

## Hope Community Charter School

District: Hope Community CS

County: CHARTERS

Team: NA

School Identification: ATSI

Targeted Subgroup Black or African American

CDS: 806086972

# Annual School Planning 2023-2024

## ASP Development Team Members

| Stakeholder Representative Title | Name               | Comprehensive Analysis and Needs | Root Cause Analysis | Smart Goal Development | Signature | Date |
|----------------------------------|--------------------|----------------------------------|---------------------|------------------------|-----------|------|
| Parent/Guardian                  | Sirenaica Osorio   | No                               | No                  | Yes                    |           |      |
| Community Member                 | Quashon Mayes      | No                               | No                  | Yes                    |           |      |
| Upper Grades Teacher             | Joelle Quick       | Yes                              | Yes                 | Yes                    |           |      |
| Business Administrator           | Robin Ruiz         | No                               | No                  | Yes                    |           |      |
| Vice Principal                   | Christian Galietta | Yes                              | Yes                 | Yes                    |           |      |
| Principal                        | Stacy Lockwood     | Yes                              | Yes                 | Yes                    |           |      |
| Lower Grades Teacher             | Megan Leddy        | Yes                              | Yes                 | Yes                    |           |      |

## ASP Development Team Meetings

| Date       | Topic   | Agenda Uploaded | Minutes Uploaded |
|------------|---|-----------------|------------------|
| 06/21/2023 | Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis | Yes             | Yes              |
| 06/22/2023 | Smart Goal Development  | Yes             | Yes              |
| 06/21/2023 | Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis | Yes             | Yes              |
| 06/22/2023 | 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)   |
|---|--------------|----------------------|---|---|---|--|
| Small group, targeted instruction for phonics and reading comprehension.              | Literacy     | K-8th Grade Students | Yes   | Yes   | Yes   | i-Ready data is a clear indicator of student progress in phonics and reading comprehension. We are able to identify gaps in student knowledge.   |
| Weekly root word focus to develop vocabulary and word knowledge.                      | ELA/Literacy | K-8th Grade Students | Yes   | Yes   | Yes   | i-ready data is a clear indicator of student progress in vocabulary and word knowledge. We are able to identify gaps in student knowledge. Teacher reports also indicate that additional center time, smaller groups and more targeted support would be beneficial for student growth. |
| Literacy Consultant.  | Literacy     | K-8th Grade Students | Yes   | Yes   | Yes   | Teachers report that consultants writing cycles coaching and peer labs were beneficial in lesson development.  |
| Small Group, Targeted instruction for solving word problems. Computation improvement. | Math         | K-8th Grade Students | Yes   | Yes   | Yes   | i-Ready data is a clear indicator of student progress and identifier of gaps in knowledge.   |

| 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)  |
|--------------------------------------|-----------------|----------------------|---|---|---|---|
| Math Consultant.                     | Math            | K-8th Grade Students | Yes   | Yes   | Yes   | Teachers report that the math consultants have proven to be helpful in center development, provide assistance in lesson development, and give critical feedback to teachers.  |
| Incentive programs.                  | Climate/Culture | K-8th Grade Students | Yes   | Yes   | Yes   | Incentives for students showed inconsistent success for improving student attendance. Depending on the monthly incentive or activities taking place in school we saw some improvements. Additional meetings and development of greater programs will be key for the upcoming school year. |
| Attendance Team Meetings.            | Climate/Culture | K-8th Grade Students | Yes   | Yes   | Yes   | Attendance team meetings were successful in coming up with new ideas to address student attendance. Meetings will continue over the summer in order to have a solid plan for the upcoming school year.  |
| Improved communication with parents. | Climate/Culture | K-8th Grade Students | Yes   | Yes   | Yes   | Consistent communication with parents via class dojo, email and phone calls created more positive parent/staff relationships.   |

