FRANKLIN ELEMENTARY

District:	UNION TWP	School Identification:	NA
County:	UNION	Targeted Subgroup	
Team:	NA	CDS:	395290100

Annual School Planning
2025-2026

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Parent/Guardian	TBD	Yes	Yes	Yes		
Community Member	TBD	Yes	Yes	Yes		
Director of Instruction and	Isabella Scocozza	Yes	Yes	Yes		
Principal	Dr. Kira Baskerville	Yes	Yes	Yes		
Vice Principal	December Field-Moore	Yes	Yes	Yes		
Instructional Coach/Coordinator	Bernadine Santoro	Yes	Yes	Yes		
RTI Teacher/Coordinato	Latoya Nelson-Piccott	Yes	Yes	Yes		

ASP ESEA Required Stakeholder Groups Assurance

X	The LEA certifies it met all stakeholder engagement group requirements, including parent(s), community member(s), and student(s) at the secondary level, in accordance with applicable ESEA citations as noted in the box above.
	If all constituent groups are not represented, please indicate the impacted ESEA program(s), the unrepresented group(s), and an explanation.

Comments

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
04/25/2025	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis,	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS							
Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	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 (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Instructional coach will analyze all ELA data to disseminate and review during PLC times in order to guide instruction and provide individualized supports.	ELA	K-4	Yes	Yes	Yes	Measurable outcomes include: i-Ready diagnostic 1-3, pre and post assessment of Beyond the Bell After School Program and Summer Scholar Program, Report Card Grades, Link It data	Yes
Instructional coach will analyze all Math data to disseminate and review during PLC times in order to guide instruction and provide individualized supports.	Mathematics	K-4	Yes	Yes	Yes	Measurable outcomes include: i-Ready diagnostic 1-3, pre and post assessment of Beyond the Bell After School Program and Summer Scholar Program, Report Card Grades, Link It data	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population(s) / Subgroup(s)	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 (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
The school counselor will administer the pre and post SILAS assessment to all students. In addition, SILAS lessons will be integrated throughout the school day, after school and summer activities.	Social Emotional Learning	K-4	Yes	Yes	Yes	Measurable outcomes include: SILAS pre and post assessments, Ron Clark Academy data, PBSIS data, counseling logs and mentoring sheets.	Yes

STUDENT ACHIEVEMENT

Data Source	Factors to Consider	Prepopulated Data (Column not editable)						Additional Data Qualitative and Quantitative (best available formative assessment 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.	**Student Group**	**ELA**	**Math**	**Alg1**	**Alg2**	**Geo**	According to the NJ School Performance Report, the following data for Franklin Elementary School states: ELA Participation Rate 99.5% Math Participation Rate 99.5% Proficiency Rate for ELA Federal Accountability 29.8% Proficiency Rate for Math Federal Accountability 16.9% ELA Growth 39 Math Growth 48 Met target in ELA Met target in Math Statewide Proficiency Rate for Federal Accountability in ELA 52.2% Statewide Proficiency Rate for Federal Accountability in Math 40.2%	N/A
		Schoolwide	29.8%	16.9%					
		White	40%	20%					
		Hispanic	25.9%	14.8%					
		Black or African American	26.4%	15.2%					
		Asian, Native Hawaiian, or Pacific Islander	58.3%	33.3%					
		American Indian or Alaska Native	*	*					
		Two or More Races	*	*					
		Female	37.3%	13.3%					
		Male	23.2%	20%					
		Economically Disadvantaged Students	23.8%	12.4%					
		Non-Economically Disadvantaged Students	38.4%	23.3%					
		Students with Disabilities	11.5%	11.5%					
		Students without Disabilities	32.9%	17.8%					
		English Learners	23.3%	*					
		Non-English Learners	31.1%	18.9%					

