

2023-2024

Lord Stirling Elementary School

District: NEW BRUNSWICK CITY

County: MIDDLESEX

Team: 90

Level of Support: NA

Targeted Subgroup

CDS: 233530100

SMART Goal 1

By June 30, 2024, the number of students in grades 3-5 reading on or above grade level will increase by 5% by creating, implementing and analyzing common instructional practices that advance each student's overall reading proficiency as demonstrated by performance on the end of the year reading assessments.

Priority Performance

An average of 12.65% of grade 3 students, 34.8% of grade 4 students, and 48.53% of grade 5 students are proficient on the 2022-2023 district common humanities assessments

15% of students in grades 3-5 are reading on grade level.

Target Population:

Multilingual, Ability Diverse

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Sources of Evidence	Status	Comments
Nov 15	By the end of Cycle 1, Running Records, Scholastic Data, as well as formative and summative assessment data will be analyzed to identify current levels of ELA proficiency among students to determine the calibrated baseline proficiency.	Scholastic Reading Measures Assessment Data from 2022-2023 Marking Period Grades for 2022-2023		

End of Cycle	Interim Goal	Sources of Evidence	Status	Comments
Feb 15	By the end of Cycle 2, students in grades 3-5 will close the ELA proficiency deficit and increase by 2.5% in overall reading proficiency as evidenced by formative and summative assessments.	Reading Assessment Data - Running Records/Scholastic School Assessment Data - Guided Reading Documentation/Common Assessments/Benchmarks from applicable grade levels Marking Period Grades - Report Cards		
Apr 15	By the end of Cycle 3, students in grades 3-5 will close the ELA proficiency deficit and increase by an additional 2.5% in overall reading proficiency as evidenced by formative and summative assessment data.	Reading Assessment Data - Running Records/Scholastic School Assessment Data - Guided Reading Documentation/Common Assessments/Benchmarks from applicable grade levels Marking Period Grades - Report Cards		
Jul 1	By June 30, 2024, the number of students in grades 3-5 reading on or above grade level will increase by 5% by creating, implementing and analyzing common instructional practices that advance each student's overall reading proficiency as demonstrated by performance on the end of the year reading assessments.	Reading Assessment Data - Running Records/Scholastic School Assessment Data - Guided Reading Documentation/Common Assessments/Benchmarks from applicable grade levels Marking Period Grades - Report Cards		

Strategy 1 - Ensure the adopted and aligned curriculum is the curriculum being instructed in the classroom.

Action Steps

SMART Goal 1 - Strategy 1

Step Number	Action Steps	Start Date	End Date	Title(s) Assigned	Status	Comments
1	Develop and implement interventions and time for interventions to address specific skills identified by analysis of student data.	7/1/23	11/15/23	Specialists, Administration, Teachers		
2	Provide time for instructional pedagogy alignment, lesson planning, and best instructional practice within common planning time meetings, faculty meetings, and professional development sessions.	7/1/23	11/15/23	Administration, Specialists, School Based Team, Teachers		
3	Evaluate walkthrough trends and formal observations to determine data concerning ELA instructional practice within the classrooms.	7/1/23	11/15/23	Administration, School Based Team, Specialists		
4	Continue to develop, revise, and implement interventions and time for interventions to address specific skills identified by analysis of student data.	11/16/23	2/15/24	Administration, Specialists, Teachers		
5	Continue to provide time for instructional pedagogy alignment, lesson planning, and best instructional practice within common planning time meetings, faculty meetings, and professional development sessions.	11/16/23	2/15/24	Administration, Specialists, School Based Team, Teachers		
6	Continue to evaluate walkthrough trends and formal observations to determine data concerning ELA instructional practice within the classrooms.	11/16/23	2/15/24	Administration, School Based Team, Specialists		

Step Numbe	Action Steps	Start Date	End Date	Title(s) Assigned	Status	Comments
7	Continue to develop, revise, and implement interventions and time for interventions to address specific skills identified by analysis of student data.	2/16/24	4/15/24	Administratio n, Specialists, Teachers		
8	Continue to provide time for instructional pedagogy alignment, lesson planning, and best instructional practice within common planning time meetings, faculty meetings, and professional development sessions.	2/16/24	4/15/24	Administratio n, Specialsts, School Based Team, Teachers		
9	Continue to evaluate walkthrough trends and formal observations to determine data concerning ELA instructional practice within the classrooms.	2/16/24	4/15/24	Administratio n, School Based Team, Specialists		
10	Continue to develop, revise, and implement interventions and time for interventions to address specific skills identified by analysis of student data.	4/16/24	6/18/24	Administratio n, Specialists, Teachers		
11	Continue to provide time for instructional pedagogy alignment, lesson planning, and best instructional practice within common planning time meetings, faculty meetings, and professional development sessions.	4/16/24	6/21/24	Administrato rs, Specialists, Supervisors, Teachers		
12	Continue to evaluate walkthrough trends and formal observations to determine data concerning ELA instructiona practice within the classrooms.	4/16/24	6/21/24	Administrato rs, Supervisors		