| 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.<br><a href=http://www.nj.gov/education/schools/achievement/ target="_blank">Link</a> to website with access to reports. |                   | Students are still recovering from gaps in learning during Covid quarantine. We will continue to monitor student achievement, provide additional supports and resources and are putting additional support classes in place for students who are identified as needing additional support in ELA and Math. | NA                    |
| Science*            | NJSLA Science Homepage, https://measinc-nj-science.com/   |                   | Students are still recovering from gaps in learning during Covid quarantine. We will continue to monitor student achievement, provide additional supports and resources and are putting additional support classes in place for students who are identified as needing additional supports.                | NA                    |
| SGP*                | Student growth on state assessments. (Grades 4-8)<br>*Identify overall school wide growth performance by content.<br>*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.<br>*Identify patterns by subgroup<br>*Identify patterns by grade | ELA               |         |         |         |         | Assessments were completed BOY, MOY and EOY. Participation was lower in some grade levels due to lack of motivation, student refusal, and attendance issues with some specific students. Change of staff, lack of consistent classroom management/behavioral management, substitutes, and chronic absenteeism were all reasons for lower participation rates. All areas have plans to be addressed in the upcoming school year. | NA                    |
|                                     |   | Grade             | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 |   |                       |
|                                     |   | K                 | 94%     | 0%      | 100%    | 100%    |   |                       |
|                                     |   | 1                 | 94%     | 0%      | 100%    | 100%    |   |                       |
|                                     |   | 2                 | 90%     | 0%      | 60%     | 95%     |   |                       |
|                                     |   | 3                 | 100%    | 0%      | 100%    | 92%     |   |                       |
|                                     |   | 4                 | 89%     | 0%      | 89%     | 100%    |   |                       |
|                                     |   | 5                 | 75%     | 0%      | 80%     | 95%     |   |                       |
|                                     |   | 6                 | 79%     | 0%      | 86%     | 93%     |   |                       |
|                                     |   | 7                 | 75%     | 0%      | 75%     | 83%     |   |                       |
|                                     |   | 8                 | 80%     | 0%      | 60%     | 90%     |   |                       |
|                                     |   | 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                 | 94%     | 0%      | 94%     | 100%    |   |                       |
|             |                     | 1                 | 89%     | 0%      | 89%     | 95%     |   |                       |
|             |                     | 2                 | 90%     | 0%      | 85%     | 95%     |   |                       |
|             |                     | 3                 | 100%    | 0%      | 100%    | 92%     |   |                       |
|             |                     | 4                 | 89%     | 0%      | 89%     | 95%     |   |                       |
|             |                     | 5                 | 80%     | 0%      | 85%     | 85%     |   |                       |
|             |                     | 6                 | 86%     | 0%      | 86%     | 71%     |   |                       |
|             |                     | 7                 | 73%     | 0%      | 36%     | 91%     |   |                       |
|             |                     | 8                 | 80%     | 0%      | 60%     | 100%    |   |                       |
|             |                     | 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.<br>*Identify patterns by grade/subgroups<br>*Identify patterns by chronic absenteeism<br>*Identify patterns by students with chronic disciplinary infractions | Grade             | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 | Assessments were completed BOY,MOY and EOY. Student growth was inconsistent in some grade levels. We feel that this is due to a variety of reasons such as a change in staff, lack of consistent classroom management/behavioral management, substitutes, and absenteeism. All areas have plans to be addressed in the upcoming school year. | NA                    |
|   |  | K                 | 19%     | 0%      | 75%     | 94%     |  |                       |
|   |  | 1                 | 6%      | 0%      | 22%     | 28%     |  |                       |
|   |  | 2                 | 5%      | 0%      | 5%      | 10%     |  |                       |
|   |  | 3                 | 38%     | 0%      | 54%     | 42%     |  |                       |
|   |  | 4                 | 11%     | 0%      | 21%     | 37%     |  |                       |
|   |  | 5                 | 5%      | 0%      | 15%     | 35%     |  |                       |
|   |  | 6                 | 7%      | 0%      | 29%     | 43%     |  |                       |
|   |  | 7                 | 8%      | 0%      | 17%     | 17%     |  |                       |
|   |  | 8                 | 10%     | 0%      | 10%     | 10%     |  |                       |
|   |  | 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.<br>*Identify patterns by grade/subgroups<br>*Identify patterns by chronic absenteeism<br>*Identify patterns by students with chronic disciplinary infractions | Grade             | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 | Assessments were completed BOY,MOY and EOY. Student growth was inconsistent in some grade levels. We feel that this is due to a variety of reasons such as a change in staff, lack of consistent classroom management/behavioral management, substitutes, and absenteeism. All areas have plans to be addressed in the upcoming school year. | NA                    |
|  |  | K                 | 6%      | 0%      | 69%     | 94%     |  |                       |
|  |  | 1                 | 0%      | 0%      | 5%      | 21%     |  |                       |
|  |  | 2                 | 0%      | 0%      | 0%      | 15%     |  |                       |
|  |  | 3                 | 8%      | 0%      | 23%     | 38%     |  |                       |
|  |  | 4                 | 5%      | 0%      | 21%     | 32%     |  |                       |
|  |  | 5                 | 0%      | 0%      | 10%     | 15%     |  |                       |
|  |  | 6                 | 0%      | 0%      | 0%      | 0%      |  |                       |
|  |  | 7                 | 0%      | 0%      | 25%     | 18%     |  |                       |
|  |  | 8                 | 13%     | 0%      | 50%     | 20%     |  |                       |
|  |  | 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% | Our ELL screening and program were not implemented accurately and therefore there were gaps for our students. We have corrected this for the 23/24 SY and hope to see additional growth for our ELL students. | NA                    |
|                  |   |   |     |   |                       |