Data Source	Factors to Consider	Prepopulated Data (Column not editable)						Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	ELA	Math	Alg1	Alg2	Geo		
		Homeless Students	*	*					
		Students in Foster Care	*	*					
		Military-Connected Students	*	*					
		Migrant Students	*	*					
		Non-Binary / Undesignated Gender	*	*					

Data Source	Factors to Consider	Prepopulated Data (Column not editable)				Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Science*	NJSLA Science Homepage, https: /measinc-nj-science.com/	NJSLA-S				No reports in the NJ School Performance Report found.	N/A
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide					
		White					
		Hispanic					
		Black or African					
		Asian, Native					
		American Indian or					
		Two or More Races					
		Female					
		Male					
		Economically					

Data Source	Factors to Consider	Prepopulated Data (Column not editable)				Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	Grade 5	Grade 8	Grade 11		
		Non-Economical					
		Students with					
		Students without					
		English Learners					
		Non-English					
		Homeless Students					
		Students in Foster Care					
		Military-Connected					
		Migrant Students					
		Non-Binary /					

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
NJGPA*	 NJGPA Assessment Reports website 	Student Group	ELA	Math	NJGPA Assessment ELA Grade 3 91 Valid Scores 725 Mean Scale ELA Grade 4 90 Valid Scores 732 Mean Scale Math Grade 3 91 Valid Scores 718 Mean Scale Math Grade 4 91 Valid Scores 720 Mean Scale	N/A
		Schoolwide	39%	47.5%		
		White	*	*		
		Hispanic	35%	68%		
		Black or African American	42%	41%		
		Asian, Native Hawaiian, or Pacific	*	*		
		American Indian or Alaska Native	*	*		
		Two or More Races	*	*		
		Female	47%	46.5%		
		Male	36%	47.5%		
		Economically Disadvantaged	37%	48%		
		Non-Economically Disadvantaged				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	ELA	Math		
		Students with Disabilities	*	*		
		Students without Disabilities				
		English Learners	43%	61%		
		Non-English Learners				
		Homeless Students	*	*		
		Students in Foster Care	*	*		
		Military-Connected Students				
		Migrant Students				
		Non-Binary / Undesignated Gender				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.	ELA					ESSA Accountability Indicator According to the NJ School Performance Report, the following data for Franklin Elementary School states:	N/A
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4	ELA Participation Rate 99.5% Math Participation Rate 99.5% Proficiency Rate for ELA Federal Accountability 29.8% Proficiency Rate for Math Federal Accountability 16.9% ELA Growth 39 Math Growth 48 Met target in ELA Met target in Math	
		K	81%	91%	91%	0%		
		1	97%	96%	96%	0%		
		2	100%	100%	100%	0%		
		3	96%	100%	100%	0%		
		4	100%	100%	100%	0%	Statewide Proficiency Rate for Federal Accountability in ELA 52.2% Statewide Proficiency Rate for Federal Accountability in Math 40.2%	
		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 (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	82%	88%	88%	0%		
		1	99%	95%	95%	0%		
		2	100%	100%	100%	0%		
		3	97%	100%	100%	0%		
		4	100%	100%	100%	0%		
		5	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		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 (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment 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	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Students at Franklin Elementary School take the three diagnostics of i-Ready in both ELA and Mathematics.

A total of 382 students out of 393 have participated in the diagnostics at Franklin Elementary School for ELA. A total of 382 students out of 393 have participated in the diagnostics at Franklin Elementary School for Mathematics. | N/A |
		K	30%	51%	51%	0%		
		1	16%	31%	31%	0%		
		2	26%	39%	39%	0%		
		3	43%	47%	47%	0%		
		4	21%	32%	32%	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%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment 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	Students at Franklin Elementary School take the three diagnostics of i-Ready in both ELA and Mathematics. ELA: 80 students or 21% are mid or above grade level 72 students or 19% are early on grade level 173 students or 45% are one grade level below 46 students or 12% are two grade levels below 11 students or 3% are three or more grade levels below	N/A
		K	29%	39%	39%	0%		
		1	7%	20%	20%	0%		
		2	1%	9%	9%	0%		
		3	8%	15%	15%	0%		
		4	7%	17%	17%	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%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		
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	Percent of English Learners Making Expected Growth to				23.8%	Students at Franklin Elementary School take the three diagnostics of i-Ready in both ELA and Mathematics. Math: 33 students or 9% are mid or above grade level 43 students or 11% are early on grade level 241 students or 63% are one grade level below 52 students or 14% are two grade levels below 13 students or 3% are three or more grade levels below	N/A