Budget Items

SMART Goal 1 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requeste	Funding Source	Amount Spent	PO Sent to	Comments
2	Basic Skills and Specialist Salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	\$254,308	Federal Title I (School Allocation)	\$0	No	
2	Basic Skills and Specialist Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$162,757	Federal Title I (School Allocation)	\$0	No	

Strategy 2 - Collecting and analyzing data to monitor and evaluate student performance and progress.

Action Steps

SMART Goal 1 - Strategy 2

Step Numbe	Action Steps	Start Date	End Date	Title(s) Assigned	Status	Comments
1	Establish a school based team to interpret and analyze student data and identify trends.	7/3/23	11/15/23	Administration, Specialists, Supervisors		

Step Numbe	Action Steps	Start Date	End Date	Title(s) Assigned	Status	Comments
2	Provide time to analyze baseline student data to identify students that are in need of interventions and interpret trends in data.	7/3/23	11/15/23	Administratio n, School Based Team, Specialists		
3	Interpret student assessment data to identify student performance trends.	11/16/23	2/15/24	Administratio n, School Based Team, Specialists Teachers		
4	Continue to interpret student assessment data to identify student performance trends.	2/16/24	4/15/24	Administratio n, School Based Team, Specialists, Teachers		
5	Complete a final student assessment data analysis to identify student performance trends and select focus areas for the following school year.	4/16/24	6/28/24	Administratio n, Specialists, School Based Team		

< SMART Goal 1 - Budget Items: NO DATA >

Strategy 3 - Monitor teachers and provide differentiated coaching along with professional development activities to support teachers in the use of a variety of instructional and response strategies to support engaging students in their own learning.

Action Steps

SMART Goal 1 - Strategy 3

Step Numbe	Action Steps	Start Date	End Date	Title(s) Assigned	Status	Comments
1	Provide coaching and data information during CPT and departmental meetings	9/7/23	6/21/24	Administrators, Supervisors, Specialists		
2	Timely walkthrough visits that focus on targeted pedagogy.	9/7/23	6/21/24	Administrators, Supervisors		
3	Timely feedback will be provided to teachers and staff after walkthroughs have taken place	9/7/23	6/21/24	Administrators and Supervisors		

< SMART Goal 1 - Budget Items: NO DATA >

SMART Goal 2

By June 30, 2024, students in grades 5-8 will close the math proficiency deficit by 5% and will increase overall achievement by creating, implementing and analyzing a common instructional practices that advance each student's proficiency in standards related to .

Priority Performance An average of 32.2% of grade 3 students, 46.78% of grade 4 students, and 37.40% of grade 5 students are proficient on the 2022-2023 district common math assessments.

Target Population: Multilingual, Ability Diverse

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Sources of Evidence	Status	Comments
Nov 15	By the end of Cycle 1, Math assessment data will be analyzed to identify current levels of proficiency among students to determine the calibrated baseline proficiency for each group.	DUA/Common Assessment Data School-based grade-level skills assessment data Assessment Data from 2022-2023 The prior year marking period math grades (2022-2023) Marking Period 1 Math grades		
Feb 15	By the end of Cycle 2, teachers in grades 3-5 will focus pedagogical practices on advancing each student's proficiency in standards related to multiplication and division, inclusive of OA in grade 3 and NBT in grades 4-5, resulting in a 2.5% increase in overall math proficiency related to these standards as demonstrated by math assessment data.	Grade 3-5 Math Assessment data Marking Period 2 Math grades Student work analysis Observations/walkthroughs		

End of Cycle	Interim Goal	Sources of Evidence	Status	Comments
Apr 15	By the end of Cycle 3, teachers in grades 3-5 will focus pedagogical practices on advancing each student's proficiency in standards related to multiplication and division, inclusive of OA in grade 3 and NBT in grades 4-5, resulting in an additional 2.5% increase in overall math proficiency related to these standards as demonstrated by math assessment data.	Grade 3-5 Math Assessment data Marking Period 3 Math grades Student work analysis Observations/walkthroughs		
Jul 1	By June 30, 2024, students in grades 5-8 will close the math proficiency deficit by 5% and will increase overall achievement by creating, implementing and analyzing a common instructional practices that advance each student's proficiency in standards related to .	Grade 3-5 Math Assessment data Marking Period 4 Math grades Student work analysis Observations/walkthroughs		

Strategy 1 - Ensure the adopted and aligned curriculum is the curriculum being instructed in the classroom.