| 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<br>*Identify overall enrollment trends<br>*Identify enrollment by grade and subgroup                     | Overall YTD Student Enrollment Average    | 143    | Recruitment efforts will be increased during the summer and throughout the next school year. A new committee has been established in order to better address increasing our student enrollment.   | NA                    |
|                             |   | 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<br>*Identify patterns by grade<br>*Identify patterns by teacher<br>*Identify interventions | Overall YTD Student Attendance Average    | 87.59% | Student attendance is an area in which we are constantly monitoring. Motivating students and having parents understand the importance of regular attendance is critical. We will be implementing new strategies to address these areas. | NA                    |
|                             |   | 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<br>*Identify patterns by grade<br>*Identify patterns by teacher<br>*Identify interventions | Overall YTD Chronic Absenteeism    | 66.43% | Student attendance is an area in which we are constantly monitoring. Motivating students and having parents understand the importance of regular attendance is critical. We will be implementing new strategies to address these areas. | NA                    |
|                                 |   | Subgroup 1 YTD Chronic             | 0.00%  |   |                       |
|                                 |   | Subgroup 2 YTD Chronic Absenteeism | 0.00%  |   |                       |
|                                 |   |                                    |        |   |                       |
| Attendance Rate (Staff)*        | The average daily attendance for staff<br>*Identify patterns by grade<br>*Identify chronic absenteeism<br>*Identify reasons for absenteeism   | Staff Attendance YTD               | 94.49% | Staff attendance was not an issue. We will continue to provide staff incentives for regular attendance.   | NA                    |
|                                 |   |                                    |        |   |                       |

| Data Source | Factors to Consider  | Prepopulated Data   |       | Your Data (Provide any additional data)  | Observations / Trends |
|-------------|--|---|-------|--|-----------------------|
| Discipline* | The number of suspensions, expulsions, and incident reports<br>*Identify types of incidents<br>*Identify patterns by subgroup<br>*Identify chronic offenders | Student Suspension YTD Average - In School                    | 2.28% | Inconsistent classroom expectations, lack of classroom management lack of staff support, unclear disciplinary codes have all led to behavioral concerns. We will be implementing a new PBS program along with updating our code of conduct. Staff will be presented with additional professional development to address these areas. | NA                    |
|             |  | 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 | 2.86% |  |                       |