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).		English Language Proficiency Test Participation and Performance: 0-2 years in district 34 students tested >90% students with overall score below 4.5 <10% students with overall score 4.5 or above School wide/Multilingual Learners 23.8% making the expected growth to proficiency with the Annual target of 44%. Did not meet target	N/A

CLIMATE & CULTURE

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment 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	448	According to the NJ School Performance Report, Franklin Elementary School has a total of 459 students in grades Pre K-Fourth Grade. 48% Female and 52% Male Economically Disadvantaged 66.4% Students with Disabilities 9.8% Multilingual Leaners 10.7% Homeless 2.2% Foster Care 0.4% Military Connected 0.7% Migrant 0% Enrollment by Racial and Ethnic Group: White 3.9% Hispanic 19% African American 68% Asian 6.3% Native Hawaiian/Pacific Islander 0.2% American Indian 0.4% Two or More Races 2.2%	N/A
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	95.61%	Number of days the students were absent in the school year: Chronic Absenteeism Rates 14% or 60 students chronically absent ESSA Target (State Average for Grades Served) 14.3% Met ESSA Target	N/A
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
STATE Chronic Absenteeism (Students) * Note: Data rolled over from ASP Reporting tab	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	0.89%	Number of days the students were absent in the school year: Chronic Absenteeism Rates 14% or 60 students chronically absent ESSA Target (State Average for Grades Served) 14.3% Met ESSA Target Percentage of Days Absent: 0% (6.5%) 0% to 6.9% (67.1%) 7% to 9.9% (12.4%) 10% to 12.9% (8.9%) 13 to 19.9% (3.3%) 20% or higher (1.9%) Chronic Absenteeism by Grade: Pre K 26% K 20% First 17% Second 10% Third 11% Fourth 12% Chronic Absenteeism school wide is 60 students or 14% who are considered chronically absent. The ESSA target is 14.3% and it did	N/A
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			meet the target level.	

State of New Jersey
DEPARTMENT OF EDUCATION

2025-2026

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
FEDERAL Chronic Absenteeism (Students) * Note: Data extracted from NJ School Performance Report	Percentage of students who were chronically absent during the school year based on the federal Chronic Absenteeism ESSA Accountability indicator from NJ School Performance Reports	Staff Attendance YTD	85.18%	Number of days the students were absent in the school year: Chronic Absenteeism Rates 14% or 60 students chronically absent ESSA Target (State Average for Grades Served) 14.3% Met ESSA Target Percentage of Days Absent: 0% (6.5%) 0% to 6.9% (67.1%) 7% to 9.9% (12.4%) 10% to 12.9% (8.9%) 13 to 19.9% (3.3%) 20% or higher (1.9%) Chronic Absenteeism by Grade: Pre K 26% K 20% First 17% Second 10% Third 11% Fourth 12% Chronic Absenteeism school wide is 60 students or 14% who are considered chronically absent. The ESSA target is 14.3% and it did	N/A

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			meet the target level. Breakdown: White 34.5% Hispanic 21.9% African American 9.9% Asian, Native Hawaiian 12% American Indian 0% Two or More Races 0% Female 12.4% Male 15.4% Economically Disadvantaged 13.8% Students with Disabilities 20.3% Multilingual Learners 12.7%	