Action Steps

SMART Goal 2 - Strategy 1

Step Numbe	Action Steps	Start Date	End Date	Title(s) Assigned	Status	Comments
1	Provide differentiated coaching during CPT's department meetings and on an individual basis in the classroom.	9/7/23	11/15/23	Administrators, Specialists, Supervisors and Colleagues		
2	Develop and implement interventions and time for interventions to address specific skills identified by analysis of student data.	9/7/23	11/15/23	Administrators, Specialists, Teachdrs		
3	Provide time for instructional pedagogy alignment, lesson planning, and best instructional practice within common planning time meetings, faculty meetings, and professional development sessions.	9/7/23	11/15/23	Administrators, Specialists, School Based Team, Teachers		
4	Evaluate walkthrough trends and formal observations to determine data concerning ELA instructiona practice within the classrooms.	9/7/23	11/15/23	Adminstrators, Supervisors		
5	Continue to develop, revise, and implement interventions and time for interventions to address specific skills identified by analysis of student data.	11/16/23	2/15/24	Administrators, Specialists Teachers, Supervisors		

Step Numbe	Action Steps	Start Date	End Date	Title(s) Assigned	Status	Comments
6	Continue to provide time for instructional pedagogy alignment, lesson planning, and best instructional practice within common planning time meetings, faculty meetings, and professional development sessions.	11/16/23	2/15/24	Administrators, Specialists Supervisors, Teachers		
7	Continue to evaluate walkthrough trends and formal observations to determine data concerning ELA instructional practice within the classrooms.	11/16/23	2/15/24	Administrators, Supervisors		
8	Continue to develop, revise, and implement interventions and time for interventions to address specific skills identified by analysis of student data.	2/16/24	4/15/24	Administrators, Specialists, Supervisors, Teachers		
9	Continue to provide time for instructional pedagogy alignment, lesson planning, and best instructional practice within common planning time meetings, faculty meetings, and professional development sessions.	2/16/24	4/15/24	Administrators, Specialists, Supervisors, Teachers		
10	Continue to evaluate walkthrough trends and formal observations to determine data concerning ELA instructional practice within the classrooms.	2/16/24	4/15/24	Administrator s, Supervisors		
11	Continue to develop, revise, and implement interventions and time for interventions to address specific skills identified by analysis of student data.	4/16/24	6/18/24	Administration, Specialists, Teachers		

Step Numbe	Action Steps	Start Date	End Date	Title(s) Assigned	Status	Comments
12	Continue to provide time for instructional pedagogy alignment, lesson planning, and best instructional practice within common planning time meetings, faculty meetings, and professional development sessions.	4/16/24	6/21/24	Administratio n, Specialists, School Based Team, Teachers		
13	Continue to evaluate walkthrough trends and formal observations to determine data concerning ELA instructiona practice within the classrooms.	4/16/24	6/21/24	Administrato rs, Supervisors		

< SMART Goal 2 - Budget Items: NO DATA >

Strategy 2 - Collecting and analyzing data to monitor and evaluate student performance and progress.

Action Steps

SMART Goal 2 - Strategy 2

Step Numbe	Action Steps	Start Date	End Date	Title(s) Assigned	Status	Comments
1	Establish a school based team to interpret and analyze student data and identify trends.	7/3/23	11/15/23	Adminisstrat ors, Specialists, Supervisors		

Step Numbe	Action Steps	Start Date	End Date	Title(s) Assigned	Status	Comments
2	Provide time to analyze baseline student data to identify students that are in need of interventions and interpret trends in data.	7/3/23	11/15/23	Administrators, Supervisors, Specialists		
3	Interpret student assessment data to identify student performance trends.	11/16/23	2/15/24	Administrators, Supervisors, Specialists, Teachers		
4	Continue to interpret student assessment data to identify student performance trends.	2/16/24	4/15/24	Administrators, Supervisors, Specialists, Teachers		
5	Complete a final student assessment data analysis to identify student performance trends and select focus areas for the following school year.	4/16/24	6/28/24	Administrators, Specialists, Supervisors		

< SMART Goal 2 - Budget Items: NO DATA >

Strategy 3 - Monitor teachers and provide differentiated coaching along with professional development activities to support teachers in the use of a variety of instructional and response strategies to support engaging students in their own learning.