| Data Source               | Factors to Consider   | Prepopulated Data | Your Data (Provide any additional data)   | Observations / Trends |
|---------------------------|---|-------------------|---|-----------------------|
| Climate & Culture Surveys | Results from surveys<br>*Identify staff satisfaction and support<br>*Identify perception of the environment<br>*Identify perceptions of students<br>*Identify perceptions of family |                   | Surveys will be utilized quarterly with staff in order to assess our schools culture and climate. These will be used to improve all areas of our school | NA                    |

| 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?<br>Examples of what could cause a student to be at risk:<br>* under credited<br>* chronically absent<br>* frequent suspension<br>(* - Data suppressed) |                   | NA                                      |                       |
| Post-Secondary Rates                                  | % of students that enroll in post-secondary institution.   |                   | 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                                      |                       |



| 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           |  | NA                                      |                       |
|             |  | % 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 | *Identify # teachers to evaluate<br>*Identify % of teachers on CAP in the previous school year<br>*Identify instructional trends<br>*Identify professional development needs | Evaluation framework                    | Danielson | Informal walkthroughs/observations will be implemented for the 23/24 school year. Teachers were evaluated only through formal observations during the 22/23 school year. |                       |
|  |  | # Teachers to Evaluate                  | 13        |  |                       |
|  |  | # Teachers on CAP                       | 0         |  |                       |
|  |  | # Teachers receiving mSGP               |           |  |                       |
|  |  |   |           |  |                       |

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< Other Indicators - NO DATA >

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## 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?

Stakeholders have results from the comprehensive needs assessment through staff meetings, professional development, Back to School Night, Staff/Team Meetings, and community functions/parent meetings. We will continue to improve our communication with all stakeholders through many avenues including School Improvement Team meetings, new community events, and utilizing our social media outreaches.

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

The parent and family engagement programs will include quarterly Literacy Nights, parent/community meetings and events, Dr. Seuss Day, school functions, Back-to-School Night, Open House, Field Day and social media platforms. These activities allow for the learning goals and progress along with the building of relationships to support and sustain student growth and social emotional learning.

| Component  | Indicator Descriptor Level |   |              | Overall Strengths Summary  | Areas of Focus Summary  |
|--|----------------------------|---|--------------|--|---|
| Standards, Student Learning Objectives (SLOs), and Effective Instruction | 1                          | A | 3-Developing | Teachers utilize student data to create appropriate lessons and come up with necessary programs for our students. Teachers work together on curriculum needs . | Teachers need more common planning time. A Careers Readiness curriculum needs to be developed and implemented in the upcoming year. |
|  | 2                          | A | 4-Sustaining |  |   |
|  | 3                          | A | 4-Sustaining |  |   |
|  | 4                          | A | 4-Sustaining |  |   |
|  | 5                          | A | 3-Developing |  |   |
|  |                            |   |              |  |   |
| Assessment   | 1                          | A | 4-Sustaining | Ongoing student assessment is completed  | Teachers need more time to review student data to determine specific student needs.   |
|  | 2                          | A | 3-Developing |  |   |
|  | 3                          | A | 3-Developing |  |   |
|  |                            |   |              |  |   |
| Professional Learning Community (PLC)                                    | 1                          | A | 3-Developing | Teachers collaborate effectively and focus on student academic needs   | PLC times are needed  |
|  | 2                          | A | 3-Developing |  |   |
|  | 3                          | A | 4-Sustaining |  |   |
|  | 4                          | A | 4-Sustaining |  |   |
|  |                            |   |              |  |   |