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism			The student to teacher ratio is 10:1 with a district ratio of 13:1. Teachers 45 Administrators 2 Librarian 1 Nurse 1 School Counselor 1 CST 2 School Psychologist 1 School Social Worker 1	N/A
		Student Suspension YTD Average - In School	0.00%		
		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%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Suspension YTD Average - Out of School for Subgroup 2	0.39%		
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders			According to the NJ School Performance Report: Violence 0 Weapons 0 Vandalism 0 Substances 0 HIB 0 Total Unique Incidents 0 Incidents per 100 students enrolled 0	N/A
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family			Franklin Elementary School participated in the NJ SCI Climate Survey during the 2024-2025 school year. The district coordinated student, staff and parent surveys and analyzed the data among all stakeholders.	N/A

COLLEGE & CAREER READINESS

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment 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)				N/A	N/A
		Student Group	5 Year Rate	4 Year Rate		
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific Islander				
		American Indian or Alaska Native				
		Two or More Races				
		Economically Disadvantaged Students				
		Students with Disabilities				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	5 Year Rate	4 Year Rate		
		English Learners				
		Homeless Students				
		Students in Foster Care				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)								Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.									N/A	N/A
		Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institu	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institu		
		Statewide									
		White									
		Hispanic									
		Black or African American									
		Asian, Native Hawaiian, or Pacific Islander									

Data Source	Factors to Consider	Prepopulated Data (Column not editable)								Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institu	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institu		
		American Indian or Alaska Native									
		Two or More Races									
		Economically Disadvantaged Students									
		Students with Disabilities									
		English Learners									

Data Source	Factors to Consider	Prepopulated Data (Column not editable)								Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institu	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institu		
		Homeless Students									
		Students in Foster Care									
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									N/A	N/A

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
AP/IB and Dual Enrollment	Advanced Placement (AP) and International Baccalaureate (IB) and Dual Enrollment coursework and participation	# of 8th grade students enrolled in Algebra 1		N/A	N/A
		% of students with a C or better			
		Count of students who took the Algrbra section of PARCC			
		% of students who scored 4 or 5 on the PARCC assessment			
Algebra	Previous year's data provided. Please provide current year's data if possible.			N/A	N/A

EVALUATION INFORMATION

Data Source	Factors to Consider	Prepopulated Data (from prior year's ASP Reporting tab) (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Learning Walks or Informal Classroom Observations	*Identify # teachers to evaluate *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	Danielson Evaluation Framework	The Township of Union Public Schools utilizes the Danielson Framework for all teacher observations and evaluations. Tenured teachers receive two observations and non tenured teachers receive three observations. The observation schedule is on a rotating basis among all of the administration. The district recently developed a new learning walk template using Google Forms for all administrators. Each administrator is responsible for a minimum of five learning walks per month.	N/A
		# Teachers to Evaluate	38		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	6		
		null	Total		
		Cycle 1	38		
		Cycle 2	10		
		Cycle 3	10		
		Cycle 4	0		

< Other Indicators - NO DATA >

Comprehensive Needs Assessment Process Questions

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?

The Title I Stakeholder Committee will meet a minimum of a quarterly basis throughout the 2025-2026 school year. The Director of Instruction and Funded Programs will meet with the administration monthly to review all of the smart goals, action steps, evaluation data, and budget to ensure that the Annual School Plan initiatives are being successfully met during the designated timeframe. All information regarding the Annual School Plan and designated smart goals will be disseminated to all of the Franklin Elementary School staff and community.

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

The committee will plan a parent and family engagement program to support the ongoing needs at Franklin Elementary School for the 2025-2026 school year. The comprehensive needs assessment consisted of both qualitative and quantitative data such as surveys, feedback forms, interviews etc.