Action Steps

SMART Goal 2 - Strategy 3

Step Numbe	Action Steps	Start Date	End Date	Title(s) Assigned	Status	Comments
1	Provide coaching and data information during CPT and departmental meetings	9/7/23	6/21/24	Administrators, Supervisors, Specialists		
2	Timely walkthrough visits that focus on targeted pedagogy.	9/7/23	6/21/24	Administrators, Supervisors		
3	Timely feedback will be provided to teachers and staff after walkthroughs have taken place	9/7/23	6/21/24	Administrators, Supervisors		

< SMART Goal 2 - Budget Items: NO DATA >

SMART Goal 3

During the 2023-2024 school year, the school will focus on expanding teacher understanding of the 3-dimensions of science teaching and learning, specifically the science and engineering practices and sensemaking strategies, resulting in a 5% increase in proficiency in these practices from fall to spring on science unit assessments.

Priority Performance Performance tasks for students in grades 3-5 demonstrate wide variance in science proficiency.

Copy and paste link below for Science Data:

<https://docs.google.com/spreadsheets/d/1Ke7pWFrH2QaxK5pXf2-xVVPB8EzFoBNL05YK7BrY-EY/edit#gid=1805822363>

Target Population: Multilingual, Ability Diverse

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Sources of Evidence	Status	Comments
Nov 15	By the end of Cycle 1, all teachers in grades 3-5 will cohesively implement the grade-level science curriculum as evidenced by review and evaluation of teacher lesson plans and non-evaluative learning walks to identify current levels of understanding and implementation of the Next Generation Science Standards, specifically the science and engineering practices.	Oncourse Lesson Plan Review NBPS Science Curriculum NJSL/NGSS Observations Non-Evaluative Learning Walks		

End of Cycle	Interim Goal	Sources of Evidence	Status	Comments
Feb 15	By the end of Cycle 2, summative assessment data will be analyzed to identify current levels of proficiency in these practices among students in grades 3-5 to determine the calibrated baseline proficiency.	Grades 3-5 MP 1 & 2 Assessments Rubrics linked to each grade level unit assessment Student work analysis Observations Non-Evaluative Learning Walks		
Apr 15	By the end of Cycle 3, teachers in grades 3-5 will focus pedagogical practices on engaging students in the science and engineering practices and sensemaking strategies, resulting in an 2.5% increase in the overall proficiency average of students in these practices as demonstrated by the science unit assessments.	Grades 3-5 MP3 Assessments Rubrics linked to each grade level unit assessment Student work analysis Observations Non-Evaluative Learning Walks		
Jul 1	During the 2023-2024 school year, the school will focus on expanding teacher understanding of the 3-dimensions of science teaching and learning, specifically the science and engineering practices and sensemaking strategies, resulting in a 5% increase in proficiency in these practices from fall to spring on science unit assessments.	Grades 3-5 Unit MP 4 Assessments Rubrics linked to each grade level unit assessment Student work analysis Observations Non-Evaluative Learning Walks		

Strategy 1 - To ensure the adopted and aligned curriculum is the curriculum being instructed in the classroom and that teachers have a solid understanding of the 3-dimensions of science learning, as outlined in the

NGSS/NJSLS in Science.

Action Steps

SMART Goal 3 - Strategy 1

Step Numbe	Action Steps	Start Date	End Date	Title(s) Assigned	Status	Comments
1	Provide differentiated coaching during CPT's department meetings and on an individual basis in the classroom.	9/7/23	6/21/24	Adminstrator s, Supervisors, Specialistgs and Peer Coaches		
2	Develop and implement interventions and time for interventions to address specific skills identified by analysis of student data.	9/7/23	11/15/23	Administrato rs, Specialists, Supervisors and Colleagues		
3	Provide time for instructional pedagogy alignment, lesson planning, and best instructional practice within common planning time meetings, faculty meetings, and professional development sessions.	9/7/23	11/15/23	Administrato rs, Specialists, School Based Team, Teachers		
4	Evaluate walkthrough trends and formal observations to determine data concerning ELA instructiona practice within the classrooms.	9/7/23	11/15/23	Administrato rs, Supervisors		
5	Continue to develop, revise, and implement interventions and time for interventions to address specific skills identified by analysis of student data.	11/16/23	2/15/24	Administrato rs, Specialists Teachers, Supervisors		