| Component                           | Indicator Descriptor Level |   |              | Overall Strengths Summary  | Areas of Focus Summary   |
|-------------------------------------|----------------------------|---|--------------|--|--|
| Culture                             | 1                          | A | 3-Developing | Staff works together as leaders to develop positive school culture. Staff/student relationships are positive overall.                                  | A school culture and climate committee will be developed in order to address the following: Clear classroom and school expectations, better classroom management system, clear and consistent discipline and a better student code of conduct overall. |
|                                     | 2                          | A | 3-Developing |  |  |
|                                     | 3                          | A | 3-Developing |  |  |
|                                     | 4                          | A | 3-Developing |  |  |
|                                     | 5                          | A | 3-Developing |  |  |
|                                     | 6                          | A | 3-Developing |  |  |
|                                     | 7                          | A | 3-Developing |  |  |
|                                     | 8                          | A | 3-Developing |  |  |
|                                     | 9                          | A | 4-Sustaining |  |  |
|                                     | 10                         | A | 3-Developing |  |  |
|                                     | 11                         | A | 3-Developing |  |  |
|                                     | 12                         | A | 2-Emerging   |  |  |
|                                     | 13                         | A | 3-Developing |  |  |
|                                     | 14                         | A | 3-Developing |  |  |
|                                     |                            |   |              |  |  |
| Teacher and Principal Effectiveness | 1                          | A | 3-Developing | Change in leadership has been positive. There has been a new evaluation tool put into place that is more specific in evaluating teacher effectiveness. | Staff will be further trained on the new evaluation tool   |
|                                     |                            |   |              |  |  |

## 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                   | Instruction and ELA Program-increase student achievement scores                 | Many classrooms lacked a structured routine, difficulties with classroom/behavior management decreased academic time. Student attendance also caused learning gaps. | K-8                   | 1  | Small group, targeted groups assessed quarterly. Individualized intervention time in small groups to provide extra support |
|   |   |   |                       | 2  | Weekly root word and vocabulary instruction for phonics and reading instruction  |
|   |   |   |                       | 3  | Development of PBIS program and better implementation of responsive classroom techniques.                                  |
| Social and Emotional Learning           | Developing a SEL program to address student needs across grade levels           | Many students do not have the self-awareness, self-control, and interpersonal skills that are vital for success   | K-8                   | 1  | SEL curriculum   |
|   |   |   |                       | 2  | Social Worker  |
|   |   |   |                       | 3  | School Wide Character Education program  |
| Climate & Culture - Attendance/Behavior | Attendance and behavior has a direct impact on student learning and achievement | Many classrooms lacked a structured routine, difficulties with classroom/behavior management decreased academic time. Student attendance also caused learning gaps. | K-8                   | 1  | Development of PBIS program and better implementation of responsive classroom techniques.                                  |
|   |   |   |                       | 2  | Attendance Team monthly meetings   |
|   |   |   |                       | 3  | School Improvement Team monthly meetings   |

| 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         | Instruction and Math program-increase student achievement scores | classrooms lacked a structured routine, difficulties with classroom/behavior management decreased academic time. Student attendance also caused learning gaps. | K-8                   | 1  | Small group, targeted groups assessed quarterly. Individualized intervention time in small groups to provide extra support |
|                               |  |  |                       | 2  | Math Consultants   |
|                               |  |  |                       | 3  | Development of PBIS program and better implementation of responsive classroom techniques.                                  |



## SMART Goal 1

From September 2023 to June 2024 there will be a 15% increase from BOY to EOY per student with a combined class growth of 20% in reading on or above grade level

Priority Performance Instruction and ELA Program- increase student achievement scores

Strategy 1: Small group, targeted groups assessed quarterly.  
Individualized intervention time in small groups to provide extra support

Strategy 2: Weekly root word and vocabulary instruction for phonics and reading instruction

Strategy 3: Development of PBIS program and better implementation of responsive classroom techniques.

Target Population: K-8

## Interim Goals

### SMART Goal 1

| End of Cycle | Interim Goal   | Source(s) of Evidence                                    |
|--------------|--|--|
| Nov 15       | 5% increase in students reading on or above grade level.   | Determined by BOY i-Ready Reading scores and DRA's       |
| Feb 15       | 10% increase in students reading on or above grade level.  | Determined by MOY i-Ready Reading scores and DRA's       |
| Apr 15:      | 15% increase in students reading on or above grade level.  | Determined by i-Ready Growth Monitoring Report and DRA's |
| Jul 1        | From September 2023 to June 2024 there will be a 15% increase from BOY to EOY per student with a combined class growth of 20% in reading on or above grade level | Determined by EOY i-Ready Reading scores and DRA's       |