Reflection and Growth Rubric

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	3-Developing	Overall strengths are 3 developing in each component.	Overall area of focus will be any 3 or lower from the survey. Also, all 3 scores will be worked on to initiate a higher level score.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
	Average		3.00		
Assessment	1	A	3-Developing	Overall strengths are 3 developing in each component.	Overall area of focus will be any 3 or lower from the survey. Also, all 3 scores will be worked on to initiate a higher level score.
	2	A	3-Developing		
	3	A	3-Developing		
	Average		3.00		
Professional Learning Community (PLC)	1	A	3-Developing	Overall strengths are 3 developing in each component.	Overall area of focus will be any 3 or lower from the survey. Also, all 3 scores will be worked on to initiate a higher level score.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	Average		3.00		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	3-Developing	Overall strengths are 3 developing in each component.	Overall area of focus will be any 3 or lower from the survey. Also, all 3 scores will be worked on to initiate a higher level score.
	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	3-Developing		
	10	A	3-Developing		
	11	A	3-Developing		
	12	A	3-Developing		
	13	A	3-Developing		
	14	A	3-Developing		
	Average		3.00		
Teacher and Principal Effectiveness	1	A	3-Developing	Overall strengths are 3 developing in each component.	Overall area of focus will be any 3 or lower from the survey. Also, all 3 scores will be worked on to initiate a higher level score.
	Average		3.00		

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link(s) or URLS

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link(s) or URLS
Effective Instruction	Needs assessment at Franklin Elementary School reviewed all i-Ready diagnostic assessments and report card grade data to determine a need for intervention related services in the subject area. In addition, Sonday and ISME data was reviewed for ELA.	Possible root causes include: transient population, increase in enrollment, change in curriculum, staff turnover, socio economic status.	1-4/ELA	1	Students will receive personalized instruction tailored to their needs based on the diagnostic results from i-Ready with the assistance of the RTI teacher and Instructional Coach. The Beyond the Bell After School Program and AM Sonday Program will focus on intervention strategies within ELA.	Evidenced based interventions include but not limited to ELA intervention Beyond the Bell After School Program, Summer Scholars Program, AM Sonday Program, and embedded ELA personalized instruction. In addition, the school administration will incorporate intervention in the day school based on the i-Ready assessments. Pre and post assessments within the Beyond the Bell After School Program and AM Sonday Program will be reviewed and analyzed.	Moderate	https://www.curriculumassociates.com/research-and-efficacy
				2				

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s)/Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link(s) or URLS
				3			

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
Effective Instruction	Needs assessment at Franklin Elementary School reviewed all i-Ready diagnostic assessments and report card grade data to determine a need for intervention related services in the subject area.	Possible root causes include: transient population, increase in enrollment, change in curriculum, staff turnover, socio economic status.	1-4/Mathematics	1	Students will receive personalized instruction tailored to their needs based on the diagnostic results from i-Ready with the assistance of the RTI teacher and Instructional Coach. The Beyond the Bell After School Program will focus on intervention strategies within Mathematics.	Evidenced based interventions include but not limited to Mathematics intervention Beyond the Bell After School Program, Summer Scholars Program and embedded Mathematics personalized instruction. In addition, the school administration will incorporate intervention in the day school based on the i-Ready assessments. Pre and post assessments within the Beyond the Bell After School Program will be reviewed and analyzed.	Moderate	https://www. curriculumassociat es.com/research-and-efficacy
				2				

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s)/Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
				3				
Climate & Culture - Attendance/ Behavior	Needs assessment at Franklin Elementary School reviewed all conduct, discipline reports, chronic absenteeism and attendance records to determine a need for intervention related to social emotional learning.	Possible root causes include: transient population, increase in enrollment, change in curriculum, staff turnover, socio economic status.	K-4 Chronic Absenteeism	1	Attendance stakeholder team will be coordinated to implement evidenced based attendance strategies and measures to decrease chronic absenteeism rates.	Evidenced based interventions include: mentoring groups, counseling sessions, SEL interventions and classes, SEL during the Beyond the Bell After School Program, updated attendance policy SILAS pre and post assessments.	Moderate	https: //fordhaminstitute. org/national/comm entary/its-time-tough-love-address-chronic-absenteeism? gad_source=1&gbr aid=0AAAAADLQ-Y2Gt8mv56Fi1Zo5-ZQ1HY8vZ&gclid= EAIaIQobChMI9cHI0 KL7jAMVwDUIBR3N fh52EAAYAiAAEgLg 1PD_BwE
				2				
				3				

