in this ASP. | |
| x | | Effective Instruction |
| x | | Effective Instruction |
| x | | Effective Instruction |
| | | No option for the fourth SMART Goal was selected on the Root Cause page. |
| | For CII, CSI, ATSI and TSI Schools Only: The Annual School Plan includes evidence-based interventions to improve academic achievement for all students who are not yet performing on grade level, and all SIA funds will be used for evidence-based interventions that meet the strong, moderate or promising evidence tier as set forth in the Every Student Succeeds Act (ESSA). | |
| x | The Budget Summary includes all planned expenditures, as identified within the 'Budget Items' section of the SMART Goal pages. | |
| x | This plan has been submitted for final review and approval by the District Business Administrator, Federal Programs Administrator, Chief School Administrator, and any other district personnel with responsibility for expenditures of federal funds to ensure all purchases and uses of funds (SIA, other Title I, other federal, and state/local) are reviewed and approved. | |

Completed By: Maria Pilar Paradiso

Title: School Leader/Head of School

Date: 06/19/2024

District Business Administrator or District Federal Programs Administrator Certification

< NO DATA >

ASP District CSA Certification and Approval Page

< NO DATA >