## Action Steps

### SMART Goal 1

| Step Numbe | Strategy | Action Steps   | Start Date | End Date | Assigned To |
|------------|----------|--|------------|----------|-------------|
| 1          | 3        | Professional Development opportunities for all staff | 8/1/23     | 6/14/24  |             |
| 1          | 1        | Small group instruction                              | 9/12/23    | 6/14/24  |             |
| 1          | 2        | Rigorous Instruction                                 | 9/12/23    | 6/14/24  |             |
| 2          | 1        | Literacy and writing coaches                         | 9/12/23    | 6/14/24  |             |

## Budget Items

### SMART Goal 1

| Correspondin<br>g Action Step | Resource / Description                                  | Funding Category /<br>Object Code  | Funding<br>Requested | Funding Source                         |
|-------------------------------|---|--|----------------------|--|
| 2                             | Sarach Jackson/ Literacy Workshops                      | SUPPORT SERVICES -<br>Personnel Services -<br>Salaries / 200-100                     | \$7,500              | ESSER/ESSER II/ARP                     |
| 1                             | Kirk Rickansrud/ PBSIS Responsive Classroom             | SUPPORT SERVICES -<br>Purchased<br>Professional &<br>Technical Services /<br>200-300 | \$15,000             | ESSER/ESSER II/ARP                     |
| 2                             | Dr. Pogust/ Guided reading workshops and staff coaching | SUPPORT SERVICES -<br>Purchased<br>Professional &<br>Technical Services /<br>200-300 | \$5,000              | Federal Title I (School<br>Allocation) |

## SMART Goal 2

100 % of students will establish and maintain positive relationships by respecting others, practicing social skills and making responsible choices by the end of the school year

Priority Performance                      Developing a SEL program to address student needs across grade levels

Strategy 1:                      SEL curriculum

Strategy 2:                      Social Worker

Strategy 3:                      School Wide Character Education program

Target Population:              K-8

## Interim Goals

### SMART Goal 2

| End of Cycle | Interim Goal   | Source(s) of Evidence             |
|--------------|--|-----------------------------------|
| Nov 15       | 85% of students will demonstrate positive social behaviors   | Review of student conduct reports |
| Feb 15       | 90% of students will demonstrate positive social behaviors   | Review of student conduct reports |
| Apr 15:      | 95% of students will demonstrate positive social behaviors   | Review of student conduct reports |
| Jul 1        | 100 % of students will establish and maintain positive relationships by respecting others, practicing social skills and making responsible choices by the end of the school year | Review of student conduct reports |

## Action Steps

### SMART Goal 2

| Step Numbe | Strategy | Action Steps   | Start Date | End Date | Assigned To |
|------------|----------|--|------------|----------|-------------|
| 1          | 3        | Implement a character education program with monthly themes that represent positive charater | 9/12/23    | 6/14/24  |             |
| 1          | 1        | Implement an SEL curriculum across grade levels  | 9/12/23    | 6/14/24  |             |
| 1          | 2        | Will provide weekly SEL lessons in the classrooms  | 9/12/23    | 6/14/24  |             |

## Budget Items

### SMART Goal 2

| Correspondin<br>g Action Step | Resource / Description               | Funding Category /<br>Object Code                  | Funding<br>Requested | Funding Source |
|-------------------------------|--------------------------------------|--|----------------------|----------------|
| 1                             | SEL curriculum                       | INSTRUCTION -<br>Supplies & Materials /<br>100-600 | \$2,500              | State/Local    |
| 1                             | Monthly incentive items for students | INSTRUCTION -<br>Supplies & Materials /<br>100-600 | \$1,500              | State/Local    |

## SMART Goal 3

No less than 78% of our students will attend school regularly by June 2024

Priority Performance          Attendance and behavior has a direct impact on student learning and achievement

Strategy 1:                  Development of PBIS program and better implementation of responsive classroom techniques.