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s)/Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link(s) or URLS
No option for the fourth SMART Goal was selected on the Root Cause page.				1				
				2				
				3				

SMART Goal 1

70% of students in levels 1-3 (below grade level) as measured by the beginning of the year I-Ready assessment will have improved placement on the I-Ready end of the year diagnostic by June 2026 and students in Levels 4 and 5 (at or above grade level) will maintain their placement in ELA.

Area of Focus	Effective Instruction
Content Area	ELA
Priority Performance	Needs assessment at Franklin Elementary School reviewed all i-Ready diagnostic assessments and report card grade data to determine a need for intervention related services in the subject area. In addition, Sonday and ISME data was reviewed for ELA.
Target Population:	1-4/ELA

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	ELA instructional coach and administrative team will review all of the I-Ready, ISME and Link It data within the first diagnostic benchmark. ELA instructional coach will review and analyze the data assessments and benchmarks to provide the academic staff strategies for differentiated instruction and intervention implementation.	Link It Data I-READY Data ISME Data Report Card Grades
Feb 15	ELA instructional coach and administrative team will review all of the I-Ready, ISME and Link It data within the second diagnostic benchmark. ELA instructional coach will review and analyze the data assessments and benchmarks to provide the academic staff strategies for differentiated instruction and intervention implementation.	Link It Data I-READY Data ISME Data Report Card Grades

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	ELA instructional coach and administrative team will review all of the I-Ready, ISME and Link It data within the third diagnostic benchmark. ELA instructional coach will review and analyze the data assessments and benchmarks to provide the academic staff strategies for differentiated instruction and intervention implementation.	Link It Data I-READY Data ISME Data Report Card Grades
Jul 1	70% of students in levels 1-3 (below grade level) as measured by the beginning of the year I-Ready assessment will have improved placement on the I-Ready end of the year diagnostic by June 2026 and students in Levels 4 and 5 (at or above grade level) will maintain their placement in ELA.	Link It Data I-READY Data ISME Data Report Card Grades Statewide Assessments

Strategy 1 - Students will receive personalized instruction tailored to their needs based on the diagnostic results from i-Ready with the assistance of the RTI teacher and Instructional Coach. The Beyond the Bell After School Program and AM Sonday Program will focus on intervention strategies within ELA.

Action Steps

SMART Goal 1 - Strategy 1

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	ELA Instructional Coach will collaborate with Franklin teachers and coordinate walkthroughs to determine their progress and needs regarding IMSE and HMH to establish a pacing guide for the 2025-2026 school year.	9/1/25	6/30/26	Administration, Coach
2	1	The ELA Instructional Coach will develop an action plan and progress monitoring for Tier 2 and 3 students at Franklin Elementary School for the 2025-2026 school year.	9/1/25	6/30/26	Administration, Coach

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
3	1	The ELA Instructional Coach will analyze and disseminate evaluation data from the ISME beginning, mid and end of the year assessments for all students.	9/1/25	6/30/26	Administration, Coach
4	1	Beyond School Hours, AM Sonday Program and Summer Scholars Program will be coordinated to provide ELA intervention services to students at Franklin Elementary School within the 2025-2026 school year.	9/1/25	6/30/26	Administration, Coordinator

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< SMART Goal 1, Strategy 1 - Budget Items: NO DATA >

Strategy 2 -

< SMART Goal 1, Strategy 2 - Action Steps: NO DATA >

< SMART Goal 1, Strategy 2 - Budget Items: NO DATA >

Strategy 3 -

< SMART Goal 1, Strategy 3 - Action Steps: NO DATA >

< SMART Goal 1, Strategy 3 - Budget Items: NO DATA >

SMART Goal 2

70% of students in levels 1-3 (below grade level) as measured by the beginning of the year I-Ready assessment will have improved placement on the I-Ready end of the year diagnostic by June 2026 and students in Levels 4 and 5 (at or above grade level) will maintain their placement in Mathematics.