Step Numbe	Action Steps	Start Date	End Date	Title(s) Assigned	Status	Comments
6	Continue to provide time for instructional pedagogy alignment, lesson planning, and best instructional practice within common planning time meetings, faculty meetings, and professional development sessions.	11/16/23	2/15/24	Administrators, Specialists Supervisors, Teachers		
7	Continue to evaluate walkthrough trends and formal observations to determine data concerning ELA instructional practice within the classrooms.	11/16/23	2/15/24	Administrators, Supervisors		
8	Continue to develop, revise, and implement interventions and time for interventions to address specific skills identified by analysis of student data.	2/16/24	2/15/24	Administrators, Specialists, Supervisors, Teachers		
9	Continue to provide time for instructional pedagogy alignment, lesson planning, and best instructional practice within common planning time meetings, faculty meetings, and professional development sessions.	2/16/24	4/15/24	Administrators, Specialists, Supervisors Teachers		
10	Continue to evaluate walkthrough trends and formal observations to determine data concerning ELA instructional practice within the classrooms.	2/16/24	4/15/24	Administrators, Supervisors		
11	Continue to develop, revise, and implement interventions and time for interventions to address specific skills identified by analysis of student data.	4/16/24	6/21/24	Administrators, Specialists, Teachers		

Step Numbe	Action Steps	Start Date	End Date	Title(s) Assigned	Status	Comments
12	Continue to provide time for instructional pedagogy alignment, lesson planning, and best instructional practice within common planning time meetings, faculty meetings, and professional development sessions.	4/16/24	6/21/24	Administratio n, Specialists, School Based Team, Teachers		
13	Continue to evaluate walkthrough trends and formal observations to determine data concerning ELA instructiona practice within the classrooms.	4/16/24	6/21/24	Administrato rs, Supervisors		

< SMART Goal 3 - Budget Items: NO DATA >

Strategy 2 - Collecting and analyzing data to monitor and evaluate student performance, progress, and engagement in the science and engineering practices.

Action Steps

SMART Goal 3 - Strategy 2

Step Numbe	Action Steps	Start Date	End Date	Title(s) Assigned	Status	Comments
1	Establish a school based team to interpret and analyze student data and identify trends.	7/3/23	11/15/23	Adminisstrat ors, Specialists, Supervisors		

Step Numbe	Action Steps	Start Date	End Date	Title(s) Assigned	Status	Comments
2	Provide time to analyze baseline student data to identify students that are in need of interventions and interpret trends in data.	7/3/23	11/15/23	Administrators, Supervisors, Specialists		
3	Interpret student assessment data to identify student performance trends.	11/16/23	2/15/24	Administrators, Supervisors, Specialists, Teachers		
4	Continue to interpret student assessment data to identify student performance trends.	2/16/24	4/15/24	Administrators, Supervisors, Specialists, Teachers		
5	Complete a final student assessment data analysis to identify student performance trends and select focus areas for the following school year.	4/16/24	6/28/24	Administrators, Specialists, Supervisors		

< SMART Goal 3 - Budget Items: NO DATA >

Strategy 3 - Monitor teachers and provide differentiated coaching along with professional development activities to support teachers in the use of best science instructional and response strategies to support engaging students in the science and engineering practices and sensemaking strategies.

Action Steps

SMART Goal 3 - Strategy 3

Step Numbe	Action Steps	Start Date	End Date	Title(s) Assigned	Status	Comments
1	Provide coaching and data information during CPT and departmental meetings	9/7/23	6/21/24	Administrators, Supervisors, Specialists		
2	Timely walkthrough visits that focus on targeted pedagogy.	9/7/23	6/21/24	Administrators, Supervisors		
3	Timely feedback will be provided to teachers and staff after walkthroughs have taken place	9/7/23	6/21/24	Administrators, Supervisors		

< SMART Goal 3 - Budget Items: NO DATA >

SMART Goal 4

By June 30, 2024, the school will focus on the implementation of culturally-relevant workshops, activities, and opportunities to support families becoming more engaged and informed in the school community, resulting in a 10% increase in parental involvement in grades K-5 which will positively impact student academic progress and overall student behavior.