Strategy 2:                  Attendance Team monthly meetings

Strategy 3:                  School Improvement Team monthly meetings

Target Population:          K-8

## Interim Goals

### SMART Goal 3

| End of Cycle | Interim Goal   | Source(s) of Evidence                    |
|--------------|--|--|
| Nov 15       | 92% of our students will attend school regularly                           | OnCourse daily attendance summary report |
| Feb 15       | 88% of our students will attend school regularly                           | OnCourse daily attendance summary report |
| Apr 15:      | 84% of our students will attend school regularly                           | OnCourse daily attendance summary report |
| Jul 1        | No less than 78% of our students will attend school regularly by June 2024 | OnCourse daily attendance summary report |

## Action Steps

### SMART Goal 3

| Step Numbe | Strategy | Action Steps   | Start Date | End Date | Assigned To |
|------------|----------|--|------------|----------|-------------|
| 1          | 3        | Create projects, incentives, activities for students to participate in | 8/1/23     | 6/14/24  |             |
| 1          | 1        | Kirk Rickansrud/PBIS Responsive classroom PDs                          | 8/1/23     | 6/14/24  |             |
| 1          | 2        | Develop incentives for students attendance                             | 8/1/23     | 6/14/24  |             |

## Budget Items

### SMART Goal 3

| Correspondin<br>g Action Step | Resource / Description  | Funding Category /<br>Object Code  | Funding<br>Requested | Funding Source     |
|-------------------------------|---|--|----------------------|--------------------|
| 1                             | Team development of student projects/acitivities                        | INSTRUCTION -<br>Supplies & Materials /<br>100-600                                   | \$1,500              | State/Local        |
| 1                             | Kirk Rickansrud/ Professional Development PBIS and responsive classroom | SUPPORT SERVICES -<br>Purchased<br>Professional &<br>Technical Services /<br>200-300 | \$15,000             | ESSER/ESSER II/ARP |

## SMART Goal 4

From September 2023 to June 2024 there will be 15% increase from BOY to EOY per student with a combined class growth of 20% in math on or above grade level

Priority Performance Instruction and Math program- increase student achievement scores

Strategy 1: Small group, targeted groups assessed quarterly.  
Individualized intervention time in small groups to provide extra support

Strategy 2: Math Consultants

Strategy 3: Development of PBIS program and better implementation of responsive classroom techniques.

Target Population: K-8

## Interim Goals

### SMART Goal 4

| End of Cycle | Interim Goal  | Source(s) of Evidence                          |
|--------------|---|--|
| Nov 15       | 5% increase in students working on or above grade level in math.  | Determined by BOY i-ready Math diagnostic      |
| Feb 15       | 10% increase in students working on or above grade level in math.   | Determined by MOY i-ready Math diagnostic      |
| Apr 15:      | 15% increase in students working on or above grade level in math.   | Determined by i-ready growth monitoring report |
| Jul 1        | From September 2023 to June 2024 there will be 15% increase from BOY to EOY per student with a combined class growth of 20% in math on or above grade level | Determined by EOY i-ready Math diagnostic      |

## Action Steps

### SMART Goal 4

| Step Numbe | Strategy | Action Steps  | Start Date | End Date | Assigned To |
|------------|----------|---|------------|----------|-------------|
| 1          | 2        | Consultants will provide ongoing coaching and professional development for teaching staff | 9/12/23    | 6/14/24  |             |
| 1          | 1        | Small group instruction   | 9/12/23    | 6/14/24  |             |
| 1          | 3        | Professional development opportunities for all staff                                      | 8/1/23     | 6/14/24  |             |