Area of Focus	Effective Instruction
Content Area	Mathematics
Priority Performance	Needs assessment at Franklin Elementary School reviewed all i-Ready diagnostic assessments and report card grade data to determine a need for intervention related services in the subject area.
Target Population:	1-4/Mathematics

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	RTI teacher and administrative team will review all of the I-Ready, Touch Math/Moby Max and Link It data within the first diagnostic benchmark. Staff will review and analyze the data assessments and benchmarks to provide the academic staff strategies for differentiated instruction and intervention implementation.	Link It Data I-READY Data ISME Data Report Card Grades
Feb 15	RTI teacher and administrative team will review all of the I-Ready, Touch Math/Moby Max and Link It data within the second diagnostic benchmark. Staff will review and analyze the data assessments and benchmarks to provide the academic staff strategies for differentiated instruction and intervention implementation.	Link It Data I-READY Data ISME Data Report Card Grades

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	RTI teacher and administrative team will review all of the I-Ready, Touch Math/Moby Max and Link It data within the third diagnostic benchmark. Staff will review and analyze the data assessments and benchmarks to provide the academic staff strategies for differentiated instruction and intervention implementation.	Link It Data I-READY Data ISME Data Report Card Grades
Jul 1	70% of students in levels 1-3 (below grade level) as measured by the beginning of the year I-Ready assessment will have improved placement on the I-Ready end of the year diagnostic by June 2026 and students in Levels 4 and 5 (at or above grade level) will maintain their placement in Mathematics.	Link It Data I-READY Data ISME Data Report Card Grades Statewide Assessments

Strategy 1 - Students will receive personalized instruction tailored to their needs based on the diagnostic results from i-Ready with the assistance of the RTI teacher and Instructional Coach. The Beyond the Bell After School Program will focus on intervention strategies within Mathematics.

Action Steps

SMART Goal 2 - Strategy 1

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	RTI Mathematics Teacher and administration will collaborate with Franklin teachers and coordinate walkthroughs to determine their progress and needs regarding Touch Math and Moby Max placements to establish a pacing guide for the 2025-2026 school year.	9/1/25	6/30/26	Administration, RTI
2	1	RTI Teacher and Mathematics Supervisor will turnkey the Touch Math professional development for all of the Franklin teachers within the 2025-2026 school year.	9/1/25	6/30/26	Administration, RTI

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
3	1	RTI Teacher and Mathematics Supervisor will develop an action plan and progress monitoring for Tier 2 and 3 students at Franklin Elementary School for the 2025-2026 school year.	9/1/25	6/30/26	Administration, RTI
4	1	RTI Teacher and administration will analyze and disseminate evaluation data from the Touch Math/Moby Max and I-Ready beginning, mid and end of the year assessments for all students.	9/1/25	6/30/26	Administration, RTI
5	1	The Beyond School Hours and Summer Scholars Program will be coordinated to provide Mathematics intervention services to students at Franklin Elementary School within the 2025-2026 school year.	9/1/25	6/30/26	Administration, Coordinators

< SMART Goal 2, Strategy 1 - Budget Items: NO DATA >

Strategy 2 -

< SMART Goal 2, Strategy 2 - Action Steps: NO DATA >

< SMART Goal 2, Strategy 2 - Budget Items: NO DATA >

Strategy 3 -

< SMART Goal 2, Strategy 3 - Action Steps: NO DATA >

< SMART Goal 2, Strategy 3 - Budget Items: NO DATA >

SMART Goal 3

Franklin Elementary School will see a decrease chronical absenteeism rates by 5% when comparing the June 2026 attendance data with June 2025.