Priority Performance Based on the 2023 Parent Climate and Culture Survey, 29% of parents strongly disagreed or disagreed that their child's school tries to get family members to take part in school activities, even though 74.2% of parents indicated that they feel welcome at the school.

Percentage of responses to C&C Survey.
 Staff = 45.65%
 Parents= 6.44%
 Students= 73.28%

Target Population: Multilingual, Ability Diverse

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Sources of Evidence	Status	Comments
Nov 15	By the end of cycle 1, the school will develop partnerships with families, community, and staff in support of consistent active parent participation.	Parent climate and culture data Meeting Agendas Parent Sign-Ins Parent Surveys OnCourse Information TalkingPoints Communication Platforms		

End of Cycle	Interim Goal	Sources of Evidence	Status	Comments
Feb 15	By the end of cycle 2, families will become more engaged and informed in the school community, resulting in a 5% increase in parental involvement in grades K-5 from the cycle I participation percentage	Parent climate and culture data Meeting Agendas Parent Sign-Ins Parent Surveys OnCourse Information TalkingPoints Communication Platforms		
Apr 15	By the end of cycle 3, families will become more engaged and informed in the school community, resulting in an additional 5% increase in parental involvement in grades K-5 from the cycle II participation percentage.	Parent climate and culture data Meeting Agendas Parent Sign-Ins Parent Surveys OnCourse Information TalkingPoints Communication Platforms		
Jul 1	By June 30, 2024, the school will focus on the implementation of culturally-relevant workshops, activities, and opportunities to support families becoming more engaged and informed in the school community, resulting in a 10% increase in parental involvement in grades K-5 which will positively impact student academic progress and overall student behavior.	Parent climate and culture data Meeting Agendas Parent Sign-Ins Parent Surveys OnCourse Information TalkingPoints Communication Platforms		

Strategy 1 - Develop partnerships with families, community, and staff in support of consistent active parent participation which will support student academic progress.

Action Steps

SMART Goal 4 - Strategy 1

Step Numbe	Action Steps	Start Date	End Date	Title(s) Assigned	Status	Comments
1	Ongoing- Provide opportunities for families to join and participate in PTO meetings	9/7/23	6/21/24	Administrators, Family Liaison, Counselors		

< SMART Goal 4 - Budget Items: NO DATA >

Strategy 2 - Collect and analyze current data on active parent participation.

Action Steps

SMART Goal 4 - Strategy 2

Step Numbe	Action Steps	Start Date	End Date	Title(s) Assigned	Status	Comments
1	Send start of the year surveys to families	9/11/23	11/30/23	Administrators, Family Liaison, Counselors		
2	Send mid year survey to families	12/1/23	3/29/24	Administrators, Family Liaison, Counsleors		

Step Numbe	Action Steps	Start Date	End Date	Title(s) Assigned	Status	Comments
3	Send end of year survey	4/1/24	5/31/24	Adminstrator s, Family Liaison, Counselors		

< SMART Goal 4 - Budget Items: NO DATA >

Strategy 3 - Provide workshops, activities, and opportunities for parents to beome more involved in the school community which will support student academic progress and overall student behavior.

Action Steps

SMART Goal 4 - Strategy 3

Step Numbe	Action Steps	Start Date	End Date	Title(s) Assigned	Status	Comments
1	Provide targeted workshops that address attendance, academics, student expectations and supports to	9/18/23	11/10/23	Administrato rs, Family Liaison, Counselors, Social Worker		

Step Numbe	Action Steps	Start Date	End Date	Title(s) Assigned	Status	Comments
2	Provide targed workshops that address academics	11/13/23	1/5/24	Administrato rs, Family Liaison, Counselors, Social Worker		
3	Provide targeted workshops that address student expectations. Share informatoin to help families support pro-social behavior by their children. This information and support will be included in all parent meetings	9/11/23	6/21/24	Administrato rs, Family Liaison, Counselors, Social Worker		

< SMART Goal 4 - Budget Items: NO DATA >

Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requeste	Funding Resource	Amount Spent	PO Sent to	Comments
417066	7/1/23	6/30/24	Salaries- Lord Stirling Community School	INSTRUCTI ON - Personnel Services - Salaries / 100-100	\$254,308	Federal Title I (School Allocation)		No	
417066	7/1/23	6/30/24	Benefits- Lord Stirling Community School	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$162,757	Federal Title I (School Allocation)		No	