## Budget Items

### SMART Goal 4

| Correspondin<br>g Action Step | Resource / Description  | Funding Category /<br>Object Code  | Funding<br>Requested | Funding Source                      |
|-------------------------------|---|--|----------------------|-------------------------------------|
| 1                             | Kirk Rickansrud/PBIS coaching   | SUPPORT SERVICES -<br>Purchased<br>Professional &<br>Technical Services /<br>200-300 | \$15,000             | ESSER/ESSER II/ARP                  |
| 1                             | Dr. Newton and staff consultants to provide professional development and ongoing coaching | SUPPORT SERVICES -<br>Purchased<br>Professional &<br>Technical Services /<br>200-300 | \$35,000             | 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 s Reserve) | Federal Title I (School Allocation) | Federal Title I (Reallocate d Funds) | Federal CARES - ESSER Funds | Other Federal Funds Allocated to School | SIA (If Applicabl e) Allocated to School | SIA Carryove r | TOTAL    |
|------------------|---|------------------------|-------------------------------|---|-------------------------------------|--------------------------------------|-----------------------------|---|--|----------------|----------|
| INSTRUCTION      | Personnel Services - Salaries               | 100-100                | \$0                           | \$0   | \$0                                 | \$0                                  | \$0                         | \$0                                     | \$0                                      | \$0            | \$0      |
| INSTRUCTION      | Purchased Professional & Technical Services | 100-300                | \$0                           | \$0   | \$0                                 | \$0                                  | \$0                         | \$0                                     | \$0                                      | \$0            | \$0      |
| INSTRUCTION      | Other Purchased Services                    | 100-500                | \$0                           | \$0   | \$0                                 | \$0                                  | \$0                         | \$0                                     | \$0                                      | \$0            | \$0      |
| INSTRUCTION      | Supplies & Materials                        | 100-600                | \$5,500                       | \$0   | \$0                                 | \$0                                  | \$0                         | \$0                                     | \$0                                      | \$0            | \$5,500  |
| INSTRUCTION      | Other Objects                               | 100-800                | \$0                           | \$0   | \$0                                 | \$0                                  | \$0                         | \$0                                     | \$0                                      | \$0            | \$0      |
| INSTRUCTION      | Sub-total                                   |                        | \$5,500                       | \$0   | \$0                                 | \$0                                  | \$0                         | \$0                                     | \$0                                      | \$0            | \$5,500  |
| SUPPORT SERVICES | Personnel Services - Salaries               | 200-100                | \$0                           | \$0   | \$0                                 | \$0                                  | \$7,500                     | \$0                                     | \$0                                      | \$0            | \$7,500  |
| 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   | \$40,000                            | \$0                                  | \$45,000                    | \$0                                     | \$0                                      | \$0            | \$85,000 |
| 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 Intervention s Reserve) | Federal Title I (School Allocation) | Federal Title I (Reallocate d Funds) | Federal CARES - ESSER Funds | Other Federal Funds Allocated to School | SIA (If Applicabl e) Allocated to School | SIA Carryove r | 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   | \$40,000                            | \$0                                  | \$52,500                    | \$0                                     | \$0                                      | \$0            | \$92,500 |
| 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       | Noninstructi onal 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      |              |                        | \$5,500                       | \$0  | \$40,000                            | \$0                                 | \$52,500                    | \$0                                     | \$0                                     | \$0           | \$98,000 |

# Overview of Total Title 1 Expenditures

|                              | Federal Title 1<br>(Priority/Focus Interventions) | Federal Title 1 (School<br>Allocation) Total | Federal Title 1<br>(Reallocated Funds) | TOTAL    |
|------------------------------|---|--|--|----------|
| Included in SMART Goal Pages | \$0   | \$40,000                                     | \$0                                    | \$40,000 |
| Other Title 1 Expenditures   | \$0   | \$0  | \$0                                    | \$0      |
| Total                        | \$0   | \$40,000                                     | \$0                                    | \$40,000 |

## 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 |  | Social and Emotional Learning           |
| x |  | Climate & Culture - Attendance/Behavior |
| x |  | Effective Instruction                   |
| x | 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: Stacy Lockwood

Title: Principal

Date: 06/23/2023

## District Business Administrator or District Federal Programs Administrator Certification

< NO DATA >

## ASP District CSA Certification and Approval Page

< NO DATA >