Area of Focus	Climate & Culture - Attendance/Behavior
Content Area	Chronic Absenteeism
Priority Performance	Needs assessment at Franklin Elementary School reviewed all conduct, discipline reports, chronic absenteeism and attendance records to determine a need for intervention related to social emotional learning.
Target Population:	K-4 Chronic Absenteeism

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Attendance policies will be reviewed during the Back to School Night. Attendance Stakeholder Committee will be formed to review the chronic absenteeism data and reports. Attendance Stakeholder Committee will generate parent notifications on attendance for students who are absent at 4, 7, 9 and 10 absences in the 2025-2026 school year.	Chronic Absenteeism Genesis Reports Attendance Reports
Feb 15	Attendance Stakeholder Committee will generate parent notifications on attendance for students who are absent at 4, 7, 9 and 10 absences in the 2025-2026 school year. Attendance meetings will be conducted by the central administration and school counselors.	Chronic Absenteeism Genesis Reports Attendance Reports
Apr 15:	Attendance Stakeholder Committee will generate parent notifications on attendance for students who are absent at 4, 7, 9 and 10 absences in the 2025-2026 school year. Attendance meetings will be conducted by the central administration and school counselors.	Chronic Absenteeism Genesis Reports Attendance Reports
Jul 1	Franklin Elementary School will see a decrease chronical absenteeism rates by 5% when comparing the June 2026 attendance data with June 2025.	Chronic Absenteeism Genesis Reports Attendance Reports

Strategy 1 - Attendance stakeholder team will be coordinated to implement evidenced based attendance strategies and measures to decrease chronic absenteeism rates.

Action Steps

SMART Goal 3 - Strategy 1

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Coordination of an attendance team with various stakeholders to include administration, teachers, secretaries and school counselors.	9/1/25	6/30/26	Administration
2	1	Attendance team will develop a chronic absenteeism tracking form to identify students at risk and coordinate response initiatives.	9/1/25	6/30/26	Administration, Attendance Team
3	1	Attendance form letters will be created, generated on Genesis and distributed at 4, 7, 9 and 10 absent days per student.	9/1/25	6/30/26	Administration, Attendance Team
4	1	The attendance team will develop a positive attendance reward system to decrease chronic absenteeism rates for the 2025-2026 school year.	9/1/25	6/30/26	Administration, Attendance Team

< SMART Goal 3, Strategy 1 - Budget Items: NO DATA >

Strategy 2 -

< SMART Goal 3, Strategy 2 - Action Steps: NO DATA >

< SMART Goal 3, Strategy 2 - Budget Items: NO DATA >

Strategy 3 -

< SMART Goal 3, Strategy 3 - Action Steps: NO DATA >

< SMART Goal 3, Strategy 3 - Budget Items: NO DATA >

SMART Goal 4

Area of Focus   No option for the fourth SMART Goal was selected on the Root Cause page.

Content Area

Priority Performance

Target Population:

Interim Goals

SMART Goal 4

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

Strategy 1 -

< SMART Goal 4, Strategy 1 - Action Steps: NO DATA >

< SMART Goal 4, Strategy 1 - Budget Items: NO DATA >

Strategy 2 -

< SMART Goal 4, Strategy 2 - Action Steps: NO DATA >

< SMART Goal 4, Strategy 2 - Budget Items: NO DATA >

Strategy 3 -

< SMART Goal 4, Strategy 3 - Action Steps: NO DATA >

< SMART Goal 4, Strategy 3 - Budget Items: NO DATA >

Budget Summary

< NO DATA >

Overview of Total Title 1 Expenditures

< NO DATA >

School Level Certification Page

< NO DATA >

District Business Administrator or District Federal Programs Administrator Certification

< NO DATA >

ASP District CSA Certification and Approval Page

< NO DATA >